

Indigenous Student Success Program

2022 Performance Report

Organisation	University of Melbourne		
Contact Person	Carly Donovan		
Phone	03 90353798	E-mail	donovanc@unimelb.edu.au

1. Enrolments (Access)

The University of Melbourne's commitment to increasing Aboriginal and Torres Strait Islander participation has seen continued success since 2011, coinciding with the implementation of the University's first Reconciliation Action Plan. Indigenous student enrolments have increased by 185%, with Indigenous students comprising 1.16% of the University's domestic student population.

In 2018 The University committed to achieving a number of Indigenous headline targets including a 1000-strong Indigenous student cohort by 2029 and undergraduate to graduate student ratio to be equal for Indigenous and non-Indigenous students by 2025.

The total number of applications has been increasing since 2018 and the number of admissions has followed suit, reaching a total of 508 Indigenous student enrolments in 2022. Of note is the increase in Indigenous postgraduate student numbers in 2022, continuing the strong growth in 2021.

Currently, 53.59% of Indigenous students enrolled in award degrees are enrolled in graduate programs compared to 52.06% of all domestic students.

Table 1: Commencing and total Indigenous enrolments and EFTSL by course level in 2022

Course Level	Commencing		Total	
	Headcount	EFTSL	Headcount	EFTSL
HDR	10	<10 ¹	60	36.37
HDCW	72	52.25	150	105.81
OPG	56	17.63	66	21.56
UG	70	53.31	235	175.69
NA	<10 ¹	<10 ¹	<10 ¹	<10 ¹
Total	>210^{1,2}	>132^{1,2}	<510^{1,2}	>340^{1,2}

Table 2: Total Indigenous student enrolments at the University in 2022 by academic division

Faculty Name	Headcount	EFTSL
--------------	-----------	-------

¹ Note that this figure has been adjusted to protect the privacy of Indigenous students

² Note that the sum of the headcount does not match the total as students can be enrolled at more than one course level

Architecture, Building and Planning	11	<10 ³
Arts	139	93.55
Business and Economics	15	<10 ³
Education	52	25.65
Engineering & IT	<10 ³	<10 ³
Fine Arts and Music	51	41.62
Law	35	23.45
Medicine, Dentistry and Health Sciences	114	72.22
Science	67	47.93
Veterinary and Agricultural Sciences	<10 ³	<10 ³
Non-award	<10 ³	<10 ³
Melbourne Business School	10	<10 ³
Total	<510^{3,4}	>340^{3,4}

Strategies to address access to the University of Melbourne

Access Melbourne

Access Melbourne is the University's special entry access scheme. It offers students from disadvantaged backgrounds entry to the undergraduate course of their choice, even if their ATAR is below the Clearly-in ATAR. Indigenous Australians are a priority group under the Access Melbourne scheme. Through Access Melbourne, the University now guarantees entry to Indigenous students who meet prerequisites and achieve the following ATARs (or notional ATARs):

- 50.00: Arts (Extended)
- 55.00: Science (Extended)
- 70.00: Design and Arts
- 75.00: Science
- 83.00: Commerce
- 85.00: Biomedicine

Additionally, every Indigenous student that accepted an offer for an undergraduate degree at the University of Melbourne in 2022 was considered for a Melbourne Access Scholarship valued at \$5,000 per year for the standard duration of their undergraduate scholarship.

In 2022, 55.71% of commencing Indigenous undergraduate students gained entry through Access Melbourne and 72.03% of all enrolled Indigenous students were part of the scheme.

Murrup Barak: Melbourne Institute for Indigenous Development: Outreach, Pathways and Engagement

Provision of Indigenous student recruitment, retention and support services (directly funded by ISSP)

The Outreach and Engagement Team supports the University's Indigenous student recruitment agenda. The team is made up of a Team Leader and 2 x Indigenous Student Outreach Officers. In 2022 the Outreach and Engagement Team focused on Indigenous Student engagement in metro and regional Victoria, and regional/remote interstate areas including Northern Territory and Tasmania.

³ Note that this figure has been adjusted to protect the privacy of Indigenous students

⁴ Note that the sum of the headcount does not match the total as students can be enrolled at more than one course level.

The staff provide guidance to prospective students via a case management model which caters to Indigenous students to ensure they have access to accommodation, scholarships, enrolment support, orientation participation and other academic and cultural support.

Murrup Barak has well established relationships with secondary schools and Departments of Education across Australia to connect the University with Indigenous students and staff in schools across all educational sectors. Secondary Students are encouraged to participate in a range of enrichment opportunities which include residential experiences at the Parkville campus, day visits to Parkville campus and on the ground programs in schools. Murrup Barak also extends these outreach activities by engaging students to participate in the University of Melbourne pipeline programs which include:

Residential Indigenous Science Experience (RISE): The aim of RISE is to increase Indigenous students' interest in science. Indigenous students in years 9 and 10 from across Victoria are provided with the opportunity to network and carry out hands-on practical experiments in biology, chemistry, physics, computer science, and engineering.

Open Day Program: Murrup Barak offers a 3-day Open Day camp for Indigenous students in year 12 that provides an opportunity to experience university first-hand and to engage with Faculties and other Indigenous students who aspire to university. The program is delivered in conjunction with the broader University Open Day program and is open to Indigenous students nationally.

Victorian Indigenous Engineering Winter School: VIEWS (a partnership with RMIT University, Swinburne University and Monash University) aims to increase Indigenous participation in engineering. Indigenous year 11 and 12 students are provided with an insight into what it is like to study and work as an engineer. Participants explore pathways and study options in engineering, meet Indigenous engineers, and visit employers to see engineering in action.

National Indigenous Business Summer School: The National Indigenous Business Summer School (NIBSS) is an exciting program for Years 11 and 12 Indigenous high school students. The program is an initiative of the Australian Business Deans Council (ABDC), hosted by the Faculty of Business and Economics at the University of Melbourne. The purpose of the program is to provide a fully immersive experience for students thinking of entering the world of business or becoming an entrepreneur. Students have the opportunity to see business in action and learn about the available pathways into business studies.

Strengthening Engagement Achievement in Mathematics and Science (SEAMS): SEAMS (in partnership with Monash University) aims to increase the participation and attainment of low SES and Indigenous students in science and mathematics. With a focus on improving year 11 and 12 students' knowledge and skills in Maths Methods, Chemistry and Physics, and at junior years, the secondary school program aims to encourage students to pursue maths and science through to year 12 and into higher education.

The Wilin Centre for Indigenous Arts and Cultural Development: The Wilin Centre for Indigenous Arts and Cultural Development within the Faculty of Fine Arts and Music at the Southbank Campus of the University, acts as an access point to academic and student support services for Indigenous students who require culturally appropriate support at the Faculty. The Wilin Centre delivers outreach programs to the communities throughout Victoria and the South-East, to remove barriers to access and foster relationships with community practicing artists.

Wilin employs 1 x ISSP funded position - Schools and Community Liaison Officer: responsible for promoting pathways and opportunities which support Aboriginal and Torres Strait Islander students throughout their application, admission and induction. In 2022, the Schools and Community Liaison Officer facilitated the following programs:

- Wilin Week and Indigenous Artists in Residence
- Making Movies
- MITS engagement
- Biganga Cultural Outreach
- Short Course Scholarships
- Postgraduate Bridging Pathway Program
- Online Recruitment and Audition Support

Pathway Programs: The University offers two undergraduate pathway programs specifically for Indigenous students, the Bachelor of Arts Extended (B-ARTSEXT) and Bachelor of Science Extended (B-SCIEXT). These are four-year degrees that include a year of bridging subjects to provide a strong foundation for success in later study.

Diploma in General Studies (Extended): The new Diploma in General Studies (Extended) (DiGS Extended) is designed to provide a pathway into University of Melbourne degrees for Aboriginal and Torres Strait Islanders as both school leavers and mature-age students, particularly in the Northeast Victoria and Goulburn Valley regions.

Graduate Certificate in Indigenous Research and Leadership and Professional Certificate in Indigenous Research: The Graduate Certificate in Indigenous Research and Leadership aims to develop leadership skills and capacity in, or involving, Indigenous research. The curriculum is underpinned by Indigenous perspectives and has aspects which can be tailored to each participant's work context and career. The course is offered Australia-wide on a biennial basis and 26 students were enrolled in 2022. There were 16 students enrolled in the Professional Certificate in Indigenous Research in 2022, which aims to develop research skills from an Indigenous perspective and which, upon successful completion, provides course articulation into the Graduate Certificate in Indigenous Research and Leadership.

PhD Familiarisation Facilitated through The Melbourne Poche Centre for Indigenous Health: The Indigenous PhD Familiarisation Program is aimed at supporting Indigenous students who are considering applying for and undertaking a PhD. Participants in these programs engage and network with Indigenous academics and current PhD students and work on research ideas as a cohort and with prospective supervisors. In 2022, there were 62 Indigenous graduate research students within the Faculty of Medicine, Dentistry and Health Sciences.

MDHS Indigenous Graduate Pathways: The Faculty of Medicine, Dentistry and Health Sciences gives priority access to Aboriginal and/or Torres Strait Islander students at the University of Melbourne under the Indigenous Graduate Pathways. In 2022, a total of 13 students enrolled into the Doctor of Medicine.

Indigenous Alternative Entry Pathway JD: Melbourne Law school offers an alternative entry pathway for Indigenous applicants to the Juris Doctor Program. The Selection Committee will consider the applicant's academic performance in their tertiary studies, and the interview. The interview is intended to provide a face-to-face opportunity for Indigenous applicants to speak to their professional and personal experiences and their reasons for applying to the MLS JD Program

Academy of Sport Health and Education: The Academy of Sport Health and Education (ASHE) is a VET sector program in the Goulburn Valley for Indigenous youth who have disconnected from secondary school that aims to strengthen the pipeline of Indigenous students into postsecondary education, including higher education. Since its inception, almost 100 ASHE students have completed certificate level qualifications.

MURRA Indigenous Business Program: Offered by the Melbourne Business School since 2012, the program attracts Indigenous entrepreneurs and professionals from around Australia and provides them with the tools to grow their own businesses and develop economic opportunities for their communities.

Atlantic Fellows for Social Equity: Established in 2016 at the University, the Atlantic Fellows for Social Equity is an Indigenous-led, lifelong, collaborative fellowship program that seeks to harness Indigenous knowledge and ingenuity to create positive social change. Throughout the yearlong fellowship, the program provides the tools, resources, and connections for fellows, most of whom are Indigenous, to become deeply engaged changemakers across the Pacific region.

1.1. Table 1 ISSP Scholarships - breakdown of 2022 paymentsⁱⁱ

	<u>Education Costs</u>		<u>Accommodation</u>		<u>Reward</u>		<u>Total ²</u>	
	<u>\$</u>	<u>No.</u>	<u>\$</u>	<u>No.</u>	<u>\$</u>	<u>No.</u>	<u>\$</u>	<u>No.</u>
Enabling ³								
Undergraduate⁴	188,500	67	74,000	25	1600	2	264,100	94
Post-graduate ⁵	50,000	20			6,500	2	56,500	22
Other								
Total	238,500	87	74,000	25	8,100	4	320,600	116

2. Progression (outcomes)

In 2015 the University set Indigenous Student Headline Targets of achieving parity in success rates between Indigenous and non-Indigenous students at the undergraduate and graduate coursework levels by 2025. Monitoring of Indigenous students' academic success has indicated that Indigenous students have consistently performed well above the national and Victorian state average, with success rates between 80% and 86% over the last six years and a success rate of 83% for undergraduate and 96% for graduate students in 2022.

Table 3: Indigenous success rates at the University in 2021 and 2022

Course Level	2021 Success Rate	2022 Success Rate
--------------	-------------------	-------------------

Higher Degree Coursework	89.33%	90.62%
Other Postgraduate	88.85%	94.43%
Undergraduate	79.12%	82.89%
Grand Total	82.88%	86.27%

Murrup Barak, Melbourne Institute for Indigenous Development

Murrup Barak plays a critical role in co-ordinating and supporting the development of a wide range of Indigenous programs, building on the University's aim to increase involvement of Indigenous people across all facets of its operations, as staff, as students, and as interested community members contributing to the quality of our Indigenous teaching, learning, research and programs.

Murrup Barak provides leadership in the development of a supportive environment for Indigenous students enrolled in University programs. Murrup Barak acts as a point of referral for Indigenous students to ensure that they can appropriately access University academic and student support services.

The 2022 staffing of Murrup Barak was:

- Director.
- Senior Advisor
- Program Manager.
- Team Leader Student Success.
- Team Leader Outreach and Engagement
- Project Officer – Media and Communications
- Administrative and Community Liaison Officer
- Indigenous Student Success Officers (two positions).
- Indigenous Student Recruitment Officers (two positions).
- Strategic Project and Engagement Coordinator

Indigenous Student Success Team (directly funded by ISSP)

The Team delivers services and programs to cover different aspects of student life including:

- transitioning to university
- academic excellence
- Student advising
- Student advocacy
- general wellbeing
- community and cultural engagement
- financial assistance
- housing services and global mobility

Priority services to increase engagement provided by the Indigenous Student Success Team in 2022:

- Dhumbali Orientation
- Student Ambassador Peer Support Program
- Student Success Grants
- Conference participation support
- Cultural Workshops including wood burning, Eel Trap making.
- Cultural engagement with Elders
- Streamlined referral service to mental health support

Indigenous Tutorial Assistance Scheme (ITAS) (directly funded by ISSP)

ITAS provides one on one tutorial services to students with the aim of students achieving academic excellence. ITAS is the largest service provided by Murrup Barak, engaging 24% of Indigenous students in 2022, which is a slight decrease from 30% engagement in 2021. Undergraduate students received more tutoring than graduate students. In 2022, 34% of undergraduate students engaged in ITAS compared to 14% of graduate students. Undergraduate students generally need more academic support, especially in their first and second years.

1.2. Table 2 Tutorial assistance provided in 2022

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended	Total hours of assistance ⁸	Expenditure ⁹
Enabling	-		-	-
Undergraduate	85		3651.16	
Post graduate	41		1829.5	
Other				
Total	126		5480.66	\$320,287

Wilin Indigenous Student Support (partly funded through ISSP)

The Wilin Centre currently employs 2 Indigenous staff members whose roles are directly focussed on student support and success. The numerous support and engagement activities listed in section 1 are available for all Indigenous students enrolled at the Faculty of Fine Arts and Music.

Research Unit in Indigenous Arts and Cultures

Faculty's Research Unit for Indigenous Arts and Cultures (RUIAC) operates in partnership with Wilin to provide support to Indigenous students enrolled in allied graduate programs across the faculty. The Indigenous Graduate Research Training Program (IGRTP) includes supervision, research seminars and symposia, reading group, research skills workshops and research training opportunities.

Poche Centre for Indigenous Health: The Poche Centre for Indigenous Health helps connect prospective Indigenous PhD students with senior academics at the University who can assist them with their applications. This includes assisting them to navigate the application process, articulating the applicant's research training and experience, and advocacy during the selection process. The Poche Centre also connects prospective Indigenous PhD students and early career researchers with academic supervisors and mentors. In partnership between the Melbourne Poche Centre and Kings College London, the University also runs the Melbourne Poche Leadership Fellows Program, which supports the development of emerging Indigenous leaders in academic, policy, clinical and research roles. The program is aimed at Indigenous early career professionals in the health sector who are looking to influence broader change for Indigenous people.

Indigenous Studies, Faculty of Arts:

The Indigenous Studies program sits within the Faculty of Arts, School of Culture and Communication. It was relaunched in 2020 to focus on contemporary issues in ways that relate locally grounded insights to world-wide issues and concerns. The Indigenous Studies program seeks to understand the social, economic and political challenges that confront the world today from the points of view articulated by Indigenous peoples. The Indigenous Studies Program provides interdisciplinary teaching and learning, and research activities that critically engage with rich history, knowledge and cultures of Indigenous people of Australia and globally. The program engages and supports Indigenous undergraduate students as well as the growing cohort of HDR students.

Indigenous Studies Unit (ISU): In the Melbourne School of Population and Global Health, the ISU develops world-class teaching and research in Australian Indigenous Studies and works to increase the number of Aboriginal and Torres Strait Islander students enrolled in Research Higher Degrees. The ISU contributes to an evidence base in a range of research areas that improve outcomes in Indigenous health, economic participation, and cultural and resource management.

Leaders in Medical Education (LIME) Network:The University holds leadership positions in the LIME Network, a collection of medical schools in Australia and New Zealand dedicated to ensuring the quality and effectiveness of teaching and learning in Indigenous health, as well as best practice in the recruitment and retention of Indigenous medical students.

3. Completions (outcomes)

The number of Indigenous students completing has more than tripled from 52 in 2014 to 174 in 2022 and the University of Melbourne has one of the best Indigenous cohort completion rates in the country. In 2020 the University celebrated a milestone of 1000 graduated Indigenous students. Since 2022, 1301 graduates have joined the University of Melbourne's Indigenous Alumni community.

Table 4: Completions of Indigenous students at the University of Melbourne in 2022

	Completions	Attainment rate	4-year cohort completion rate	9-year cohort completion rate
Higher Degree Research	7	1.51%	9.09%	66.67%
Higher Degree Coursework	46	0.94%	50.00%	64.71%
Other Postgraduate	70	3.45%	68.66%	80.00%
Undergraduate	51	0.92%	42.71%	55.32%
Total	174	1.35%	50.45%	64.91%

The University is proud of the high completion rates achieved by its Indigenous students and works to ensure that Indigenous students, once recruited, receive appropriate support. The overarching strategy is to develop an integrated approach to support, ensuring students can access the full range of services and support mechanisms the University provides to all students whilst also delivering targeted programs through Murrup Barak.

Murrup Barak provides leadership in the development of a supportive and culturally safe environment for Indigenous students enrolled in University programs. Murrup Barak acts as a point of referral for Indigenous students to ensure that they can appropriately access University academic and student

support services. In addition, Murrup Barak is also developing a suite of Indigenous student initiatives that complement other services.

Murrup Barak's targeted support programs *(directly funded by ISSP)*

Murrup Barak's targeted support programs include:

- the coordination of the Indigenous Tutorial Assistance Scheme (ITAS);
- the provision of seminars targeted at Indigenous students;
- programs to support cultural development and engagement with Indigenous Elders;
- processes to enable students to provide feedback on their experience at the University;
- an inclusive social network and meeting place for students including a regular Tuesday lunchtime event; and
- the provision of a referral services.
- Provision of advocacy service and support for special consideration process.
- Industry engagement collaboration with Faculties.
- Career and graduate pathways events

Student Ambassadors

Murrup Barak offer several positions each year for students to take on a leadership role and provide mentoring support to peers. There is an increased focus on first-year students who, in the midst of the pandemic were unable to have a campus experience. Student Ambassadors have an increased success rate and are more likely to complete their studies.

Support for Graduate Students

Murrup Barak provides administrative and financial support to the Indigenous Graduate Student Association (IGSA) The IGSA has a number of aims that relate to the support of graduate coursework and research students, collaboration between Indigenous and non-Indigenous students and staff, and guiding and encouraging potential future Indigenous graduate students.

The IGSA has successfully secured a student space for Indigenous graduate students that offers multiple computers, printers, break-out areas, lockers and kitchen facilities.

All academic divisions have appointed an Associate Dean, Assistant Dean or a delegate of the Dean with an Indigenous focus. All of these roles are representatives on the Committee of Associate Deans and Delegates Indigenous, which is part of the University's Indigenous governance mechanism. The Faculty of Science, the Faculty of Medicine, Dentistry and Health Sciences and the Faculty of Business and Economics also have dedicated Indigenous Student Support Officers to support graduate students to successfully navigate their degrees.

University of Melbourne Student Union (UMSU) – Indigenous Office: 2 x Indigenous office bearers are employed through UMSU to provide advocacy and student support to Indigenous students. The Indigenous Office at UMSU run various student activities throughout the year to keep Indigenous students engaged via a social and cultural enrichment programs.

4. Regional and remote students

Indigenous students are increasingly arriving at the University from regional and remote Victoria and interstate. In 2022, 65% of commencing students were from outside the Melbourne Metropolitan area

and 39% were from regional or remote Australia. With continued increases in commencements of Indigenous students from regional and remote regions over the last decade, the proportion of all Indigenous students enrolled at the University in 2022 from regional and remote Australia has reached 37%. EFTSL trends for Indigenous students have been similar to headcount trends.

Table 5: Commencing Indigenous students at the University by remoteness area in 2022

Remoteness	Commencing Headcount	Commencing EFTSL	Total Headcount	Total EFTSL
Major Cities	121	80.15	309	208.66
Inner Regional	49	27.48	117	72.99
Outer Regional	27	17.70	55	39.74
Remote	<10 ⁵	<10 ⁶	12	10.29
Very Remote			<10 ⁶	<10 ⁶
Unknown	<10 ⁶	<10 ⁶	<10 ⁶	<10 ⁶
Total	<205^{6,6}	<130^{6,7}	>500^{6,7}	<340^{6,7}

All Indigenous students are eligible to receive an Access Melbourne scholarship in combination with Commonwealth Scholarships. Indigenous Accommodation Grant targets students who are moving from regional and remote areas and provides funding to their accommodation provider to relieve financial stress.

Table 4 ISSP Scholarship data for remote and regional students^[ii]

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments	78,000	29	45,000	13	10,000	10	133,000	52
B. 2022 Offers ¹¹	87,500	27	74,000	22	150	1	161,650	50
C. Percentage ¹²							122%	
(C=B/A*100)								
2022 Payments	76,000	29	32,000	11	150	1	108,150	41

5. Eligibility criteria

⁵ Note that this figure has been adjusted to protect the privacy of Indigenous students

⁶ Note that the sum of the headcount does not match the total as students can be enrolled at more than one course level

5.1 Indigenous Education Strategy

Indigenous Education Strategy

The University of Melbourne's approach to advancing its Indigenous agenda has been to embed accountabilities across the University. This is reflected by the incorporation of the University's aims for Indigenous development throughout the hierarchy of its policy and strategy documents. In recognition of such, our Indigenous Education Strategy draws together all of the existing plans, strategies and frameworks into a single document.

The plans, strategies and frameworks that articulate our key performance indicators, goals and targets for Indigenous student outcomes include:

- University level:
 - Advancing Melbourne 2030
 - Research at Melbourne: Ensuring Excellence and Impact to 2025
 - Reconciliation Action Plan April 2018 – December 2022
 - Indigenous Education Strategy 2018 – 2022
 - Indigenous Student Plan 2020 – 2022
 - Indigenous Employment Framework 2018–2022
 - Indigenous Student and Staff Headline Targets
 - Indigenous Outcomes Measurement Framework
- Divisional level:
 - Divisional Indigenous Development Plans

Taken together, these documents provide information on the ways in which the University will:

- increase the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards;
- facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices; and
- include activities for students and employees of the provider that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia.

The Indigenous Education Strategy is publicly available via the University's 'About Us' page and can be accessed directly from the following link:

https://about.unimelb.edu.au/_data/assets/pdf_file/0011/63002/ISSP_IES_20181127.pdf

Responsibilities for implementing the Indigenous Education Strategy sit with the portfolio leads of the appropriate faculties and administrative divisions, with oversight provided by the Indigenous Strategy Reference Group (ISRG). The faculties and Chancellery are represented on ISRG. The Indigenous Strategy team in Chancellery (Office of the Provost) has significant responsibility for implementing and monitoring progress on the RAP, and works with the faculties-and administrative divisions to develop, implement and monitor local-level plans and strategies. Operational oversight of activities within the University's 10 faculties (reduced to 9 in 2023) is also provided by the Committee of Associate Deans and Delegates Indigenous (CADDI).

Throughout 2022, the University has reviewed its suite of Indigenous strategies, frameworks and plans and will release updates for many of these, including:

- Indigenous Strategy 2023 – 2027¹
- Indigenous Student Plan 2023 – 2027

- Indigenous Employment Framework 2023 – 2027
- Indigenous Research Framework 2023 – 2027
- 10 Divisional Indigenous Development Plans

The University will also be reviewing its Indigenous Student and Staff Headline Targets during 2023 and will revise its Indigenous Education Strategy to align with the revised strategies, frameworks and plans, and updated Headline Targets.

Reconciliation Action Plan April 2018 – December 2022

With our University-wide and Divisional-level Indigenous frameworks and plans now firmly embedded in our planning and operations, our current Reconciliation Action Plan April 2018 - December 2022 (RAP3) sees a shift in focus to the development of Signature Projects.

Classified by Reconciliation Australia as having ‘Elevate’ status, RAP 3 develops 14 substantial Signature Projects that will have a transformational impact well beyond the University and signal our intention to invest in reconciliation at a deeper level. These Signature Projects are arranged into four themes:

- Leadership for Change;
- Our Place;
- Purposeful Partnerships; and
- International Engagement.

Each of these themes contain projects that enhance student access and outcomes by developing students’ capabilities, providing education pathways, increasing their opportunities and improving their lived experience. The University’s Indigenous international engagement aspiration is supported through the [Indigenous Internationalisation Plan 2020 – 2024](#), and focusses on four main streams of activity: research collaboration and engagement; international exchange and student mobility; international engagement activities (including cultural exchange); and professional opportunities for development (academic and professional staff).

In May 2023, the University will release its new Indigenous Strategy 2023 – 2027, which replaces the Reconciliation Action Plan.

Targets, Measurement and Reporting

The Indigenous Student Plan 2020 – 2022 is the key strategy for enhancing the recruitment and retention, progression, success and completions of Indigenous students at the University. It sets out the University’s headline student targets to increase access and outcomes for Indigenous students. These targets are regularly reviewed and, in 2018, they were amended to be:

- Indigenous student headcount to reach 1000 by 2029;
- Undergraduate to graduate student ratio to be equal for Indigenous and non-Indigenous students by 2025; and
- Undergraduate and graduate success ratio between Indigenous and non-Indigenous students of 1 by 2025.

These targets were developed in recognition of the changing student demographic brought about by the implementation of the Melbourne Model such that our domestic graduate student numbers are roughly equivalent to our domestic undergraduate numbers (50.4% and 49.6% respectively). These Headline Targets are currently being reviewed.

The Indigenous Student Plan 2023 – 2027 is in development and will be released in 2023. The current The Indigenous Student Plan is publicly available from the following link:

https://about.unimelb.edu.au/_data/assets/pdf_file/0011/60050/Indigenous_Student_Plan-Design_V2_2018update.pdf

The University has established robust mechanisms for monitoring and reporting on its performance over time. The annually published *Indigenous Outcomes Performance Report* (IOPR) is a key tool for tracking and reporting on progress. The reporting in the IOPR is guided by the three-tiered *Indigenous Outcomes Measurement Framework* (IOMF), which identifies a range of measures and their reporting frequency under the following headings:

- educational attainment and outcomes (Tier 1);
- predictors and precursors of outcomes (Tier 2); and
- educational system performance measures (Tier 3) that support these.

Reporting on progress towards our RAP targets and against University-wide and Divisional-level frameworks and plans is also undertaken on a regular basis.

The University has made excellent progress towards achieving its Indigenous student headline targets. The numbers of Indigenous students at the University have more than doubled to 454 since the targets were first adopted, and Indigenous students made up 1.05% of the domestic student cohort in 2020. The University acknowledges it will need to accelerate its efforts if it is to reach the ambitious target of having 1000 Indigenous students by 2029.

There are currently 1.02 domestic postgraduate students for every undergraduate student at the University. This ratio has closed for Indigenous students in the last six years and Indigenous postgraduate student enrolments exceeded Indigenous undergraduate student enrolments for the first time in 2021 such that there are now 1.1 Indigenous postgraduate students for every undergraduate student. Chancellery is continues to work with the academic divisions to ensure this progress is maintained.

The University of Melbourne has, over many years, performed well above the national average with respect to Indigenous students' academic success, with success rates generally between 79% and 86% over the last six years. Success rates for Indigenous postgraduate students are higher and closer to parity with other domestic students than they are for undergraduate students. Success rates were declining at the University for domestic students across all course levels in recent years, but particularly for Indigenous students. However, success rates markedly improved over the last two years. The University is currently exploring ways it can provide enhanced support to Indigenous students, particularly undergraduates, to further improve Indigenous success rates to meet our target of success rate parity.

5.2. Indigenous Workforce Strategy

The University of Melbourne's approach to advancing its Indigenous agenda has been to embed accountabilities across the University. Our commitment to increase the number of Indigenous people working at the University is articulated in our Indigenous Education Strategy (see section 4 above), which summarises the array of plans, strategies and frameworks that encompass our Indigenous workforce strategy.

The Indigenous Employment Framework 2023 – 2027 is in development and will be released in 2023. The current Indigenous Employment Framework is publicly available from the following link: [://about.unimelb.edu.au/__data/assets/pdf_file/0018/60075/The-University-of-Melbourne-Indigenous-Employment-Framework-2018-Web.pdf](https://about.unimelb.edu.au/__data/assets/pdf_file/0018/60075/The-University-of-Melbourne-Indigenous-Employment-Framework-2018-Web.pdf)

In addition to the IEF, each faculty and Chancellery have incorporated their own context-specific goals to support increased Indigenous employment at the University in their Divisional Indigenous Development Plans. All of these are being redeveloped and are planned for release in 2023.

Progress towards meeting the University's Indigenous targets and measures, overall and at the level of faculties and graduate schools, is reported in the annual Indigenous Outcomes Performance Report and in the Social Inclusion Barometer. The IOPR reports on a range of Indigenous Student, Staff, Teaching and Learning and Research data. Discussion of divisional level performance also occurs as part of the Vice-Chancellor's annual planning round.

The University is progressing towards meeting its Indigenous Staff Headline Targets. Since the implementation of the University's second IEF in 2014, Indigenous staff numbers in ongoing and fixed-term positions at the University more than tripled from 42 to 159 in 2022 as at the March 31 snapshot date and had reached 182 as at 31 December 2022. The marked growth in Indigenous staff numbers since 2014 has seen the proportion of Indigenous staff reach 1.71%, although this has largely been in the numbers of junior professional staff. In contrast, growth in Indigenous academic staff numbers has largely occurred in level D and level E positions such that the proportion of Indigenous academic staff in senior positions is essentially equal to that of non-Indigenous academic staff.

Melbourne Indigenous Professional Employment Program

The rapid growth in Indigenous professional staff numbers at the University is largely due to the success of the Melbourne Indigenous Professional Employment Program (MIPEP), which replaced the Indigenous Australian Employment Development Program (IAEDP) in 2017. MIPEP provides employment opportunities for Indigenous Australians to work across the University and complete a nationally recognised qualification in the Diploma of Leadership. The University has committed to employing 10 people outside the FTE cap each year under this scheme. MIPEP was cancelled in 2020 due to the coronavirus pandemic. In 2022 MIPEP resumed and there are currently 5 staff engaged in full-time positions.

Indigenous Employment Officer *(partially funded by ISSP)*

The Indigenous Employment Officer supports and builds the capacity of the University to recruit and retain Indigenous Australians through the current *Indigenous Employment Framework 2018-2021* (extended to 2022). In 2022 the Indigenous Employment Officer was phased out of ISSP resourcing and funded by the University to coordinate the Melbourne Indigenous Professional Employment Program.

Practical Implementations and progress:

- Actively recruit prospective Indigenous staff for the Melbourne Indigenous Professional Employment Program;
- Undertake a review of the Indigenous Employment Guide that provides advice and support to managers recruiting and working with Indigenous Australians;
- A streamlined Indigenous Australian Employment exemption process that allows the University to exempt suitable positions for Indigenous Australians at its discretion;
- An applicant support measure for Indigenous Australians that allows access to apply and prepare for positions through a single-entry point; and

Table 5.2 Indigenous workforce data (2022 breakdown) [\[iii\]](#)

Staff Classification	Headcount
Academic Continuing	25
Academic Fixed Term & Casual	63
Professional Continuing	54
Professional Fixed Term & Casual	43
Grand Total	180

5.3. Indigenous Governance Mechanism

Associate Provost Professor Marcia Langton and Pro Vice-Chancellor (Indigenous) Professor Barry Judd led the University's Indigenous agenda in 2022. Cultural authority and leadership are also provided by our Traditional Owners and Elders through the Traditional Owners Advisory Group.

The University's Indigenous Governance mechanism is comprised of the Traditional Owners Advisory Group, the Indigenous Strategy Reference Group and the Committee of Associate Deans and Delegates Indigenous. Together these have a significant role in advising on the use of ISSP resources.

The Traditional Owners Advisory Group (TOAG) is the advisory mechanism to support the governance of Indigenous programs with respect to Indigenous community engagement and cultural protocols and the implementation of University Indigenous strategy. Our Traditional Owners and Elders have served for many years.

Membership and Terms of Reference for TOAG are below.

Traditional Owners Advisory Group

Membership

Chair

Pro Vice-Chancellor (Indigenous)

Victorian Registered Aboriginal Party Representatives

Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation (also a partner organization)

Bunurong Land Council Aboriginal Corporation

Djarra (Dja Dja Wurrung Clans Aboriginal Corporation)

Yorta Yorta Nation Aboriginal Corporation

Elders and Respected Persons

Aunty Lorraine Padgham

Aunty Sandra Smith

Other Elders and Respected Persons as appropriate

Partners Organisations

Kaiela Institute

Yothu Yindi Foundation

Wurundjeri Woi Wurrung Cultural Heritage Aboriginal Corporation (also a RAP)

University Representation

Vice-Chancellor
Provost
Associate Provost
Vice-President, Strategy and Culture (or nominee)
Director, Murrup Barak, Melbourne Institute for Indigenous Development
Head, Wilin Centre for Indigenous Arts and Cultural Development

Names
Professor Barry Judd, Pro Vice-Chancellor Indigenous (Chair)

Members

Aunty Loraine Padgham
Aunty Sandra Smith
Ms Kelly Lehman
Uncle Graham Atkinson
Dr Sharon Atkinson-Briggs
Ms Denise Bowden

University Representation

Professor Duncan Maskell, Vice-Chancellor
Professor Nicola Philips, Provost
Professor Marcia Langton, Associate Provost; Redmond Barry Distinguished Professor; Foundation Chair of Australian Indigenous Studies
Dr Julie Wells, Vice-President, Strategy and Culture
Ms Inala Cooper, Director, Murrup Barak: Melbourne Institute for Indigenous Development
Mr Tiriki Onus, Head, Wilin Centre for Indigenous Arts and Cultural Development

Terms of Reference

The Traditional Owners Advisory Group is a forum for providing advice and insights to the Vice-Chancellor and University Executive on matters of interest to the members of the Advisory Group.

The Group will:

- Discuss matters raised by Traditional Owners in support of the University's teaching and learning, research and engagement activities and priorities
- Provide cultural oversight of the University's Indigenous strategies
- Provide cultural oversight of the University's engagement with Indigenous knowledge
- Advise the University on appropriate engagement with Traditional Owner groups
- Advise the University on appropriate cultural and community protocols
- Report to the Vice-Chancellor's Advisory Group and University Executive after each meeting
- Meet at least twice annually, or as otherwise agreed by the Advisory Group

Indigenous Strategy Reference Group

Terms of Reference

The Indigenous Strategy Reference Group advises the Pro Vice-Chancellor (Indigenous) on the University's key high-level Indigenous partnerships and strategic initiatives. The group will:

- Provide advice on the implementation and progress of the University's key strategic initiatives and other key initiatives.
- Ensure there is appropriate alignment and synergies across multiple projects and portfolios.

- Consider emerging possibilities in relation to the University strategy, Advancing Melbourne.
- Support the Pro Vice-Chancellor (Indigenous) in strategic decision-making.
- Formulate new initiatives for consideration by the appropriate bodies within the University, including the Vice-Chancellor’s Advisory Group (VCAG) and University Executive.
- The ISRG will meet monthly.
- This ISRG will report to the Provost via the Pro Vice-Chancellor (Indigenous).

Members

Prof. Marcia Langton, Associate Provost

Margot Eden, Associate Director, Indigenous Strategy

A/Prof. Sana Nakata, Chair, Committee of Associate Deans and Delegates (Indigenous)

Padmini Sebastian, Director, Engagement and Partnerships

Prof. Aaron Corn, Director, Indigenous Knowledge Institute

Inala Cooper, Director, Murrup Barak: Melbourne Institute for Indigenous Development

Brittney Henderson, Indigenous Office Bearer, University of Melbourne Student Union (UMSU)

Prof. Su Baker, Pro Vice-Chancellor (Community & Cultural Partnerships)

Prof. Adrian Little, Pro Vice-Chancellor (International)

Prof. Julie McLeod, Pro Vice-Chancellor (Research Capability)

A/Prof. Michael-Shawn Fletcher, Representative, Committee of Associate Deans and Delegates (Indigenous)

Nick Blinco, Vice-President (Advancement)

Dr Sally Eastoe, Chief Human Resources Officer (or nominee)

Chair, Indigenous Graduate Student Association (IGSA) (TBC)

Committee of Associate Deans and Delegates Indigenous

Terms of Reference:

The Committee of Associate Deans and Delegates (Indigenous) is a forum for consultation and coordination between the academic divisions, the Pro Vice-Chancellor (Indigenous) and Indigenous Strategy Reference Group on the University’s ongoing efforts to improve Indigenous higher education, research, engagement and employment outcomes.

The Committee will support academic divisional alignment with University-wide Indigenous strategies and plans through implementing these at the academic divisional level and advising on:

- Issues that impact Indigenous student participation, success and completion rates at the divisional level and Indigenous student support needs and services;
- Indigenous academic and professional staff numbers, classification, distribution and career trajectories in their faculties/schools; and
- Academic divisions’ research performance related to Indigenous matters.

The Committee will coordinate and review the implementation of Divisional Indigenous Development Plans.

Chair

Associate Professor Sana Nakata, Associate Dean (Indigenous), Faculty of Arts

Members:

Associate Professor Shawana Andrews, Melbourne Poche Centre for Indigenous Health, Faculty of Medicine, Dentistry and Health Sciences

Dr Eddie Cubillo, Melbourne Law School

Professor Sandra Eades, Associate Dean (Indigenous), Faculty of Medicine, Dentistry and Health Sciences

Associate Professor Michelle Evans, Faculty of Business and Economics

Associate Professor Michael-Shawn Fletcher, Associate Dean (Indigenous), Director of Research Capability (Indigenous Knowledge Institute), Faculty of Science

Jefa Greenaway, Architecture, Building and Planning

Dr Melitta Hogarth, Education

Professor Barry Judd, Pro Vice-Chancellor (Indigenous)

Tiriki Onus, Head, Wilin Centre for Indigenous Arts and Cultural Development, Faculty of Fine Arts and Music

Dr Cameron Raw, Veterinary and Agricultural Sciences

Professor Frank Vetere, Deputy Dean (Engagement), Faculty of Engineering, and IT

Inala Cooper, Director, Murrup Barak: Melbourne Institute for Indigenous Development

Margot Eden, Director (Indigenous Strategy), Office of the Provost

In addition to TOAG, ISRG and CADDI, the below central committees guide and make decisions on a range of Indigenous matters. These include:

- Aboriginal and Torres Strait Islander Cultural Heritage Oversight Committee
- Indigenous Scholarships and Awards Committee

At the faculty level, Traditional Owners and a range of local committees guide Indigenous research, teaching and learning and engagement activities. These include:

- Reconciliation and Recognition Committee within the Melbourne Law School
- Connection to Culture Committee within the Faculty of Architecture, Building and Planning
- Individual relationships with Wurundjeri Tribe Council through the Melbourne Law School and the Indigenous Settler Relations Collaboration within the Faculty of Arts

University staff from the Vice-Chancellor's Advisory Group, Deans and other selected staff with relevant areas of expertise attended and continue to provide an opportunity for the Corporation members to connect with academic staff who have expertise on a range of issues of interest to them, including native title, education and linguistics.

5.3.1. Statement by the Indigenous Governance Mechanism

On behalf of the University's Indigenous Governance mechanism, I am pleased to endorse the ISSP Report. Of note with respect to the University's 2022 Indigenous activity are the following:

- 134 Indigenous students commenced in graduate programs, [following the 144 who commenced in 2021 which is](#) the largest ever intake. Ten students commenced in PhD programs in 2022 bringing our total enrolments of PhD candidates to 60, which the University believes is the highest PhD enrolment of any Australian university.

- In 2022, 11 Indigenous students received Melbourne Chancellor’s Scholarships. These high-achieving students enjoy fee exemptions and are guaranteed a place in a graduate program of their choice if they satisfy eligibility requirements. Students also receive a living allowance for up to 3 years.
- The Melbourne Graduate School of Education worked in collaboration with Yambirra Schools to co-design and produce a series of Yolŋu cultural induction videos as part of the University’s partnership in North East Arnhem Land. The videos are to be used as cultural induction resources by the Yirrkala School and Laynhapuy Homelands School and University of Melbourne students and staff coming to work or visit.
- The Indigenous Knowledge Institute provided seed funding to five research projects in Indigenous Knowledge, ranging from Indigenous knowledge in a criminal justice context to environmental management of billabongs.
- The Indigenous people living at Cummeragunja partnered with the University of Melbourne’s Academy of Sport Health and Education (ASHE) and Bower Studio programs to co-design and co-develop an on country learning precinct where stories can be shared with students and visitors. More than 120 community members and university students have participated in this program following consultations from 2019 and the first stage of the precinct opening in 2022.
- An Indigenous History of the University project commenced in January 2021. An Indigenous History of the University project commenced in January 2021. The Project’s first output – a book to be published by Melbourne University Press in 2023 – includes 70 individual authors. Other outputs include a recorded conversation with the lead historians discussing the project and their findings, which has attracted more than 1200 unique views on YouTube.
- In 2022, Professor Eleanor Bourke AM, Wergaia/Wamba Wamba Elder and Chair of the Yoorrook Justice Commission spoke on the title of *Truth, Understanding, Transformation: laying the foundations for change*. Professor Bourke discussed the significance of truth telling in the context of reform and reconciliation and reflected on the Yoorrook Justice Commission’s broad mandate and the important role that truth and story-telling traditions play in keeping alive First Peoples culture
- In 2022, Professor Wiremu Doherty, Chief Executive at Te Whare Wānanga o Awanuiāraangi in Aotearoa New Zealand, delivered the Dungala Kaiela Oration on the theme of *‘Indigenous knowledges, prosperity, and productivity’*.
- In 2022, National Reconciliation Week consisted of program of more than 19 events located at the Parkville, Southbank, Shepparton and Dookie campuses. Events ranged from Lighting the Wilin – a smoking ceremony by Boon Wurrung Traditional Owners to mark the start of National Reconciliation Week – to presentations, panel discussions and sporting events and the establishment of an Indigenous Resource Library. The program provided a diverse range of events and opportunities which appealed to students, staff and the general public.



Professor Barry Judd
Pro Vice-Chancellor (Indigenous)

^[1] This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should 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.

^[1] These figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

^[1] Include payments to all enabling students, including remote and regional students.

^[1] Include payments to all undergraduate students, including remote and regional students.

^[1] Include payments to all postgraduate students, including remote and regional students.

^[1] Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

^[1] Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

^[1] Record only hours of instruction received by the students (do not include staff planning or organising time).

^[1] Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

^[1] Only record amounts which required payment during the 2022 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. Note the data in this table is a subset of the scholarship data provided in Table 1.

^[1] Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

^[1] This data confirms the university's compliance with Section 21(3) of the Guidelines.

Indigenous Student Success Program 2022 Financial Acquittal

Organisation

The University of Melbourne

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2022 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2022 ²	\$ 2,061,748.17
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	
<i>If no interest has been earned briefly state why</i>	
Project treated as operating project	
Sale of ISSP assets	
2022 ISSP Grant Income (excluding rollovers)	\$ 2,061,748.17

Table 1b Other funding used to support Indigenous students in 2022 (excluding GST)⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	
Other Commonwealth Government funding	\$ 240,000
Funds derived from external sources ⁷	
Total of other non-ISSP funds for 2022	\$ 240,000

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2022 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	\$ 320,590
Salaries for staff working on ISSP activities ¹¹	\$ 1,158,009.90
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	\$ 88,511.83
Student Costs	\$ 200,330.45
Travel – domestic (airfares, accommodation & meals)	\$ 76,325.89
Travel – international (airfares)	\$ 4,008.95
Staff Training and development	\$ 20,237.86
Travel – international (accommodation and meals)	\$ 8,413.14
Conference fees and related costs ¹²	\$ 3,955.00
ISSP Asset purchases made during 2022 ¹³	\$ 28,408.00
A. Total Expenditure of ISSP 2022 Grant (excluding expenditure from all rollovers into 2022)	\$ 1,891,964.74
B. Unexpended 2022 ISSP funds approved for rollover into 2023 grant year¹⁴	0
C. Unexpended 2022 ISSP funding to be returned to the NIAA	0
2022 ISSP funding committed (A + B + C) ¹⁵	\$ 1,891,964.74

2. Rollovers

Table 2 Rollovers ¹⁶

	Project Funds Rolled over (\$)	Project Funds Expended/committed ¹⁷ (\$)	<i>The two options below should total unspent funds for that line</i>	
			Excess Option 1: Unspent funds to be rolled into 2023 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2020 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds	\$4,142.44	\$4,142.44		
2021 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds	\$261,131.38	\$261,131.38		
Unexpended 2022 Funds (From Table 1c, Rows B and C)				
Total funds approved for rollover into 2023 or to be returned ²⁰			\$430,914.81	

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2022²¹

1. GST received by you in 2022 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²		\$ 0
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$ 0
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2022²⁶

Asset Description/ category	Purchase Value	ISSP contribution
Rectangular Boardroom Table with Power Box	\$7,446.00	100%
14 Nikola Boardroom Chair	\$5,488.00	100%
Workstation Type 01	\$5,887.00	100%

Table 4c ISSP Assets - disposals during 2022

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁷	ISSP component ²⁸	Disposals Age ²⁹

5. Endorsement of the Financial Acquittal³⁰

2022 Financial Acquittal supported and initialled by authorised officer:

Name:

Tristram Smith

Title:

Director Risk & Assurance, Legal and Risk | COO Portfolio

Phone:

+61 3 8344 3554

Email:

tristram.smith@unimelb.edu.au

Signed:



Date:

20/3/2023

INDIGENOUS STUDENT SUCCESS PROGRAM 2022 CERTIFICATION

Complete this certification after reading the completed 2022 Performance Report and 2022 Financial Acquittal for the Indigenous Student Success Program.

I certify that:


- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2022 Indigenous Student Success Program 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 2022 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program 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) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by the university's Indigenous Governance Mechanism:

Name: Professor Barry Judd
Title: Pro Vice Chancellor Indigenous

Signed:  Date: 22 March 2023

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name: Professor Duncan Maskell
Title: Vice-Chancellor

Signed:  Date: 13/4/23

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 2022, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA 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 Do not include rollovers in ISSP 2022 Grant amount. Prior year's rollover figures to be included in Table 2.
- ³ Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ⁴ Please estimate the funds available if exact amounts are not known.
- ⁵ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁶ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁷ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁸ Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2022 Performance Report.
- ⁹ Please insert additional lines if the listing below do not suit your university's arrangements.
- ¹⁰ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹¹ If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹² Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹³ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁴ This should match the figure in Table 2.
- ¹⁵ This figure should equal the Grand total in Table 1a
- ¹⁶ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.
- ¹⁷ For 2020 and 2021 funds rolled into 2022, the amount included here should be the amount expended in 2022.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2023.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2023. NIAA will issue an invoice for any amounts listed in this column.
- ²⁰ Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2022.
- ²¹ If GST is not paid to you, do not complete Table 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.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ 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 2022.
- ²⁵ 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).
- ²⁶ Include any assets purchased during 2022 using ISSP funding that are valued over \$5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁷ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁸ 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.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2023 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- ³¹ For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.