

Reporting and acquittal requirements for the ISSP

The *Indigenous Student Assistance Grants Guidelines 2017* require Universities to provide a Performance Report and a Financial Acquittal for the 2018 academic year in early 2019. Separate Audited Financial Statements are no longer required, but you must provide the Department with a copy of the Audited Financial Statements that you provide to the Department of Education and Training at the time and in the form required by the *[Australian Higher Education] Financial Statement Guidelines 2014*.

The *Performance Report* for 2018 should reflect on the performance data supplied at Attachment B and outline key strategies used to lift outcomes during the year. Performance reporting should also demonstrate that the institution has met the conditions of eligibility for ISSP funding. A Performance Report template is provided as part of this attachment.

The *Financial Acquittal* for 2018 serves two main purposes:

1. To demonstrate that ISSP funding has been used according to the guidelines and the *Higher Education Support Act 2003*; and
2. To estimate the other financial support the university is committing to lifting Aboriginal and Torres Strait Islander student and staff outcomes, given the supplementary nature of ISSP.

The Financial Acquittal must be signed by the Chief Financial Officer or an internal auditor (for most universities) or an external auditor (for universities not reviewed by a government auditor-general). Following the recommendation of the institution's Indigenous Governance Mechanism, the Vice-Chancellor or their delegate must sign the 2017 Certification. The Financial Acquittal template is also provided as part of this attachment.

Submitting the Performance Report and Financial Acquittal

There is no page limit to the package. It is intended to be a summary of activity rather than an exhaustive account of all activities undertaken over 2018.

The ISSP Guidelines require the Performance Report and Financial Acquittal for 2018 be provided to the Department of the Prime Minister and Cabinet by Wednesday, 1 May 2019. This can be scanned and sent electronically to ISSP@pmc.gov.au.

Once the Department is satisfied that the reporting requirements have been completed and that 2018 ISSP funds have been spent in accordance with the guidelines and the Act, the documents should be published on the Institution's website along with the information supplied at Attachment B to this letter. Links to the 2018 and 2019 Performance Report and Financial Acquittal should be e-mailed to ISSP@pmc.gov.au before July 2019 when the second instalment payment for the ISSP is due.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation

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1. Enrolments (Access) – S&C

Since the University implemented its first Reconciliation Action plan in 2011, the numbers of Indigenous students at the University has more than doubled to 388, and Indigenous students now comprise 0.92% of the domestic student population. In 2018, the University revised its Indigenous student participation headline targets originally set in 2015 which it was agreed were too distant and relied upon assumptions about the University's student load and a range of other population factors that are not possible to accurately predict. The access targets for Indigenous students are now as follows:

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

Table 1: Commencing and total Indigenous student enrolments at the University in 2018

Course Level	Commencing Enrolments		Total Enrolments	
	Headcount	EFTSL	Headcount	EFTSL
Higher Degree Research	9	4.774	50	31.478
Higher Degree Coursework	46	34.000	87	59.375
Other Postgraduate	38	12.625	49	14.375
Undergraduate	70	55.625	195	151.375
Non-award	20	6.750	20	6.750
Total	181	113.774	388	263.353

Table 2: Total Indigenous student enrolments at the University in 2018 by academic division

Faculty Name	Headcount	EFTSL
Arts	135	98.425
Veterinary and Agricultural Sciences	<10 ¹	<10 ¹
Business and Economics	10	<10 ¹
Engineering	<10 ¹	<10 ¹
Education	45	18.241
Medicine, Dentistry and Health Sciences	55	35.329
Science	58	44.647
Architecture, Building and Planning	11	<10 ¹
Law	<10 ¹	<10 ¹
Fine Art and Music	28	21.571
Non-award	20	<10 ¹
University of Melbourne Subsidiaries	23	11.875
Grand Total	388	263.353

Indigenous students are increasingly arriving at the University from regional and remote Victoria, and interstate. In 2018, 65% of commencing Indigenous students were from outside the Melbourne Metropolitan area and 41% from regional or remote Australia. This is a significant increase from 2013 when 49% of commencing Indigenous students were from outside Melbourne and 34% were from regional and remote Australia.

¹ Figures have been adjusted to protect the privacy of Indigenous students.

Table 3: Commencing Indigenous students at the University by remoteness area in 2018

Remoteness	Headcount	EFTSL
Major Cities	105	65.842
Inner Regional	37	23.625
Outer Regional	28	19.557
Remote	<10 ²	<10 ²
Very Remote	<10 ²	<10 ²
Unknown	<10 ²	<10 ²
Grand Total	181	113.774

Strategies to address access to the University Indigenous Specialist Education Programs**Bachelor of Arts Extended Program:** *(directly funded by ISSP)*

The Bachelor of Arts Extended course is an Arts degree for Indigenous students who have may not meet the direct entry requirements into the Bachelor of Arts.

The BA Extended has an extra year of academic development subjects (academic skills, communication and literature skills) to help student's transition into BA degree. However, this is not a standard enabling program in that, aside from the specialised transition subjects, students undertake a standard course structure without limitation and will have met the requirements of a Bachelor of Arts on successful completion of the course.

The first two years are undertaken within one of the University's residential colleges. Trinity College provides the initial year of academic development subjects which are delivered in a cohort. Limited supply of students who have attained an ATAR in the range of admission requirements continues to be a constraint on growth in enrolments.

Bachelor of Science Extended: *(partly funded by ISSP)*

The Faculty of Science has developed a Science degree for Indigenous students who may not meet the direct entry requirements into the Bachelor of Science. The degree provides strong support for students' academic development through an additional year of study in which integrated science and technology study, mathematics study and academic and communication skill development are provided. As with the Bachelor of Arts (Extended), students who successfully complete the course will have met the requirements of a Bachelor of Science.

Professional Certificate in Indigenous Research: *(directly funded by ISSP)*

The Professional Certificate has been running for over ten years and provides skills in Indigenous research for postgraduate research students from across Australia.

Graduate Certificate in Indigenous Research and Leadership: *(directly funded by ISSP)*

The Graduate Certificate was piloted in 2013 and run biennially from 2014.

Both Certificate courses are residential intensive courses, aiming to provide a supportive cohort experience, and a culturally appropriate learning environment, with opportunities to develop high-level professional skills and aptitudes, for students aspiring to become leaders in Indigenous research. Outcomes for these Certificate Programs indicate that enrolments, retention rates and completion rates are all high. Student evaluations indicate high levels of satisfaction and positive outcomes.

Access Melbourne *(Directly funded by ISSP)*

² Figures have been adjusted to protect the privacy of Indigenous students.

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 Rank. 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
- 75.00: Arts, Science
- 83.00: Commerce
- 85.00: Biomedicine

*In addition to satisfying the course prerequisites applicants for guaranteed entry to the Bachelor of Science (Extended) also require a passing score in a Year 12 Biology, Chemistry, Mathematics or Physics subject.

Additionally, every Indigenous student that accepts an offer for undergraduate degree at the University of Melbourne for Semester 1, 2018, will be guaranteed a Melbourne Access Scholarship valued at \$5,000 per year for the standard duration of their undergraduate scholarship.

Students who are eligible to receive an Indigenous Commonwealth Scholarship will be considered for an Indigenous Education Cost (ICECS) scholarship valued at \$3,000 per year for up to four years. Eligible students will also be considered for an Indigenous Accommodation Cost Scholarship (ICAS) valued at \$2,000 per year for up to four years for students who will relocate to Melbourne from within Victoria, or \$4,000 per year for up to four years for student who will relocate to Melbourne from outside Victoria.

In 2018, a third of commencing Indigenous undergraduate students gained entry through Access Melbourne and more than a third of all enrolled Indigenous students were part of the scheme.

Academy of Sport Health and Education *(partly funded by ISSP)*

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

Diploma in General Studies *(funded by other University resources)*

The Diploma in General Studies (DiGS) is a sampler of Melbourne bachelors degrees. It supports students in their transition to university or employment and provides a pathway into a University of Melbourne bachelors degree. Students who successfully complete the DiGS and are eligible for the Access Melbourne scheme (see above) are guaranteed entry into agriculture, biomedicine, commerce, design or science. Located at the University's Dookie Campus in the Goulburn Valley, the DiGS is designed to increase access for Indigenous and regional and remote students.

Murrup Barak: Melbourne Institute for Indigenous Development

Murrup Barak, Melbourne Institute for Indigenous Development takes its name from the Woiwurrung language. 'Murrup Barak' means the Spirit of Barak. The name was chosen to honour the memory of the visionary Aboriginal leader William Barak. The name reflects our respect for Indigenous cultures and knowledge and our vision for an Institute that makes an enduring contribution to Indigenous Australia through the transformative impact of education and employment in the context of Australia's leading University in teaching, learning, research and employability.

Murrup Barak Outreach, Academic Pathways and Support Programs

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. 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. A total of 155 individual schools visits were conducted in 2018 and the team attended 3 careers expos. These visits were carried out throughout 5 States and Territories. 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) (partly funded by ISSP)

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 meet like-minded Indigenous students and carry out hands-on practical experiments in biology, chemistry, physics, computer science, and engineering.

Open Day Program (directly funded by ISSP)

Murrup Barak offered a 3-day Open Day camp for Indigenous students in year 12 that provided an opportunity to experience university first hand and to engage with Faculties and other Indigenous students who aspire to university. The program was delivered in conjunction with the broader University Open Day program and was open to Indigenous students nationally. 28 students participated in the 2018 program.

Indigenous Leadership, Excellence and Achievement Program (I-LEAP) (partly funded by ISSP)

I-LEAP has been developed to facilitate the growth and development of high achieving Indigenous students through upper secondary, undergraduate and graduate education. Through scholarships, mentoring and leadership workshops, I-LEAP aims to increase the aspirations of Indigenous students to attend university, equip them to excel, and provide them with the skills to become leaders. In 2018, 28 high-achieving Indigenous students in years 11 and 12 from across Australia participated in I-LEAP.

Raise the Bar Academy (partly funded by ISSP)

Athletics Australia and the University of Melbourne have offered a unique program for sporting and academic minded students to train with some of Australia's best athletes, develop new skills in athletics coaching, connect directly with sports industry professionals, and learn about how they can access the University of Melbourne's Indigenous pathways. The 5-day program is open to Indigenous students entering Year 11 or 12, with the aim of supporting those who are interested in pursuing tertiary education and a career in the sports industry. 40 students participated in 2018.

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

To recruit and retain Indigenous students from low SES backgrounds to the University. Two dedicated Indigenous Recruitment and Engagement officers were employed who delivered recruitment and support services to students and contributed to the development of a case management model for Indigenous students who have complex needs.

Residential Colleges (funded by other University resources)

Indigenous students at the University are increasingly arriving from interstate and regional and remote Victoria. In recognition of this Murrup Barak works with The University's residential colleges to provide safe and supportive accommodation for relocating for study from outside the Melbourne-metro area. This includes making contributions to the costs of relocation and accommodation for students who are ABSTUDY ineligible.

The Wilin Centre for Indigenous Arts and Cultural Development

The Wilin Centre for Indigenous Arts and Cultural Development is placed within the Faculty of Fine Arts and Music at the Southbank Campus of the University. The Wilin Centre acts as an access point to academic and student support services for Indigenous students who require culturally appropriate support at the Faculty. This ensures the Faculty meets its responsibility of ensuring

that Indigenous students can access and appropriately use the full range of academic and student support services available. In 2018, the Wilin Centre expanded its recruitment activities to include a major national radio, television and print media ad campaign, as well as attending a number of major Indigenous arts festivals and engaging with significant regional Indigenous communities of practice. The Wilin Centre provides students with opportunities to maintain cultural continuity through engaging in material cultural practices such as making emu skirts, weaving and cultural object production. Beyond internal programs, the Wilin Centre fosters cultural safety within the broader university by providing advice to academic colleagues on the inclusion of Indigenous epistemologies and methodologies in various curricula.

Wilin Academic Pathways & Community Engagement Programs *(partly funded by ISSP)*

The number and quality of Indigenous arts practitioners making applications to the faculty have grown exponentially in recent years. In some situations, there may remain a gap in the knowledge and practice of technical western arts and music skill; so-called “privileged” aspects of artistic training. As these privileged skills are often used as entry requirements for degrees in the Faculty of Fine Arts and Music, the Wilin Centre has several engagement programs to address any gaps applicants and students may feel they have. This engagement takes the form of outreach programs which sit within the broader community as well as academic pathways to study and courses that bring community members and Indigenous artists and cultural practitioners in to Wilin and the Faculty. These pathway and engagement programs include:

Wilin Week and Indigenous Artists in Residence

Wilin Week is the Faculty's annual celebration of Aboriginal and Torres Strait Islander Arts and Culture. Highly regarded Indigenous artists (often potential postgraduate students) are invited in to Wilin and the Faculty of Fine Arts and Music to hold workshops, give lectures, create work and share knowledge with students, staff and members of the public. Undergraduate future students are also invited in during this time, in order to experience the potential of a career in the arts. As part of the residency program the guest artist is often invited to give Wilin's annual Lin Onus Oration.

Making Movies

Wilin and VCA Film and Television work collaboratively to offer the Making Movies program to regional Victorian Aboriginal communities; identifying and building the skills of potential Film and Television applicants. This program also affords the opportunity to form connections with Aboriginal Community Controlled Organisations' and recruit Indigenous artists from regional communities to study within the Faculty of Fine Arts and Music.

Biganga Cultural Outreach

The Wilin Centre offers cultural outreach programs to Indigenous community organisations. These workshops are focused on the reclamation and repatriation of Indigenous technologies and knowledges through material cultural practice, with a focus on possum skin cloak making.

Music Theatre Studio

Two talented applicants are offered fee remission scholarships to the Faculty's short course Music Theatre Studio. This course is aimed at upskilling and resourcing potential students to make competitive applications and auditions to the Bachelor of Fine Art (Music Theatre).

VCA Acting Studio

A talented applicant is offered a fee remission scholarship in the Faculty's Acting Studio short-course. The course fosters a young actor's talent and passion for theatre practice and assists in preparing them to make a successful application to either the Bachelor of Fine Art (Acting) or Bachelor of Fine Art (Theatre).

Short Course Scholarships

Two potential students are offered scholarships to attend short courses and undertake other preparatory activities in their chosen discipline. These students are upskilled to give them the best chance at making a competitive application to the Faculty of Fine Arts and Music.

Postgraduate Bridging Pathway Program

Wilin offers postgraduate application and skills development courses to aspiring Indigenous postgraduate students as part of a bridging pathways program into Research Higher Degrees within the Faculty of Fine Arts and Music.

Wilin Fan the Flames

Every year Wilin showcases the achievements of Indigenous students in their chosen artistic practice with a public performance and exhibition held either on the Faculty of Fine Arts and Music campus or within a partner organisation in the broader community.

Wilin Jams

Wilin celebrates its partnerships with Aboriginal community organisations by holding a community night and performance roughly every two months. These “Wilin Jams” encourage participation from throughout the ATSI community and function as a dynamic recruitment activity to the Faculty of Fine Arts and Music.

Melbourne Fringe Partnership

Wilin has partnered with the Melbourne Fringe Festival to showcase the work of Indigenous students and staff and to provide industry experience for Indigenous students and alumni of the Faculty.

Melbourne Theatre Company Partnership

The Melbourne Theatre Company in partnership with the Wilin Centre offers two internships for future students of VCA Production. Students gain experience and build a folio in theatre production, giving them the necessary experience and skills to make competitive applications to the Bachelor of Fine Arts (Production).

Other Outreach Programs and Support

Victorian Indigenous Engineering Winter School *(funded by other University resources)*

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. In 2018, 28 Indigenous students from across Australia participated in the program.

National Indigenous Business Summer School *(funded by other University resources)*

The National Indigenous Business Summer School (NIBSS) is an exciting new program for Years 11 and 12 Indigenous high school students. The program is an initiative of the Australian Business Deans Council, 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 will have the opportunity to see business in action and learn about the available pathways into business studies. In 2018, NIBSS was hosted at the University of Melbourne.

Strengthening Engagement Achievement in Mathematics and Science (SEAMS) *(funded by other University resources)*

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.

Indigenous Strategy and Social Inclusion Unit *(partly funded by ISSP)*

Delivery of a range of strategies, projects and events that directly benefit Indigenous students were provided by the Unit. 2018 activity included RAP 3 Signature Project development (e.g. Indigenous Academy, Indigenous International Academic Engagement, Indigenous International Academic Engagement Program development, leadership programs support in addition to academic divisional Indigenous development planning, National Reconciliation Week, the Narrm Oration and development of the University's new Reconciliation website.

1a Scholarships (2018 breakdown) – S&B & Finance

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote-undergraduate	58,950	28	36,062	11			28	95,012
From Regional/ Remote-postgraduate								
Undergraduate (non- regional/remote students)	66,408	25	20,000	5			25	86,408
Post-graduate (non- regional/remote students)								
Other								
TOTAL							53	181,420

Value of Scholarships <u>awarded</u> by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$124,628.50
Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$160,000

2. Progression (access and outcomes) – S&C

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 our Indigenous students' academic success has indicated that our Indigenous students have consistently performed well above the national and Victorian state average, with success rates generally between 80% and 84% over the over the last six years, although this has dropped to 78% in 2018. Success rates for Indigenous students remain below that of non-Indigenous domestic students.

Table 4: Indigenous success rate at the University in 2018

Course Level	Success rate
Higher Degree Coursework	86.24%
Other Postgraduate	77.78%
Undergraduate	75.56%
Grand Total	78.37%

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
- general wellbeing
- community and cultural engagement
- financial assistance
- housing services and global mobility
- Feedback and improvement

A range of services were delivered to increase the likelihood of students completing university successfully.

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

ITAS is a Commonwealth supported program which provides one on one tutorial services to students with the aim of students achieving academic excellence. In comparison to 2017, the engagement with ITAS increased by over 30% in 2018. Indigenous staff have worked to ensure students are actively engaged with ITAS during orientation week and see the service as a valued addition to their student experience.

Undergraduate students received more tutoring than postgraduate students. Undergraduate students generally need more academic support, especially in their first and second years.

Student Advising *(partly funded by ISSP)*

Two Indigenous Student Success Officers are available for the students to engage with in a developmental advising model. Students engaged with the team, developing their problem-solving skills and being referred to other services when required.

Community and Cultural Engagement *(directly funded by ISSP)*

Regular events are held through the semester to encourage community building and cultural engagement. Lunches are held weekly, and cultural groups are held through the semester. Lunches were held every week and 6 cultural group sessions were delivered. Specific events were held for post graduate students.

Financial Assistance *(partly funded by ISSP)*

Murrup Barak distributed studentships to the student body in semester 1 and 2 to address the aspirations of Indigenous students such as overseas study, internships and early career research experiences, as well as dedicated emergency funding delivered throughout the year. \$228,151 was distributed to students.

Housing services *(funded by other University resources)*

Students are linked with the residential colleges and University housing, and students are provided with financial assistance through cost-share arrangements. In 2017, a formal agreement was made between Murrup Barak and the Colleges to address financial pressures for Indigenous students at colleges, and funds were allocated to support students staying at the colleges who were not Abstudy eligible. An average of \$7700 to 15 students who are not eligible to receive provisions through Abstudy

Murrup Barak, Melbourne Institute for Indigenous Development

Murrup Barak, Melbourne Institute for Indigenous Development (Murrup Barak) takes its name from the Woiwurrung language. 'Murrup Barak' means the Spirit of Barak. The name was chosen to honour the memory of the visionary Aboriginal leader William Barak. The name reflects our respect for Indigenous cultures and knowledge and our vision for an Institute that makes an enduring contribution to Indigenous Australia through the transformative impact of education and employment in the context of Australia's leading University in teaching, learning, research and employability.

The Murrup Barak was established in 2009 to increase the impact of the University of Melbourne's Indigenous programs and maximise the contribution to 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.

Our service offer is more focused and scaffolded with the Student Success Directorate, the success of Murrup Barak continues to be underpinned by its commitment to innovation, creativity and the development of trusting and ethical relationships with Indigenous Australia and the broader Australian community. We drive our agenda in collaboration with Chancellery, University Services and Academic Divisions.

Murrup Barak provides leadership in the development of a supportive and culturally safe environment for Indigenous students enrolled in University programs. The Institute 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.

The University's residential colleges provide residential and academic support for Indigenous students. A number have developed or are in the process of developing specific programs for Indigenous students.

The current staffing of Murrup Barak is:

- Associate Director.
- Program Manager.
- Team Leader Student Success. Project Officer.
- Cultural Engagement Coordinator
- Cultural Protocol and Administrative Officer.
- Indigenous Student Success Officers (two positions)
- Indigenous Student Recruitment Officers (two positions)

- Indigenous Employment Officer.

The Indigenous Teaching and Learning Reference Group *(directly funded by ISSP)*

Through a collegial and multifaceted approach that engages the many aspects of Indigenous education within the University, the reference group developed a draft University of Melbourne Indigenous Teaching and Learning Framework in 2016. The Framework articulates a vision for immersive and holistic Indigenous studies and strategies that exist in both curriculum, as well as the broader staff and student experience, and is underpinned by the Reconciliation Action Plan. It addresses the experiences of both students and staff.

The Framework will support departments and academic divisions in addressing Indigenous teaching and learning issues, and fosters creativity and ingenuity in the areas of Indigenous education. The Framework aims to facilitate an academic culture that views the development and delivery of Indigenous learning and teaching as business-as-usual.

Indigenous Leadership, Excellence and Achievement Program (ILEAP) *(funded by other University resources)*

I-LEAP has been developed to facilitate the growth and development of high achieving Indigenous students through upper secondary, undergraduate and graduate education. Through scholarships, mentoring and leadership workshops, I-LEAP aims to increase the aspirations of Indigenous students to attend university, equip them to excel, and provide them with the skills to become leaders. In 2018, 15 high-achieving Indigenous undergraduate students in the Faculty of Arts were given achievement awards ranging between \$2,500-\$10,000, based on weighted average marks. The University is now looking to expand the program into other faculties and extend support to graduate students.

Graduate Research Scholarship Guarantee *(funded by other University resources)*

In 2015, the University adopted the policy of guaranteeing a Research Training Program scholarship (formerly known as Australian Postgraduate Awards), or another stipend of equivalent value, to all Indigenous students offered a place in a graduate research program. This policy has seen the numbers of Indigenous graduate research students grow from 15 in 2014 to 50 in 2018.

Hallmark Indigenous Research Initiative *(funded by other University resources)*

The University is actively seeking to increase the engagement with and impact of its research in Indigenous studies and to recruit and retain talented Indigenous researchers to build a stronger Indigenous research cohort. The Hallmark Indigenous Research Initiative is an important part of this effort, working to promote and support Indigenous research and Indigenous researchers across the University. Activities in 2018 include:

- A conference showcasing Indigenous research and research partnerships
- A seed-grant funding scheme
- Connecting prospective graduate research students with supervisors and mentors
- Support and advice for graduate research students
- Provision of information on the tailored supports available to Indigenous researchers

Poche Centre for Indigenous Health *(funded by other University resources)*

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.

Cultural Awareness Training *(directly funded by ISSP)*

The Murrup Barak Institute for Indigenous Development runs a half-day Indigenous Cultural Awareness Workshop for Professional and Academic staff. It is designed to help staff learn about Aboriginal and Torres Strait Islander knowledge, culture and values and to develop an understanding of the impact of past law and policies on Indigenous Australians. In 2017, Murrup Barak ran 9 workshops with a total of 130 staff participating in the sessions.

In 2017 Murrup Barak delivered the last Indigenous Cultural Awareness Workshop (ICAW). ICAW has now been phased out and will be replaced with the University of Melbourne Indigenous Australian Cultural Competency Program (IACCP).

IACCP is underpinned by a three-phased core training/workshop programs that will engage University staff to extend their understanding of the richness and complexity of Indigenous Australian culture past, present and future and the positive contribution that Indigenous Australia makes within society and the University.

IACCP will be tailored to a University of Melbourne staff experience: it will engage staff factually and intellectually, this will be achieved through the three-phased training/workshop programs which are: Online Indigenous Australian Cultural Awareness Program; Group setting: Indigenous Australian Cultural Awareness Program; Group setting: Indigenous Australian Cultural Competence Program.

Marrang *(partly funded by ISSP)*

The Wilin Centre for Indigenous Arts and Cultural Development offers Marrang ('great meeting' / 'the giver to me' in Guditjmara language) cross-cultural training. Delivered by Wilin's academic staff, this day-long guided workshop introduces and empowers participants with knowledge of sophisticated pre-contact Indigenous technologies and social structures, heroes of the Aboriginal resistance, Cultural Safety and the Cultural Loads carried by many Indigenous students and staff today. As part of the workshop participants actively engage in creating and proposing their own Culturally Safe frameworks for engagement, recruitment and teaching. In 2018 an estimated 60 staff and students from across the university participated in Marrang cross cultural workshops.

Research Unit in Indigenous Arts and Culture *(directly funded by ISSP)*

Building on the Research Unit in Indigenous Arts and Culture's successful 2017 launch, RUIAC continues to expand and support Indigenous researchers within the Faculty of Fine Arts and Music whilst creating substantial pathways for more Indigenous graduate researchers to pursue research higher degrees.

Objectives :

- To support and grow Indigenous research and researchers in the arts, through postgraduate training, research activity and research networks.
- To inform and champion world's best practice in intercultural research and research training.
- To foster partnerships with research units and teams across the university.

Current research specialisations:

- Indigenous philosophies of practice in arts.
- Revitalisation and sustainability of arts practices.
- Intercultural research ethics and methodologies.
- Reclamation and repatriation of Indigenous knowledges.

What we do:

- Graduate program: 3 MFA IAC, 6 PHD IAC; 1 MFA Dance – supervision, research seminar, reading group, research skills workshop and research opportunities.

- Research projects (research, publications, outputs), which also fund Treloyn, Brown, Bennett (to support 1.) and research training opportunities for graduate students.
- Committee work.
- National forums and networks.

2a Tutorial and other assistance provided (2018 breakdown) – MB & Finance

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	116	3209.25	
	Post graduate	42	1060	
	Other			
	total		4269.25	\$178319.75
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)	250		
	total	408		
Add other categories as relevant				

3. Completions (outcomes) – S&C

The number of Indigenous students completing has almost doubled from 52 in 2014 to 98 in 2018 and the University of Melbourne has one of the best Indigenous cohort completion rates in the country. However, Indigenous cohort completion rates, and other completion measures, remain below that of the University's other domestic students and strategies in place to improve such are detailed below.

Table 5: Completions of Indigenous students at the University of Melbourne in 2018

	Completions	Attainment rate	4-year cohort completion rate	9-year cohort completion rate
Higher Degree Research	<5 ³	<0.50% ³	<0.50% ³	<50% ³
Higher Degree Coursework	26	0.50%	61%	60%
Other Postgraduate	18	0.93%	80%	72%
Undergraduate	35	0.62%	38%	56%
Non-award	18	1.72%	100%	100%
Grand Total	97³	0.68%	54%	63%

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. The Institute 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.

The University's residential colleges provide residential and academic support for Indigenous students. A number have developed or are in the process of developing specific programs for Indigenous students.

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.

Internships and Careers (directly funded by ISSP)

Murrup Barak and academic faculties at The University provide specific support to Indigenous students wanting to complete an internship during their degree. An Indigenous specific internships officer was engaged in 2016 and 2017 to work with the science, technology, engineering and maths

³ Figures have been adjusted to protect the privacy of Indigenous students

faculties and the arts faculties. Enabling students to gain work experience during their degrees increases the employability of Indigenous graduates.

Murrup Barak have a signed MOU with Career Trackers to provide services to Indigenous Students. Career Trackers is a national non-profit organisation that creates internship opportunities for Indigenous university students.

Support for Graduate Students *(partly funded by ISSP)*

Murrup Barak provide administrative and financial support to the Indigenous Graduate Student Association (IGSA) The IGSA

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.

In 2017, IGSA successfully secured a student space for the cohort of Indigenous graduate students. The space offers multiple computers, printers, break-out areas, lockers and kitchen facilities.

The faculties of Science and Medicine, Health and Dentistry have dedicated Indigenous Student Support officers to support Graduate Students to navigate their degrees successfully.

4. Indigenous Education Strategy accessible by public – S&C

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:
 - Growing Esteem 2015–2020
 - Engagement at Melbourne 2015–2020
 - Research at Melbourne: Ensuring Excellence and Impact to 2025
 - Reconciliation Action Plan April 2018 – December 2022
 - Indigenous Student Plan 2013–2018
 - Indigenous Employment Framework 2018–2021
 - Research @ Melbourne: Indigenous Research Implementation Framework 2013-2018
 - Indigenous Student and Staff Headline Targets
 - Indigenous Outcomes Measurement Framework

- Divisional level:
 - Indigenous Student Recruitment and Retention Plans 2016–2018
 - Indigenous Employment Plans 2016–2018
 - Indigenous Research Plans (dates vary according to Academic Division)

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 publically 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 lie with the portfolio leads of the appropriate divisions, with oversight provided by the Indigenous Strategy Advisory Group (ISAG). Each of the University's three divisions (Chancellery, Academic Divisions and University Services) as well as the Indigenous student body are represented on ISAG. The Indigenous Strategy Unit in Chancellery Culture and Strategy, has significant responsibility for implementing and monitoring progress on the RAP, and works with faculties and other divisions to develop, implement and monitor local-level plans and strategies.

Reconciliation Action Plan

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, RAP3 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.

Targets, Measurement and Reporting

The Indigenous Student Plan 2013-2018 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 (52 percent and 48 percent respectively).

The Indigenous Student Plan is publically 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 has more than doubled to 388 since the targets were first adopted, and Indigenous students made up 0.92% of the domestic student cohort in 2018. 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 0.94 domestic undergraduate students for every postgraduate student at the University. This ratio has closed for Indigenous students in the last five years from 1.17 in 2014 to there now being 1.05 Indigenous undergraduates for every Indigenous postgraduate. Chancellery is working with the academic divisions to improve the ratio further.

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 80 and 84% 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 have declined at the University for domestic students across all course levels in recent years, but the decline has been more pronounced among Indigenous students. The University is currently exploring ways it can provide enhanced support to Indigenous students, particularly undergraduates, in order to meet our target of success rate parity.

5. Indigenous Workforce Strategy accessible by public – S&C

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 Education Strategy is publically available from the following link:

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

The Indigenous Employment Framework (IEF) 2018 – 2021 is the key strategy for enhancing the recruitment and retention of Indigenous academic and professional staff at the University. The University aims to employ Indigenous staff in proportion to their representation in the Australian population (3.3% at the 2016 Census) by 2021. This is an ambitious challenge which is further compounded when we articulate the need for genuine, equal representation at the University which spans all levels and functions of employment. To this end, in 2015 the University set the following Indigenous Staff Headline Targets:

- the academic to professional staff ratio is equal to that for the non-Indigenous academic workforce by 2025; and
- the ratio of the number of Professional Staff Classification 8 and above to the number at Professional Staff Classification 7 and below is the same as that for the non-Indigenous professional workforce by 2025.

The University of Melbourne Indigenous Employment Framework 2018 – 2021 is publically available from the following link:

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 division has developed their own context-specific Indigenous Employment Plans and Indigenous Research Plans to support increased Indigenous employment at the University.

Progress towards meeting the University's Indigenous targets and measures, overall and at the level of faculties and 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 strongly 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 have more than tripled from 42 to 139 as at December 2018. This marked growth in Indigenous staff numbers has seen the proportion of Indigenous staff reach 1.65%, 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 *(funded by other University resources)*

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 in various business areas of the

University and complete a nationally recognised qualification in the Diploma of Leadership (a Certificate IV (Administration Business Support) under the IAEDP). The University has committed to employing 10 people outside the FTE cap each year under this scheme. In 2018, 18 new Indigenous professional staff were recruited into MIPEP.

Indigenous Employment Officer (*directly 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*.

Practical Implementations and progress:

- An 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;
- Ability to advertise roles in the Koori Mail and the OurMob.net.au website as a secondary source of advertisement;
- An applicant support measure for Indigenous Australians that allows access to apply and prepare for positions through a single-entry point; and
- A University of Melbourne Indigenous Australian Career website;

5a Indigenous workforce data (2018 breakdown) – S&C

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

Table 6: Headcount of Indigenous employees at the University of Melbourne as at 1 December 2018⁴.

Staff type	Headcount
Academic Continuing	18
Academic Fixed Term	28
Professional Continuing	45
Professional Fixed Term	48
Casual / Honorary	30
Grand Total	161 ⁵

⁴ The details of division and employment level have been excluded to protect the privacy of Indigenous staff.

⁵ The total does not equal the sum as some staff hold multiple appointments.

6. Indigenous involvement in decision-making – S&C

Associate Provost Professor Marcia Langton and Pro Vice-Chancellor (Indigenous) Professor Shaun Ewen lead the University's Indigenous agenda. Cultural authority and leadership is also provided by our Traditional Owners and Elders through the Traditional Owners and Elders Reference Group.

The Traditional Owners and Elders Reference Group (TOERG) and the Indigenous Strategy Advisory Group (ISAG) are the advisory mechanisms 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 each are below:

Traditional Owners and Elders Reference Group

Membership

Senior Representatives of Traditional Owners.

One member of the Yorta Yorta Nation

One member of the Wurundjeri language group

One member of the Boonwurrung language group

One member of the Taungwurrung language group

Elders

Three Indigenous Elders

University

Pro Vice-Chancellor (Indigenous)

Associate Provost

Vice Principal (Engagement)

Two senior Indigenous academic staff

The Associate Director, Murrup Barak, Melbourne Institute for Indigenous Development.

One Dean or member of the Executive of an Academic Division

Head of University Services

Terms of Reference

- To advise the University on its engagement with Victorian Aboriginal communities;
- To provide cultural oversight of the University's Reconciliation Action Plan and related strategies; and
- To provide guidance on the Universities cultural and community protocol.

The Group met twice in 2018. Items on the agenda included

- Indigenous Student and Staff Report
- Presentation on Campus Narrative, New Student Precinct Cultural Campus Initiative
- Cultural Competency Framework

- Elders in Residence Proposal
- Reconciliation website endorsement

Indigenous Strategy Advisory Group

Membership

Chancellery

Pro Vice-Chancellor (Indigenous) (co-chair)

Associate Provost (co-chair)

Director, Students and Equity Executive
Director Human Resources (or nominee)
Associate Director, Indigenous Strategy and Social Inclusion
University Services
Executive Director, Academic Services
Associate Director, Murrup Barak
Director, Student Success

Academic Divisions

A senior academic at Professorial level with expertise in the field of Indigenous studies An
Indigenous academic Associate Dean Academic from Divisions with Extended Programs (Faculty of
Arts and Science)
A Faculty Executive Director

Terms of Reference

- To provide advice on the alignment of the University's Indigenous higher education priorities that span the Academic and International, Research and Engagement portfolios
- To facilitate the integration of Chancellery, University Services and Academic Divisional activities with respect to the University's Indigenous strategy and programs
- To monitor implementation and progress of the University's Elevate Reconciliation Action Plan April 2018 – December 2022.
- To provide a forum for the University's senior Indigenous leadership to advance discussion of key priorities including:
 - Indigenous knowledge and culture
 - Indigenous Students and Staff
 - Indigenous Studies
 - Engagement with Indigenous communities.
 - Murrup Barak, Melbourne Institute for Indigenous Development
 - Atlantic Fellows for Social Equity Program
 - Indigenous Advancement

The Group met four times in 2018 to consider the following:

- Garma Festival
- Indigenous Enterprise Appointments proposal
- Indigenosu Internships Program
- Global Institute for Indigenous Knowledges
- Aboriginal Advisory Group for Indigenous Studies and AIS Program Review
- Dungala Kaiela Oration and Engaged Led Research Summit
- NPY Lands Women's Council Request
- Indigenosu Girls' STEM Academy
- RAP 3 implementation
- Elders-in-Residence proposal
- Teaching and Learning Indigeosu knowledges:Community of Practice
- Revised Indigenous Student Headline Targets
- Indigenous Student Plan
- Awaken Exhibition
- Narrm Oration and Trinity Higher Education Conference

In addition to the above advisory mechanisms, a range of other central committees guide and make decisions on a range of Indigenous matters. These include:

- Aboriginal and Torres Strait Islander Cultural Heritage Oversight Committee

- Indigenous Research Initiative Steering Committee
- Indigenous Scholarships and Awards Committee

At the academic divisional 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

6a. Statement by the Indigenous Governance Mechanism – S&C

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 2018 Indigenous activity are the following:

- Our *Reconciliation Action Plan, April 2018 – December 2022* was launched during National Reconciliation Week 2018 and is currently being implemented. Our RAP is one of 27 of 1000 active RAPs nationally to be classified with 'Elevate' status. An assessment of our progress towards 2018 targets has indicated we have achieved 21 of the 25 Target Measures with a December 2018 deadline with progress on the remaining 4 well underway.
- The University received the largest number of applications to date from prospective Indigenous undergraduate students to commence study in 2019.
- In 2018, The University welcomed the largest cohort of Indigenous Chancellor's Scholars, with numbers increasing from 18 to 29.
- The 2018 cohort were the first group to receive the Melbourne Access Indigenous Australian Scholarships Guarantee, and Guaranteed Entry. The Guarantee means every Indigenous student who accepted an undergraduate degree received a minimum of \$5,000 per year for the standard duration of their undergraduate degree. Guaranteed Entry enables all Indigenous students who achieve set ATARs for Undergraduate Arts, Science, Design, Commerce and Biomedicine to access a guaranteed place in their preferred degree at The University.
- 93 Indigenous students commenced in graduate programs, the largest ever intake, up from 92 in 2017. Four students who commenced in 2018 began doctorates bringing our total Research Higher Degree numbers to 50 students
- Murrup Barak increased the number of ITAS sessions used by over 30%. ITAS usage is an important marker of Indigenous student engagement at The University.
- The University's new [Reconciliation website](#) and a site incorporating [Indigenous Teaching and Learning Resources](#) on Staff Hub were launched in October.
- During National reconciliation Week, the University hosted 13 events, to facilitate greater understanding of Aboriginal and Torres Strait Islander cultures and histories. 1,448 people attended the major events.
- Work on a comprehensive University of Melbourne Indigenous Australian Cultural Competency Program continued and the program will be launched in 2019. This program will reach greater numbers of non-Indigenous staff through an online component, and will enable greater levels of cultural safety for Indigenous staff and students.
- The MIPEP program continues to provide an important employment pathway at the University. In 2018, provisions were made for 18 MIPEP positions.



Professor Shaun Ewen
Pro Vice-Chancellor (Indigenous)
Professor and Director
Melbourne Poche Centre for Indigenous Health
Faculty of Medicine, Dentistry and Health Sciences

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal MB & Finance

Organisation

THE UNIVERSITY OF MELBOURNE

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2018 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.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2018	1,669,527.29		1,669,527.29
Rollover of funds from previous year Email approval date: .../.../2017			
Interest earned/ royalties			
Sale of assets			
HEPPP		200,000.00	200,000.00
Donations		87,000.00	87,000.00
A. Total Income 2018	\$1,669,527.29	\$287,000.00	\$1,956,527.29

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1,185,484.11	100,000.00	1,285,484.11
Administration	1,731.25		1,731.25
Travel – domestic	31,878.80		31,878.80
Travel – international			
ISSP Asset purchases	1,050.00		1,050.00
Conference fees and related costs	15,775.86		15,775.86
Rollover of funds for approved activity ^ (other major expenditure categories ensuring breakdown sums to total at B below)			
Expert Services	38,551.60		38,551.60
Student Support	94,937.59	187,000.00	281,937.59
Consumable Goods and Services	44,377.28		44,377.28
Staff Training & Development	2,723.20		2,723.20
Postgraduate Scholarship	239,633.60		239,633.60
B. Total Expenditure 2018	\$1,656,143.29	\$287,000.00	\$1,943,143.29
C. Unexpended funds PM&C agreed to rollover			
D. Unexpended Funds to be returned to PM&C	\$13,384		

E. TOTAL ISSP Funding use (B+C+D)	\$1,669,527.29		
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Note: A-E must equal zero

^ Please provide a note on the progress of activity agreed under a roll over.
Please delete this box if no roll-over was agreed..

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018

- If GST is not paid to you, do not complete the table in this 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.

1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /
	Amount remitted: \$
	Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution

4a ISSP Asset - acquisitions and disposals summary

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

5. Financial Acquittal supported and initialled by:

Peter McGrath

(Print name of relevant officer)

Associate Director, Audit Assurance Services, Legal and Risk

(Print position title)

PJ McGrath 17/4/19

(Signature and date)

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 Financial Acquittal for the Indigenous Student Success Programme.

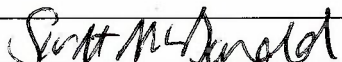
I certify that:

- (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 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2018 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*.

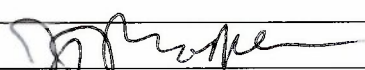
I understand that:

- (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:

Name: SCOTT MC DONALD
Title: ASSOCIATE DIRECTOR (ACTING), MURRUP BARAK
Signed:  Date: 17/4/19

Certification made by Vice-Chancellor or equivalent delegate:

Name: DUNCAN MASHKELL
Title: VICE-CHANCELLOR
Signed:  Date: 26/4/19

Telephone contact: (03) 9035 9517 _____ E-mail: jenny.zhang@unimelb.edu.au _____

Note:

- *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.*

Financial Statement of Income and Expenditure
for the period from 1 January 2018 to 31 December 2018



As A Result Of The Implementation Of The Commonwealth's New Indigenous Student Success Program Being Implemented From 1 January 2017. The ISSP Has Now Consolidated The Funding From The Former Indigenous Commonwealth Scholarships Program, Indigenous Support Program and Tertiary Tutorial Assistance Activities Funded Through The Indigenous Advancement Strategy

Project Title: As A Result Of The Implementation Of The Commonwealth's New Indigenous Student Success Program Being Implemented From 1 January 2017. The ISSP Has Now Consolidated The Funding From The Former Indigenous Commonwealth Scholarships Program, Indigenous Support Program and Tertiary Tutorial Assistance Activities Funded Through The Indigenous Advancement Strategy

Grantor: Department of Prime Minister and Cabinet

Grantor Reference: N/A

Chief Investigator: McDonald, Scott

UOM Reference: 090529

Start Date: 01-Jan-18 End Date: 31-Dec-18

	Actual EXC GST \$
INCOME	
Grant income	1,669,527.29
Total Income for the reporting period	1,669,527.29
EXPENDITURE	
Salary & oncosts	1,185,484.11
Expert Services	38,551.60
Consumable Goods and Services	44,377.28
Staff Training & Development	2,723.20
Student Costs	94,937.59
Travel, Conf & Entertainment	15,775.86
Travel - Domestic	31,878.80
Travel - International	-
Asset Expense	1,050.00
Postgraduate Scholarship	239,633.60
Grants	-
FBT	-
Hiring Costs	-
Advertising and Promotion - Admin	1,731.25
Total Expenditure for the reporting period	1,656,143.29
Carryforward from previous period	-
Project Balance at 31 December 2018	13,384.00

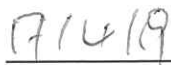
I certify that:

a) income and expenditure as shown above is true and correct as reflected in the University's accounting system; and

b) salaries paid under the grant accord with the general rates in force at the University.



Jenny Zhang
Research Accountant
Research Accounting Services



Date