

Indigenous Student Success Program

2019 Performance Report

Organisation	University of the Sunshine Coast		
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USC's Strategic Plan 2016-2020 affirms a commitment to the advancement of Aboriginal and Torres Strait Islander peoples and respect for Australia's first nations peoples, their cultures and knowledge systems. The remit of USC Indigenous Services team is to enhance the access and participation of Aboriginal and Torres Strait Islander people at USC (increase student enrolments) and to promote and support the academic success of enrolled students (increase student success). Indigenous Services also provides a culturally safe space for students, staff and community members to explore identity and knowledge.

Aboriginal and Torres Strait Islander Student Data (2016 – 2019)

	2016		2017		2018		2019	
	N	% of Total ¹	N	% of Total ¹	N	% of Total ¹	N	% of Total ¹
Domestic Students								
Enrolments - All students	370	3.0%	415	3.1%	452	3.3%	435	3.1%
Enrolments - Commencing students	199	3.6%	198	3.5%	237	4.0%	188	3.3%
Enrolments - Commencing students - Regional	68		70		68		51	
Enrolments - Commencing students – Remote	1		2		3		1	
Enrolments - Commencing students - Remote/Regional²	69	34.8%	72	36.3%	71	30.1%	52	21.8%
EFTSL - All students	240.1	2.9%	263.1	2.9%	289.8	3.1%	280.6	3.0%
EFTSL - Commencing students	115.7	3.4%	111.4	3.2%	136.9	3.7%	78.4	3.4%
Passing Grades ³		72.1%		69.2%		71.1%		76.6%
Completions - Award Program ⁴	35	2.1%	40	2.2%	54	2.6%	50	2.4%

¹ Aboriginal and Torres Strait Islander Students as percentage of domestic students (all and commencing)

² Regional/Remote (ASGS) Aboriginal and Torres Strait Islander Students as percentage of all Aboriginal and Torres Strait Islander based on a student's permanent home residence

³ Excludes Interim grades

⁴ Based on domestic students who have completed an Award program

1. Enrolments (Access)

2019 enrolment data shows a slight decrease in commencing student numbers. This may be attributed to increased employment opportunities across the regions and greater competition within the Queensland higher education sector for Aboriginal and Torres Strait Islander students. USC acknowledges overall EFTSL has remained stable with an increase to the level of passing grades for the cohort.

Strategies to improve access to university for Aboriginal and Torres Strait Islander students

USC strategies include: Schools Engagement Program, Community Programs & Cultural Events, and Study & Academic Pathways to USC degree programs. Details about each of these strategies are provided in the tables below.

Program	Description	Campus Region	Established	2019 Participation
Homework Groups	USC Indigenous Services hosts a number of study centres at USC Fraser Coast and USC Gympie, where teachers from local high schools and USC staff support Aboriginal and Torres Strait Islander students to complete homework and assessment tasks. The participating schools include those government schools in the Fraser Coast region as well as Gympie State High School and John Nash High School	Hervey Bay, Maryborough Gympie	2016	Term 1,2 ,3,4 (8 weeks) 20 students per session
Boys to Men	A program that engages young male Aboriginal and Torres Strait Islander High school students to enhance Cultural Identity and to strengthen their connection to Culture through a range of activities at school or "On Country". Sessions are facilitated by local Elders or strong male role models from the community. Boys to Men is being delivered in the Fraser Coast and Sunshine Coast Regions.	Hervey Bay, Maryborough, Sunshine Coast, Moreton	2016 2019	Term 1,2,3,4 (6 weeks) 10 students per session
Wabin Girls Group	A program that engages young female Aboriginal and Torres Strait Islander High school students to enhance Cultural Identity and to strengthen their connection to Culture through a range of activities at school or "On Country".	Sunshine Coast	2019	Term 3 (6 weeks) 13 students
Murri Futures	Experienced Aboriginal and Torres Strait Islander professionals from employment, tertiary institutions and other professional workplaces mentor students on success pathways. Targeted at increasing the awareness of educational and career	Hervey Bay, Maryborough, Sunshine Coast, Moreton	2016	16 schools engaged 300 + students

Program	Description	Campus Region	Established	2019 Participation
	options available to Aboriginal and Torres Strait Islander students.			
Buranga Leadership Camp (Year 11 and 12)	An aspirations building initiative providing an opportunity for students to learn more about their strengths and sense of self through a challenging camp-based initiative, with a greater focus for the senior high school students on decision making and career exploration. Includes activities that explore identity, relationships and decision making in a culturally safe and supportive environment	All campus regions	2017	3 day residential camp 20 students per camp
Buranga Camp (Year 9 and 10)	An aspirations building initiative providing an opportunity for students to learn more about their strengths and sense of self through a challenging camp-based initiative. Includes activities that explore identity, relationships and decision making in a culturally safe and supportive environment.	All campus regions	2017	3 day residential camp 20 students per camp
Visit USC	An annual activity inviting high school students who have participated in Indigenous Services programs to attend an on campus immersion day at USC Sunshine Coast. Students travel from Fraser Coast, Sunshine Coast and Moreton Bay regions to tour USC Sunshine Coast facilities including Immersion Lab, Sports Facility, participate in career exploration activities, talk with student ambassadors and meet with Indigenous Services staff	All campus regions	2017	one day event 35 students per visit
QATSIF Scholarship Recipients Graduation	QATSIF Scholarship for Senior Education provides two-year scholarship funding to support students commencing in Year 11. USC hosts the graduation celebration for Year 12 graduands and their families in the North Coast Region.	All campus regions	2018	50 Year 12 students

In addition to school engagement programs, cultural awareness is promoted on and off campus through activities which include acknowledgement of significant dates for Aboriginal and Torres Strait people and communities.

Community Programs & Cultural Events	Description of Program / Event
Close the Gap 2019	Events were held at Sunshine Coast, Fraser Coast, Gympie and Caboolture campuses. These events focused on Aboriginal and Torres Strait Islander health and education with a range of guest speakers and were supported by local Elders, Aboriginal and Torres Strait Islander businesses and organisations, and government agencies.
National Sorry Day 2019	National Sorry Day was commemorated at USC Sunshine Coast campus by establishing the Sorry Day Garden and the planting of native hibiscus, the National Sorry Day flower. Butchulla Elders from Fraser Coast joined local Elders, community members, USC students and staff to pay respect to survivors of the Stolen Generations and their families. In 2019 events combined with National Reconciliation Week were held at Caboolture and Fraser Coast campuses.
National Reconciliation Week	National Reconciliation Week (NRW) celebrates and builds on the respectful relationships shared by Aboriginal and Torres Strait Islander people and other Australians. USC marked National Reconciliation Week in a collaboration with Relationships Australia to host screenings of “ <i>Kanyini</i> ” at Sunshine Coast campus. USC Senior staff, academics and students attended the screenings.
NAIDOC Week 2019	USC hosted an Elders Tent at the Hervey Bay Family Fun Day and Sunshine Coast NAIDOC Cotton Tree events. Staff attended NAIDOC Week flag raising ceremonies at Caboolture, Nambour, Gympie and Maryborough as well having an Aspirations Tent at each of these community’s NAIDOC events. USC staff attended each of these events to build community partnerships.
Community Engagement	Indigenous Services staff maintained contact with Indigenous representatives from organisations, industry and other sectors by regular attendance at Indigenous Networking Group meetings across all campus areas, Fraser Coast, Gympie, Sunshine Coast and Moreton Bay.

Table 1 Scholarships - breakdown of 2019 payments^{1 2 3}

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote-undergraduate	\$ 34,885.00	27	\$28,412.00	11	\$23,000.00	23	61	\$86,297.00
From Regional/ Remote-postgraduate	\$ -	0	\$-	0	\$-	0	0	\$-
From Regional/ Remote-enabling	\$ -	0	\$-	0	\$-	0	0	\$-
Undergraduate (non-regional/remote students)	\$ 107,497.00	84	\$-	0	\$64,000.00	64	148	\$171,497.00
Post-graduate (non-regional/remote students)	\$ -	0	\$-	0	\$-	0	0	\$-
Other - Enabling	\$ 1,250.00	1	\$-	0	\$-	0	1	\$1,250.00
TOTAL	\$ 143,632.00	112	\$28,412.00	11	\$87,000.00	87	210	\$259,044.00
Value of Scholarships offered by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$ 50,750.00	36 students						
Value of Scholarships offered by the university to remote or regional students in the 2019 academic year (Section 21(3) in the Guidelines refers)	\$ 86,297.00	61 award payments were received by RA students over 2019						

2. Progression (access and outcomes)

USC has deployed a range of strategies to improve the success and retention of Aboriginal and Torres Strait Islander students. These strategies and relevant impacts / related outcomes are summarised in the table below.

Table 2a Tutorial assistance provided in 2019

The Indigenous Academic Mentor (IAM) program is predominantly a tuition programme. USC has been running the program in this form since the new funding arrangements were established in 2017. The IAM is flexible, student centred and focused on successful transition to university and building academic performance in the student cohort.

Indigenous Services employs approximately 17 mentors per semester to operate the program. The majority of mentors hold postgraduate qualifications and induction includes Indigenous cultural awareness training.

The IAM utilises the centralised Client Relationship Management (CRM) system used at USC to support the Student Experience. The CRM links to Student Hub and is used to record student engagement across services at the university.

There are three primary points of access for students to receive assistance:

- Paired mentoring involves the allocation of an academic mentor to a student to receive specialised assistance relevant to a student's programme and courses.
- A Drop-in service enables students to access more general academic assistance through a mentor who is rostered to work between business hours.
- An Outbound service is delivered check in on students and provide an additional point of access for assistance.

Level of study	Number of students assisted	Total hours of assistance ⁴	Expenditure ⁵ (\$)
Enabling	15	See breakdown by Semester	See breakdown by Semester
Undergraduate	103	See breakdown by Semester	See breakdown by Semester
Postgraduate	1		
Other			
Total	119	3239	164,320.34

2019 Tuition by Semester

Expenditure for Drop-In for Semester One is based on the total hours paired, not the total hours of assistance provided. For Semester One the Number of Students Assisted is based on the students who registered for the IAM programme in that semester.

Semester One

Level of study	Number of students assisted	Total hours of assistance ¹	Expenditure ¹ (\$)
Paired		693	34,656.93
Drop-in		761.5	38,082.61
Enabling	5		
Undergraduate	42		
Postgraduate	0		
Peer		323.75	16,190.73
Total	47	1778.25	88,930.27

For Semester Two all expenditure is based on hours of assistance as per the available data.

Semester Two

Level of study	Number of students assisted	Total hours of assistance ¹	Expenditure ¹ (\$)
Enabling	10	175.25	8,764.25
Undergraduate	61	877.25	46,209.24
Postgraduate	1	0.25	12.50
Peer		408	20,404.08
Total	72	1460.75	75,390.07

Table 2b Indigenous Support Activities provided in 2019⁶

Activity ^{7 8}	Description	Number of student participants	Expenditure (\$)
Indigenous Orientation Program	<p>Includes academic skills workshops, campus tours and introduction to staff. This enables a culturally appropriate transition to university.</p> <p>For 2019, Welcome Day included a 'Walk on Campus' by a traditional custodian student and a yarning circle. Connection to Country tours showcasing significant sites in USC's Sunshine Coast region, and 'Walking Together' introducing USC service providers and external providers took place between Orientation and Week 2.</p>	<p>Sunshine Coast Welcome Day – 20 (S1), 7 (S2). Total 27.</p> <p>Fraser Coast Welcome Day – 6 (S1), 5 (S2). Total 11.</p> <p>Fraser Coast Meet and Greet with Elders and SEO – (S1) 8, 9 (S2). Total 17.</p> <p>Caboolture Welcome Day – 4 (S1), 7 (S2). Total 11.</p>	<p>Expenditure (<i>excluding salaries</i>) across Student Support Activities and Access Programs (<i>listed at Section 1</i>) amount to:</p> <p>\$123,192.00</p>

		Caboolture Elder Visit - (S2) 2.	
Culturally safe student work spaces	<p>In 2019, USC provided three culturally safe learning spaces for students to work and gather. The largest space is the Buranga Centre learning space (at USC Sunshine Coast) and is co-located with staff offices. The Buranga Centre facilities include access to computer workstations, textbook library, laptop loans, and private meeting rooms. The Buranga Centre also includes a common room where students can meet socially and Buranga Centre Garden, Nga Tana Lui Dhar (The Yarning Circle of Life) containing a Yarning Circle.</p> <p>At USC Fraser Coast the Buallum Jarl-Bah learning space and Olga Miller Garden provide students with access to Indigenous Services Staff, computer workstations, and laptop loans. Students can also use this space to meet socially.</p> <p>At USC Caboolture, the Buranga Centre learning space provides access to computer workstations, private meeting room, laptop loans and kitchen space. This space is co-located with staff offices.</p> <p>All learning spaces have Elder Visits, IAM drop-ins, Centrelink drop-ins and CareerTrackers drop-ins.</p> <p>In 2019, 8 student laptop loans occurred across Fraser Coast and Sunshine Coast campuses.</p>	<p>Fraser Coast – (S1) 245; (2) 321. Total 566 student visits.</p> <p>Caboolture (30/07/19 – 30/09/2019) 218 student visits, Monday to Saturday. The Learning Space was frequented mostly on Tuesdays. Nursing students visited the space often and IAM drop-ins was the largest activity.</p> <p>Sunshine Coast is more challenging to capture student visits due to number of touch points.</p> <p>154 student-attended booked appointments with Student Advisers in these learning spaces.</p> <p>Sunshine Coast – Elder Visits (Wellbeing) 148 student visits.</p> <p>Sunshine Coast and Fraser Coast campuses - Academic Nursing/Midwifery drop-ins 140 student visits.</p>	
Regular student social events	Events such as morning teas with Elders provide students with the opportunity to engage with community members and Elders. These have	Caboolture - To build rapport/network with staff,	

	<p>been combined in Orientation Events and in providing culturally safe student work spaces.</p> <p>Student Engagement Officer, Caboolture campus started S2, 2019 focussing on promoting and providing an aesthetically pleasing learning space for students with young children.</p>	<p>mentors and students was Indigenous Literacy Day – 10 students visited; Day for Daniel – 5 students visited; End of Semester 2 BBQ – 25 students visited.</p>	
Promoting wellness	<p>Indigenous Services staff are Referrers with the North Coast Aboriginal Cooperation for Community Health (NCACCH). NCACCH provides health services for Aboriginal and Torres Strait Islander community members in the Sunshine Coast and Gympie regions.</p> <p>Regular Elder Visits (Wellbeing) Sunshine Coast campus provides opportunities for students to de-stress, de-brief, and connect to cultural identity.</p>	<p>Elder Visits (Wellbeing), Sunshine Coast – 148 students</p> <p>North Coast referrals – 30 students</p>	
Co-curricular Student Activities	<p>USC supports students' participation in external discipline related and community-based activities. USC Indigenous Students are active in USC student leadership activities and participate in various university governance mechanisms.</p>	<p>Indigenous Allied Health Australia Perth– 3 students; Union of Aboriginal and Torres Strait Islander Students Canberra – 2 students; USC Aboriginal and Torres Strait Islander Student Leadership Committee – 8 members, 3 meetings, held 1 student event number not recorded.</p>	
Employability	<p>Discussions with community/industry networks commenced S2 Caboolture campus.</p> <p>41 stakeholder engagements – Internal events, external events, study and enrolment enquiries, and placement opportunities both internal and external to USC.</p>	<p>6 study enquiries translated into 2 enrolments; 2 placements; and 1 MOU.</p>	

3. Completions (outcomes)

50 Aboriginal and Torres Strait Islander people completed programs of study during 2019. USC is proud to support these emerging leaders and professionals.

In addition to Indigenous support activities listed in section 2, Indigenous student progression and success is monitored through the utilisation of university wide student systems including the CRM and Student Hub. Indigenous Services staff are able to monitor individual and cohort engagement with the service and broader institution. These systems allow for specific and tailored support. Complex needs are met through a network of services staff across the university in a case management model.

Regular updates on student progression and success are provided to the Vice-Chancellor's Indigenous Advisory Committee which includes most members of the university's senior executive.

4. Regional and remote students

Students from regional and remote areas are supported through a range of services from first enquiry, application, enrolment and study. Indigenous Services maintains contact with applicants and students in multiple modes. Indigenous Student advisors are a vital point of contact and information for both students and their families. This includes information on scholarships, the local area and community. Indigenous Services maintains an extensive network of local Aboriginal and Torres Strait Islander service providers and is able to refer students where necessary.

Regional and remote students have accessed scholarships (see table 4) and been supported to participate in co-curricula opportunities including the Indigenous Student Leadership Group, discipline related workshops and forums, the National Indigenous Student Games and local community events.

Utilisation of university wide student systems enables Indigenous Services staff to monitor student progress and meet specific needs in collaboration with other USC service providers.

Table 4 Scholarship data for remote and regional students^{[i] [ii]} (Includes enabling)

	Education Costs		Accommodation		Reward		Total ^[iii]	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	\$194,082.00	101	\$36,952.50	9	0	0	\$231,034.00	110
B. 2019 Offers ^[iv]	\$245,216.50	94	\$67,280.00	13	\$92,000	92	\$404,496.50	199
C. Percentage ^[v] (C=B/A*100)							175%	181%
2019 Payments	\$118,744	71	\$31,140	9	\$87,000	87	\$236,884	167

5. Working with Vulnerable People Requirement⁹

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

6. Eligibility requirements

6.1. Indigenous Education Strategy

USC has a distributed approach to meeting the requirements of an Indigenous Education Strategy. This is to ensure that there is a whole of institution responsibility for increasing the access, participation, success and retention of Aboriginal and Torres Strait Islander Students.

University Strategic Plan

The University's [Strategic Plan 2019 – 2022](#) sets out its commitment increasing enrolments and improving student success. Measures relating to this strategic imperative include: the number of new Aboriginal and Torres Strait Islander students (measure based on internal full year data); access rates for Aboriginal and Torres Strait Islander students (measures based on external full year data benchmarking USC's performance nationally). Targets include: annual increase in number of new Aboriginal and Torres Strait Islander students Access rates at or above national average for Aboriginal and Torres Strait Islander students.

The Academic Plan

[USC's Academic Plan](#) includes the promotion and inclusion of Aboriginal and Torres Strait Islander knowledges across the university's curriculum. This work is supported by a framework and action plan. This work is overseen by the Deputy Vice-Chancellor (Academic).

USC has [USC Innovate Reconciliation Action Plan 2017 – 2019](#) which aims to build meaningful and respectful relationships with Aboriginal and Torres Strait Islander people and is fundamental to USC's commitment to social justice set out in the Strategic Plan. RAP Action 8 focuses on training and development for all staff to increase diversity capabilities around Aboriginal and Torres Strait Islander cultures, histories, perspectives and achievements. USC engaged Mr Kerry Neill, Director of Goombuckar to deliver Cultural Training in 2019. Mr Neill is a traditional custodian of the central region and delivered 15 workshops for academic and professional staff between June and October 2019. 286 staff participated.

During 2019, USC has taken the decision not to pursue a further iteration of a RAP. Activities related to Aboriginal and Torres Strait Islander peoples will be included in the suite of USC enabling plans which support the University's Strategic Plan.

6.2. Indigenous Workforce Strategy

[USC's Indigenous Employment and Career Development Strategy](#)

USC is redeveloping its Indigenous Employment and Career Development Strategy. This work will be undertaken in consultation with Aboriginal and Torres Strait Islander staff. On the 31 March 2019 total headcount for USC was 1179 with 25 of these employees identifying as Indigenous (2.12%). On 31 March 2020 total headcount for USC was 1267 with 28 of these employees identifying as Indigenous (2.21%)

Table 6.2 Indigenous workforce data (2019 breakdown)^{10 11 12 13}

Level/position	Permanent		Casual and Contract	
	Academic	Non-academic	Academic	Non-academic
Senior Staff (Level E +)			2	
Level E	1			
Level D	1		1	
Level C	2		1	
Level B	Nil		Nil	
Level A	1			
Level 10		Nil		Nil
Level 9		Nil		Nil
Level 8		3		1
Level 7		4		1
Level 6		Nil		Nil
Level 5		1		6
Level 4		2		Nil
Level 3		1		Nil
Level 2		Nil		Nil
Level 1		Nil		Nil
Sessional Academic			12	
Casual Professional (varying levels includes student employees)				35
TOTALS	5	11	16	43
<i>All Aboriginal and Torres Strait Islander Staff (Head Count) 2019</i>				75

6.3. Indigenous Governance Mechanism

The Dean Indigenous Education and Engagement as the senior Indigenous Australian appointment at the university, holds responsibility for advising on, reviewing, making recommendations about, and monitoring the use of ISSP grants and occupies a position of authority within the governance structure of the university. The Dean is a member of USC Senior Staff and has a dual reporting line to the PVC(Students) and PVC(Engagement), both PVCs report directly to the Vice-Chancellor and President.

The Dean is a member of Academic Board; Learning and Teaching Committee, Research Committee, Senior Staff Group and the USC Higher Education Academy Fellowships Advisory Board. The Dean is the responsible officer for legislative acts and requirements pertaining to Aboriginal and Torres Strait Islander peoples and cultures.

Effective arrangements for Aboriginal and Torres Strait Islander people to participate in institutional governance and decision making is a key strategy of the University.

In 2019 the following activities, committees and boards involved Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.

University of the Sunshine Coast Council (1 Aboriginal and Torres Strait Islander community Elder of 19 members). Council is the University’s governing body determining and overseeing the vision and strategic direction of the University.

Vice-Chancellor’s Indigenous Advisory Committee (12 Aboriginal and Torres Strait Islander members of 18 members during 2019).

The Chairperson of the Indigenous Advisory Committee is a member of University Council who is of Aboriginal and Torres Strait Islander descent.

Membership includes Elders as well as representatives from community, government, professional and industry bodies, academic institutions, and Indigenous academic staff and students of USC.

The Indigenous Advisory Committee makes recommendations to, and advises, the Vice-Chancellor and President on policy matters relevant Aboriginal and Torres Strait Islander people engaging with the University. The role of the Committee is to provide strategic advice and guidance on the achievement of outcomes for Indigenous students and staff, and research and curriculum matters.

2019 Indigenous Advisory Committee Meetings and Agenda	
Date	Agenda items
19 February	<ul style="list-style-type: none"> • Reports – Chairperson, Vice-Chancellor and President; Indigenous Services; Indigenous Student Leadership Committee • Cultural Capability and Engagement (Presentation by Community Member) • Report from Pro Vice-Chancellor Engagement – Moreton Bay Campus • Innovate Reconciliation Action Plan 2017-2019 Report • Universities Australia – Indigenous Strategy
1 August	<ul style="list-style-type: none"> • Reports – Chairperson, Vice-Chancellor and President; Dean, Indigenous Education and Engagement • Report – Deputy Vice-Chancellor Academic – Cultural Competency Training • Report – Pro Vice-Chancellor Engagement – Commitment to Reconciliation Post RAP • Director HR - Indigenous Workforce Data Report • Deputy Vice-Chancellor Research – Indigenous Research Developments

Aboriginal and Torres Strait Islander Student Representation and Participation

The Aboriginal and Torres Strait Islander Student Leadership Group was formed during 2017. The two Co-Chairs of the Student Leadership Group are members of the whole of University Student Representative Council. The two Co-Chairs are members of the VCPs Indigenous Advisory Committee

The Council is a student representative forum convened by the Office of the PVC(S) which informs the Vice-Chancellor about issues of relevance to student learning and the student experience. It also provides advice on the annual prioritisation of Student Services and Amenities Fee allocations.

Aboriginal and Torres Strait Islander students hold positions on Academic Board, the Equity and Diversity Committee and Reconciliation Action Plan Working Party.

Human Research Ethics Committee (2 Aboriginal and Torres Strait Islander members)

The University of the Sunshine Coast Human Research Ethics Committee (USC HREC) is responsible for ensuring that research involving humans is conducted ethically and that the welfare and rights of human participants in research are protected.

School Boards and Committees

School of Education Aboriginal and Torres Strait Islander Education Advisory Committee (10 Aboriginal and Torres Strait Islander members including 3 Elders). This is an advisory committee to the USC School of Education established as part of the implementation of USC More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) goals.

6.3.1. Statement by the Indigenous Governance Mechanism

Statement from Chair of the Vice-Chancellor's Indigenous Advisory Committee

As Chair of the Vice-Chancellor's Indigenous Advisory Committee and a member of University Council, I am pleased to provide this statement.

I acknowledge the Traditional Custodians of the lands and waters where USC campuses are located. I pay respects to their Elders past, present and emerging and acknowledge the valuable and continuing contributions Aboriginal and Torres Strait islander people make to the university every day.

During 2019, the University of the Sunshine Coast has continued to provide opportunities for Aboriginal and Torres Strait islander people to become involved across all its activities. It is encouraging to see the university support Aboriginal and Torres Strait Islander students to succeed in their chosen fields. Indigenous Services provides a vital hub for students and community members to engage with the broader university. Members of the Indigenous Advisory Council are proud of the work being delivered. It is pleasing to see Aboriginal and Torres Strait Islander people employed across a wide range of areas at USC and to learn of their valuable contributions and achievements at the university.

In view of all the advances USC has made in establishing and enhancing Indigenous Services and increasing Aboriginal and Torres Strait Islander Student population it would be essential The ISSP funding regime should be expanded to provide greater surety to institutions in forward planning. Particularly, as it relates to Aboriginal and Torres Strait Islander staffing. As the higher education sector is experiencing the fallout from COVID19, institutions should be supported to provide secure employment within the Indigenous centres.

The Indigenous Advisory Committee is a mechanism for staff and community members to come together to discuss significant issues impacting Aboriginal and Torres Strait Islander communities and to hear about progress being made within the university. It provides advice to the Vice-Chancellor and other members of the senior executive and actively promotes Aboriginal and Torres Strait Islander voices within USC's governance.

USC has continued to build its reputation within Aboriginal and Torres Strait Islander communities across its geographic footprint. This has relied on establishing and maintaining good relationships. Universities therefore need to be effectively resourced to engage with Aboriginal and Torres Strait Islander communities in ways that are consistent and long term.

With the development of the new campus opened in 2020, the university is providing higher education to meet local community aspirations on a larger scale. From the Fraser Coast through to Moreton Bay, USC is well placed to deliver for Aboriginal and Torres Strait Islander people and their communities into the future.

Our Committee look forward to reporting on future successes encouraged by a sensitive and positive response through ISSP funding

Ms Debra Bennet
Chair VCIAC and USC Council Member

Indigenous Student Success Program 2019 Financial Acquittal

Organisation

University of the Sunshine Coast

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)	1,518,022
ISSP Grant 2019 for preserved scholarships	27,272
<i>Subtotal ISSP Grant</i>	
B. Other ISSP Related Income	
Rollover of ISSP funds from 2018	
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
<i>Subtotal other ISSP related income</i>	
Grand total	1,518,022

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

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ³	
Other Commonwealth Government funding	
Funds derived from external sources ⁴	468,348
Total of other non-ISSP funds	468,348

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)^v

Item	Actual ISSP (\$) ^{vi}	Estimate other funds (\$) ^{vii}	TOTAL (\$) ^{viii}
Preserved scholarships	27,272		27,272
“New” scholarships from flexible ISSP funding	250,862		250,862
Teaching and learning ^{ix}		102,634	102,634
Salaries for staff working on ISSP activities ^{x xi xii}	230,163		230,163
Administration for staff working on ISSP activities ^{xiii}	1,036,997	242,522	1,279,519
Travel – domestic (airfares, accommodation & meals)		61,629	61,629
Travel – international (airfares)			0
Travel – international (accommodation and meals)			0
Conference fees and related costs ^{xiv}			0
ISSP Asset purchases made during 2019 ^{xv}			0
Other		61,563	61,563
A. Total Expenditure 2019	\$1,545,294	\$468,348	\$2,013,642
B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year	\$0		
2019 ISSP funding committed (A + B)	\$1,545,294		
D. Other unexpended 2019 ISSP Funds to be returned to PM&C ^{xvi}	\$0		
C. Unexpended 2019 preserved scholarships funds to be returned to PM&C	\$0		

2. Rollovers

Table 2 Rollovers agreed

	Rolled over (\$) (A)	Expended/committed ^{xvii} (\$) (B)	Excess to be returned to the Department ^{xviii} (C) (C = A – B)
2018 funds rolled over into 2019	Nil	Nil	Nil
2019 funds agreed for rollover into 2020	Nil	Nil	Nil

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019 ^{xix}

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ^{xx}	\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ^{xxi}	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 2a ISSP Assets inventory^{xxii}

Asset Description/ category	Adjustable Value ^{xxiii}	ISSP contribution ^{xxiv}

Table 2b ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution

Table 2c ISSP Assets - disposals during 2020

Asset Description/ category	Adjustable value	Disposals/ Sale Price ^{xxv}	ISSP component ^{xxvi}	Disposals Age ^{xxvii}

5. Endorsement of the Financial Acquittal^{xxviii}

Financial Acquittal supported and initialled by:

Elizabeth Cannon

(Print name of relevant officer)

Chief Financial Officer – University of the Sunshine Coast

(Print position title)

 29.05.2020.

(Signature and date)

Telephone contact: +61 7 5459 4702 E-mail: ecannon@usc.edu.au

¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2019 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.

^v Where applicable, figures provided in this table must be consistent with the figure provided in the institution’s 2019 Performance Report.

^{vi} List the expenditure of the income listed in Table 1a above.

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 2017 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 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 Record only hours of instruction received by the students (do not include staff planning or organising time).

⁵ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

⁶ Add more rows if necessary.

⁷ Include a brief description of the activity.

⁸ 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.

^[i] 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.

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

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

^[iv] Record 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).

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

⁹ This section confirms that the provider complies with Section 35A of the Guidelines.

¹⁰ 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.

¹¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

¹² The numbers recorded here should be a headcount of staff and not the full-time equivalent.

¹³ There is no longer a requirement to break up these by faculty. Please group together results by level.

¹⁴ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2019 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.

¹⁵ Please estimate the funds available.

¹⁶ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.

¹⁷ Examples of other funding are philanthropic donations, other student payments, business income etc.

¹⁸ Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2019 Performance Report.

¹⁹ List the expenditure of the income listed in Table 1a above.

²⁰ List the expenditure of the income listed in Table 1b above.

²¹ Sum ISSP expenditure and other funds expenditure.

²² Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.

²³ 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.

²⁴ Include expenditure on salaries for staff that provide tutorial assistance.

²⁵ May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.

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- ²⁶ 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.
- ²⁷ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ²⁸ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ²⁹ Include unspent 2018 funds that were rolled over into 2019 but were not expended during 2019 (i.e. the amount recorded in Table 2, column C).
- ³⁰ 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.
- ³¹ This amount should be included in the total unspent 2019 amount listed in Table 1c, Section D.
- ³² 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.
- ³³ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ³⁴ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ³⁵ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ³⁶ 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..
- ³⁷ 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).
- ³⁸ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ³⁹ 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.
- ⁴⁰ Where groups of assets are disposed of, an average age can be provided.
- ⁴¹ 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.