

# Indigenous Student Success Program

## 2019 Performance Report

<b>Organisation</b>	University of Wollongong		
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### 1. Enrolments (Access)

A continuing increase in our actual overall EFTSL highlights the success of our access strategies. Woolyungah Indigenous Centre (WIC) remains the primary driver and strategic owner of programs and initiatives related to Indigenous student retention, recruitment and completion for University of Wollongong (UOW). WIC's 2018 – 2022 Operational Plan continues to provide key result areas that align to UOW's Strategic Plan and further connects and aligns to UOW's Aboriginal & Torres Strait Islander Education, Research, Engagement and Enabling Strategy (ATSIEREES). WIC is directly funded by ISSP.

Significant changes to the Indigenous Admissions Program (IAP) have been adopted. The implementation of an extended three-day IAP program includes the following components for assessment and development:

- Group research and presentation task with supported research sessions;
- Essay assessment;
- Online literacy and numeracy assessments;
- Interviews held with Faculty staff;
- Careers consultation interview;
- Student Strength and Needs Assessment.

Our ISSP funded outreach activities included numerous visits and engagement activities with year 11 and 12 students from a variety of our catchment schools, attendance at Career Expos throughout NSW with a reach of over 8,000 high school students. Consequently, in 2019 our engagement activities with Clontarf and AIME have provided us direct access to over 300 Indigenous high school students across NSW. All of these activities allowed our Future Student and Engagement stream to participate in 'Pathways Chats' and 'Aspiration Chats' that explore high school student's goals and visions for future education and employment.

WIC supported the work that is carried out by UOW's Outreach and Student Equity team and engaged in the Koori Aspirations program that brought several local area high school students together on campus to engage in a variety of activities. This was delivered on Wollongong Campus in December.

WIC worked seamlessly and closely with UOW's Domestic Student Recruitment team and implemented effective communication and engagement strategies for our campus 'Early Admissions' activities. Face to face contact and engagement was offered to all the Indigenous applicants and remarkably 79% of these future students and their families/kin engaged in the process with WIC staff and Student Ambassadors. Overall a huge success and was evident in the enrolment outcomes for Autumn 2020.

**Table 1 Scholarships - breakdown of 2019 payments<sup>1 2 3</sup>**

	Education Costs		Accommodation		Reward		Total <sup>4 5</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>6</sup>	7600	2	8506	1	0	0	16106	3
Undergraduate <sup>7</sup>	212654	65	183091	17	28500	14	424245	96
Post-graduate <sup>8</sup>	15750	5	0	0	1500	1	17250	6
Other	0	0	0	0	0	0	0	0
<b>Total</b>	<b>236004</b>	<b>72</b>	<b>191597</b>	<b>18</b>	<b>30000</b>	<b>34</b>	<b>457601</b>	<b>124</b>

A total of 34 Reward Scholarships were awarded for the following:

- High achiever – 1st Year – Awarded to a 1st year student who has received high results across all subjects
- Resilience & Perseverance Award – Awarded to a student for demonstrating ongoing courage and commitment to reach their education goals.
- Commitment to Country - Awarded to a postgraduate student whose research and WIC community contributions strengthen our connections with Country.
- Achieving Success – Awarded to a student for illuminating their commitment to academic success.
- Commitment to success – For demonstrating resilience and commitment to their education journey
- WIC Spirit Award: Awarded to a student for their engagement and interest with students, staff and WIC activities.
- Commitment to Regional Students - Awarded to a student for their ongoing commitment to our regional students and communities.
- Maintaining Excellence – Awarded to a student for constantly achieving high results.
- Most Engaged Student - Awarded to a student for consistently seeking out new opportunities and successfully managing their academic and community commitments.

## 2. Progression (access and outcomes)

Our strategies to improve student success and academic outcomes have clearly been executed effectively as identified by the significant rise in our overall positioning. It is evident that our Individual Tailor Academic Program (ITAP) continues to grow and the success is apparent. In Autumn Session we had 138 students receiving tutoring and in Spring session we had 129 students receiving tutoring. Our ITAP program included a variety of academic supports tailored to individual students needs some of these supports included:

- Individual consultations with our in house Academic;
- Group sessions with specialist subject experts;
- Organisational mentoring;
- Third party Specific Learning Disability Assessments

Our ITAP program has been strengthened as we offered Cultural Competency training, Trauma Informed Practice and Accidental Counselling training to our casual academic employees. Ensuring our students varying needs and experiences are understood has also attributed to the success of the program. Overall 83% of all students engaged with ITAP received a minimum of a pass in 2019.

Our retention rates can be attributed to the deep and personalised engagement WIC has achieved through completing our WIC developed 'Student Strength & Needs Assessments' (SS&N). In 2019, WIC Student Success Stream carried out over 220 face to face SS&N Assessments with individual students. The SS&N tool has engaged our students and our WIC specialised staff in a face to face; loosely structured conversation that identified what aspects of the student's life outside of University, may affect their studies. The tool has been used as an early intervention tool that is proactive in its approach to managing potential risks that attribute to attrition.

We have held various engagement events and activities in 2019 on our campuses. Our Welcome to 2019 event was significant for UOW as WIC held our first traditional Welcome Smoking Ceremony. This ceremony was held in our newly installed fire pit as part of the refurbishment of our Centre facilities. The event showcased our newly upgraded and culturally safe courtyard and study areas.

WIC was able to provide several student activities both cultural and mainstream including:

- Weaving classes,
- Trivia nights,
- BBQ's,
- Walking and hiking trails; and
- Traditional canoe making.

These activities and programs engaged over 250 students and were funded through ISSP and other University funds.

Woolyungah Indigenous Centre organisation structure for 2019 included:

1 FTE x Director

1 FTE x Student Success Advisor

1 FTE x Student Support Coordinator

1 FTE x Future Student and Community Engagement Coordinator

1 FTE x Indigenous Tutorial Assistance Officer

1 FTE x Indigenous Tailored Academic Support – Associate Lecturer

1 FTE x Administration Assistant

1 FTE x ITAP & Engagement Assistant

1 FTE x Employability & Engagement Coordinator (funded by other University funds until October 2019 and now funded through ISSP as are all WIC positions)

The 'You Can't Say That!' cultural competency resource was launched with an extensive reach and interest across the University community and surprisingly calls to share the resource from the wider local Illawarra Community presented. A UOW staff collective were initially unsuccessful in applying for internal UOW funding for the development of a Cultural Competency resource. WIC utilised ISSP funding to complete the booklet.

The booklet contains a guide to terms that should be used by UOW staff and students to influence change in the space of the Aboriginal and Torres Strait Islander discourse. The booklet is available at the following:

<https://documents.uow.edu.au/content/groups/public/%40web/%40wic/documents/doc/uow257281.pdf>.

In addition to ensuring the University offers a culturally safe and enriching environment, WIC has supported the establishment of a network that celebrates cultural diversity. The development of Forging United Safe Environments (FUSE) network extends UOW's existing support of the Australian Human Rights Commission, UOW Strategic Plan (2016-2020) UOW Community Impact Report (Stands for Purpose), and University Australia Indigenous Strategy (2017-2020) Aboriginal Employment strategy, Reconciliation Action Plan (2019 – 2021). FUSE is motivated to activate and celebrate the diversity, dignity and human rights of all individuals who engage with our UOW campuses, including students, staff and community guests.

FUSE is proposed to be a formal network that is powered by a desire to celebrate diversity. FUSE is a strength-based network that will be committed to forging unified safe environments and motivated to 'shut down' racism within the University environment and beyond. Through the provision of this safety and communication network FUSE, is a protective device activated to prevent harm and forge an environment that is anti-racist and anti-discriminatory, thus valuing, celebrating and showcasing cultural diversity. FUSE will be launched in 2020 and WIC has committed to hosting FUSE meetings and contributing to the merchandising and promotions of the network for the launching period (up to 2 years). WIC staff are committed to operationalising FUSE including the cultural events and secretarial responsibilities. ISSP funds were used for event collateral and marketing materials.

**Table 2a Tutorial assistance provided in 2019**

Level of study	Number of students assisted	Total hours of assistance <sup>9</sup>	Expenditure <sup>10</sup> (\$)
Enabling	5	36	
Undergraduate	261	8,514	
Post graduate	4	271	
Other	0	0	0
<b>Total</b>	<b>270</b>	<b>8,821</b>	<b>\$516,381.84</b>

**Table 2b Indigenous Support Activities provided in 2019<sup>11</sup>**

Activity <sup>12 13</sup>	Number of student participants	Expenditure (\$)
Tutorial Assistance	170	522534.50
Indigenous Support Unit or other Indigenous student support activities	423	1604219.50
Employability Services	353	35000

### 3. Completions (outcomes)

As per our ongoing correspondence in relation to NIAA experiencing data retrieval issues from Department of Education, Skills and Employment, it has been determined that our institutional performance data has been inaccurately represented. As discussed, due to the inaccuracies provided to UOW we are unable to comment on the 'Actual and/or Position' for 2018 Completions.

However, our ISSP funded Individual Tailored Academic Program (ITAP) and our student success strategies continue to develop our engagement with our students. Testimony to the success of our tailored academic program combined with WIC's full time in-house Academic, 89% of all subjects enrolled in by our students received a minimum of a 50%. Furthermore, in 2019 our in-house Academic carried out over 300 face to face Academic consultations with students and facilitated six academic workshops.

Continuing to attribute to our student's success, the UOW funded WIC~ed program remains a key strategy for providing our commencing students with the fundamental academic foundations for their higher education journey. WIC formally engaged and collaborated with the Learning Development Unit to work closely with students to enhance student learning outcomes and develop specific tertiary literacies relevant to their area of study.

In October 2019, WIC introduced the new Employability Coordinator role into the team structure due to the huge success of the temporary HEPPP funded role of 2018/19. Overall, 353 student engagements with the Employability role were recorded in 2019. The

Employability Coordinator will be able to continue to monitor the graduate outcomes into the future. WIC has played a significant role acting as the conduit between employment partners and students, whereby employment opportunities are promoted to students via a streamlined and targeted approach. WIC has directly assisted students with their job readiness and application process, including:

- Developing a strong CV
- Responding to selection criteria
- Interview preparation
- Career mapping

Through this approach, WIC has supported students applying for roles both internally to UOW, and externally including ABC Illawarra, Australian Tax Office, St Vincent's Private Hospital, Fairfax Media, Telstra, Wollongong City Council, South Coast Writers Centre, and Westpac.

WIC is also partnered with the CareerTrackers Indigenous Internship Program, and supported 50 UOW students to participate in this program in 2019, whom interned across various organisations and industries during their university breaks. As at 2019, UOW was the largest CareerTrackers University Partner in the state, and the second largest nationally.

#### **4. Regional and remote students**

Our ongoing commitment to Regional and Remote students is apparent through our steady EFTSL position. However, with our Regional Campuses' actual numbers increasing annually since 2015, our footprint and enhanced engagement in the regional areas has assisted to grow our actuals numbers. Furthermore our strategic use of local Aboriginal Future Student Ambassadors in 2019 to provide services and facilitate engagement activities at our Regional Campuses, has proved fruitful for developing an engaged and academically successful student cohort.

Our Future Student and Engagement stream has worked hard in 2019 to engage intimately with local regional and remote communities in NSW. Furthermore, this stream has utilised current student Ambassadors from regional areas and attended Career and Employment expos and spent time in regional schools to build on relationships with local school staff and communities. This has attributed to the increase in EFTSL and overall success rates of our regional and remote students.

Extending the delivery of our Indigenous Admissions Program to our regional campuses assisted with breaking down the barriers of travel and access for many future students in 2019. Offering the same Assessment provision and experience at these campuses, as we do on the main campus, increased our participation rates significantly in these geographical areas.

**Table 4 Scholarship data for remote and regional students<sup>14 15</sup>**

	Education Costs		Accommodation		Reward		Total <sup>16</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	53000	20	107580	14	1750	7	162330	41
B. 2019 Offers <sup>17</sup>	195350	48	264251	16	30000	34	489601	98
C. Percentage <sup>18</sup> (C=B/A*100)							301	239
<b>2019 Payments</b>	154950	37	191597	18	15000	17	361547	72

## 5. Working with Vulnerable People Requirement<sup>19</sup>

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

## 6. Eligibility requirements

### a. Indigenous Education Strategy

The Aboriginal and Torres Strait Islander Education Research Engagement Enabling Strategy 2017 – 2020 (ATSIEREES) was developed at UOW and implemented by the Pro Vice-Chancellor (Inclusion and Outreach) and his Unit. This strategy and the outcomes continue to meet the requirements of ISSP. The strategy is systematically broken into five categories: Curriculum and Research, Student Completion, Cultural awareness and recognition, Community and Consultation.

All categories Curriculum and Research, Student Completion, Cultural awareness and recognition and, Community and Consultation categories progressed well during 2019 with completion of strategy goals on track for 2020.

The UOW Aboriginal Advisory Committee has been actively working to address cultural and consultancy issues with UOW and community. The success of introducing the broader UOW Aboriginal Advisory Group has provided a forum for all Aboriginal and Torres Strait Islander staff to address broader issues relevant to Aboriginal and Torres Islander staff.

In NAIDOC week of 2019, UOW successfully launch the Inaugural UOW Reconciliation Action Plan (RAP). One of the five key components of the RAP identifies outcomes specific to a whole of University approach and response to Indigenous Student Completions.

The use of ISSP and UOW funding has been instrumental in ensuring students and employees programs specific to promoting the cultural competency in indigenous cultures, traditions and histories including Bush Tucker tours, Close the Gap and Reconciliation events.

Strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students as located on our webpage include the following:

<https://documents.uow.edu.au/content/groups/public/@web/@wic/documents/doc/uow245484.pdf>

<https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/>

<https://www.woolyungah.com.au/>

<https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/current-students/>

<https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/itas/>

<https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/news-and-events/>

<https://www.uow.edu.au/wic/itas/UOW152703.html>

<https://www.uow.edu.au/about/services/woolyungah-indigenous-centre/about-us/facilities/>

<https://www.uow.edu.au/wic/itas/index.html>

<https://www.uow.edu.au/wic/services/index.html>

<https://www.uow.edu.au/wic/altadmissions/UOW152702.html>

## **b. Indigenous Workforce Strategy**

UOW has existing and established strategies aimed at increasing the number of Aboriginal and Torres Strait Islander people working at the University and is committed to being an employer of choice for Aboriginal and Torres Strait Islander people. UOW recognises the importance of our diverse workforce.

2019 was a year of review for Aboriginal employment at UOW with an emphasis on the outcomes of the previous 2013-2018 Aboriginal Employment Strategy.

An internal process evaluating programs and initiatives facilitated planning and consultation to better inform a redesign for the proposed UOW Aboriginal Employment Strategy (AES) 2020-2025, which aligns with the timeframe of the new UOW Strategic Plan. In 2019, the UOW 2020-2025 Strategic Plan was finalised and communicated to all staff. Following extensive consultation with UOW staff, this plan describes UOW's vision, mission and values. Of great importance, and specifically articulated in UOW's values is a commitment to Aboriginal and Torres Strait Islander communities, which includes staff and students.

UOW's Enterprise Agreement Academic Staff, 2019 and UOW's Enterprise Agreement Professional Services Employees, 2019 articulate UOW's commitment to increasing Aboriginal and Torres Strait Islander employment.

<https://documents.uow.edu.au/content/groups/public/@web/@personnel/documents/doc/uow116061.pdf>

<https://staff.uow.edu.au/content/groups/public/@web/@personnel/documents/doc/uow186195.pdf>

The UOW Reconciliation Action Plan is another overarching strategy to achieving our 3% Aboriginal employment target; it was launched in July 2019.

<https://www.uow.edu.au/about/our-vision-strategy/our-aboriginal-torres-strait-islander-strategy/>

Implementation and evaluation of UOW Indigenous Workforce Strategies is ongoing. UOW's Enterprise Agreement Academic Staff, 2019 and UOW's Enterprise Agreement Professional Services Employees, 2019 have specific provisions recognising the needs of our Aboriginal and Torres Strait Islander staff. Cultural and Ceremonial Leave and the inclusion of family kinship structures in the Enterprise Agreements has support material to inform these inclusions which were consulted on to develop new processes for implementation in 2020.

There are ongoing career development initiatives used to support the professional development of current Aboriginal and Torres Strait Islander employees and these include:

- Circulation of scholarships and other financial support information for development needs to staff
- Career development planning/ implementation in UOW's online platform CareerNET
- UOW initiatives that support staff pursuing Undergraduate, Masters and PhD studies
- Promotion of internal secondments for professional development opportunities
- Mentoring and Coaching Programs
- Early Career Researchers (ECR) Development Program and Early Career Academic (ECA) network for newer Academics
- The Mid-Career Academic Development Program for Academics
- Leadership development programs

### **Key Achievements**

#### **i. Leadership development**

Career development continued to be a focus for Aboriginal and Torres Strait Islander staff during the year. Amongst other programs, UOW Aboriginal staff participated in a Leadership Development Program facilitated by UOW and delivered by the Illawarra ITeC. This course focused on developing our staff to progress into management roles, supporting both their current and future work at UOW and enhancing professional career development pathways. Two staff successfully completed the Certificate IV in Leadership and Management, graduating in December 2019.

#### **ii. Study Time**

In conjunction with the above leadership development program, all supervisors and Aboriginal and Torres Strait Islander staff were reminded of the availability of UOW's generous study time provisions to undertake additional study.

#### **iii. PhD support**

UOW offers Equity Fellowships to assist academic staff with the completion of their PhD program and in 2019 two Aboriginal Academics were awarded an Equity Fellowship.

In addition to this a Postdoctoral Research Fellowship was created and offered to support

an Indigenous early career academic to undertake full-time research and grow our Indigenous research capacity.

iv. Staff feedback/ consultation

Consultation and feedback from various sections across UOW, including from Aboriginal and Torres Strait Islander staff, took place to identify key themes and focus areas for the UOW's Indigenous Employment Strategy refresh.

v. Staff recognition

The 2019 Vice-Chancellor Awards acknowledged two of our Aboriginal staff members, one receiving an award for Excellence in Community Engagement and the other Aboriginal staff member recognised for their 25 years of service.

Our ongoing approach to Employment Opportunities includes:

- Advertising job opportunities via targeted websites, organisations and networks
- Recruitment practices that are flexible and culturally sensitive
- Use of targeted statements in recruitment advertising

### **Key Achievements**

The UOW Aboriginal and Torres Strait Islander Recruitment Guidelines were developed following the successful application of the Section 126 exemption granted by the NSW Anti-Discrimination Board. The guidelines actively promote the target of a wider range of roles, including academic roles for graduates, ideally to enable UOW to reach our target of 3% representation of Aboriginal and Torres Strait Islander staff.

Culturally appropriate wording, advertising mediums and employment strategies have been implemented to encourage and support Aboriginal and Torres Strait Islander people to apply for UOW jobs. The use of culturally inclusive selection criteria, including reference to new leave provisions specifically for Aboriginal and Torres Strait Islander staff are aimed to attract a range of candidates.

The establishment of a Pilot Internship targeted to Aboriginal and Torres Strait Islander people offers a dual focus towards employment within a Faculty while completing a relevant undergraduate course with UOW. A pilot targeted Aboriginal Internship was established and financially supported with a fuller program planned to commence in 2020.

UOW has an Aboriginal person employed as a senior executive employee at DVC or PVC level or equivalent. This is the Pro Vice-Chancellor (Inclusion & Outreach) who has continuous support from the Deputy Vice-Chancellor who is the lead for Health and Communities and who is actively engaged in Aboriginal and Torres Strait Islander activities particularly those relating to health and UOW's regional campuses and their communities. This role also has the additional support of a permanent position providing administrative support to adequately resource and assist in their role and responsibilities.

From a HR perspective our Community Engagement and our ongoing participation included:

- Participation in community events and forums by the Aboriginal Employment Strategy Officer, amongst others, as a representative of UOW
- Promotion of community events to UOW Aboriginal and Torres Strait Islander staff
- Participation in sector events such as The Equity Practitioners in Higher Education Australasia (EPHEA) Conference and National Aboriginal Employment Co-ordinators Conference.

### **Key Activities**

UOW's employment opportunities are continuing to attract interest from Aboriginal and Torres Strait Islander people in the local communities. The establishment of candidate pooling to maintain contact and networks within the communities has attracted interest from a market that is expanding, for example from South Western Sydney areas which feed into UOW's newest campus at Liverpool. Broadening the geographical footprint to networks in the South Western Sydney, Wollondilly and Wingecarribee LGA's became a key focus in 2019 to ensure equal access to University employment at a range of campus locations.

Our National Indigenous Higher Education Workforce Strategy Activities include:

- Aboriginal Employment Strategy Officer meets regularly with UOW's Aboriginal Advisory Committee meeting (held quarterly) to discuss Aboriginal employment and the proposed AES 2020-2025.
- Aboriginal Employment Strategy actions are reported at Workforce Diversity Reference Group meetings (held quarterly)
- Aboriginal Employment Strategy Officer updates are reported at HR Divisional meetings (held monthly), Finance Resources Committee (subcommittee of Council – UOW's Board – held six times per year), and to the Vice-Chancellor's Advisory Group (held weekly) and directly to Council as relevant.
- One of Council key Strategic KPIs is the percentage of Aboriginal and Torres Strait Islander staff.

### **Key Activities**

The establishment of a draft Aboriginal Employment Strategy was the focus for 2019 with further consultation being undertaken in early 2020 to establish what will be the more detailed implementation plan as to how UOW will meet and maintain its 3% Aboriginal and/or Torres Strait Islander target by 2025.

UOW's Reporting on achievement of Indigenous Employment Strategy goals is reported and monitored via weekly, quarterly and annual reporting mechanisms.

To support our activities, UOW's Aboriginal Employment Strategy Officer was well established in the Human Resources (HR) Division. This positioning enables the role to focus on strategic and critical recruitment activities through close relationships with the staff Recruitment and Employee Relations functions in particular. The Aboriginal Employment Strategy Officer continues to work with HR Business Partners to support Aboriginal employment opportunities in UOW via business planning strategies for achieving our 3% target. This role works closely

with HR staff in managing day to day employment matters for Aboriginal and Torres Strait Islander staff including, but not limited to, promotion, probation, career development and retention. UOW also has a range of complementary initiatives to attract Aboriginal and Torres Strait Islander staff including development of mandatory selection criteria in position descriptions and job advertising, all of which were standardised in 2019.

UOW's commitment to Indigenous Workforce Strategies is further supported by the following documents the UOW Equity, Diversity and Inclusion Policy and UOW Equity, Diversity and Inclusion Strategy:

<https://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow157844.pdf>

<https://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow158386.pdf>

**Table 6.2 Indigenous workforce data (2019 breakdown)<sup>20 21 22 23</sup>**

UOW reports on the number of Aboriginal and Torres Strait Islander staff members through mainstream reporting requirements, and the additional information below is the number of ALL Aboriginal and Torres Strait Islander staff employed for the 2019 calendar year.

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
Level 1	0	5	0	0
Level 2	0	0	0	0
Level 3	0	10	0	0
Level 4	0	4	0	0
Level 5	0	15	0	0
Level 6	0	7	0	0
Level 7	0	4	0	0
Level 8	0	2	0	0
Level 9	0	0	0	0
Level A	4	0	0	0
Level B	7	0	0	0
Level C	3	0	0	0
Level D	0	0	0	0
Level E	1	0	0	0
Senior Mgmt	1	3	0	0
Casual Exam Supervisor	0	0	0	1
Casual Professional	0	0	0	11
Casual Teacher	0	0	13	0
<b>TOTAL</b>	<b>16</b>	<b>50</b>	<b>13</b>	<b>12</b>

**Note:** *Fixed-term and permanent staff are listed in the same category as these staff within the sector are not categorised as casual staff. Casual staff are defined in our enterprise agreements as those doing which is normally irregular/ short duration and casual contract employees are engaged on an hourly basis.*

### **c. Indigenous Governance Mechanism**

The Indigenous Governance Advisory Group function is to:

1. Provide direction on the distribution of ISSP funds at UOW, in accordance with the ISSP guidelines;
2. Advise on Government reporting and internal performance monitoring pertaining to the use of ISSP funds;
3. Provide advice to ensure UOW is compliant with ISSP guidelines and requirements.

In 2019 the Indigenous Governance Advisory Group consisted of:

- Professor Alison Jones - Deputy Vice-Chancellor (Health & Communities) (non-Aboriginal or Torres Strait Islander group member (9 years)
- Professor Paul Chandler - PVC (Inclusion and Outreach) (11 years)
- Matthew Wright - Director, Financial Services (20 years)
- Christina Roberts - Aboriginal Employment Strategy Officer, Human Resources (2 years)
- Jaymee Beveridge – Director Woolyungah Indigenous Centre (2 years)

Quarterly meetings were held over the year, however the group did not meet in December as scheduled. The main agenda items discussed throughout the year included:

- ISSP Budget & financial reporting
- Aboriginal employment
- Reconciliation Action Plan

#### **i. Statement by the Indigenous Governance Mechanism**

In 2019 the Indigenous Governance Mechanism (IGM) continued in the form of Indigenous Governance Advisory Group. The IGM has governed the use and implementation of the ISSP funding appropriately. The performance report highlights that UOW is effectively utilising the funding in accordance with the ISSP guidelines.

The Director of WIC, has continued to work closely with Department of Prime Minister and Cabinet, National Indigenous Australians Agency and other universities to ensure appropriate initiatives to support the success of our indigenous students are both in place and in accordance to the ISSP guidelines.

Overall, UOW is exceptionally well placed to continue to deliver successful measures and outcomes for our Indigenous students.

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- <sup>1</sup> Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.
- <sup>2</sup> Record the number of students (head count) not EFTSL.
- <sup>3</sup> Include both preserved and new ISSP scholarships.
- <sup>4</sup> This figures in this column should be the sum of the relevant row.
- <sup>5</sup> The total may not be the sum of the previous columns as some students may receive several scholarships.
- <sup>6</sup> Include payments to all enabling students, including remote and regional students.
- <sup>7</sup> Include payments to all undergraduate students, including remote and regional students.
- <sup>8</sup> Include payments to all postgraduate students, including remote and regional students.
- <sup>9</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).
- <sup>10</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- <sup>11</sup> Add more rows if necessary.
- <sup>12</sup> Include a brief description of the activity.
- <sup>13</sup> Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
- <sup>14</sup> Only record amounts which would/did require payment during the 2019 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.
- <sup>15</sup> Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- <sup>16</sup> This figures in this column should be the sum of the relevant row.
- <sup>17</sup> Record all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- <sup>18</sup> This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- <sup>19</sup> This section confirms that the provider complies with Section 35A of the Guidelines.
- <sup>20</sup> While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
- <sup>21</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- <sup>22</sup> The numbers recorded here should be a headcount of staff and not the full-time equivalent.
- <sup>23</sup> There is no longer a requirement to break up these by faculty. Please group together results by level.

# Indigenous Student Success Program 2019 Financial Acquittal

Organisation

University of Wollongong

## 1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)<sup>1</sup>

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2019 (flexible component)	\$2,115,844.00
ISSP Grant 2019 for preserved scholarships	\$10,910.00
<b>Subtotal ISSP Grant</b>	<b>\$2,126,754.00</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2018	0.00
Interest earned/royalties from ISSP funding	0.00
Sale of ISSP assets	0.00
<b>Subtotal other ISSP related income</b>	<b>0.00</b>
<b>Grand total</b>	<b>\$2,126,754.00</b>

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

Item	(\$)
<b>A. Other non-ISSP funds</b>	
Other funding provided under HESA <sup>3</sup>	\$35,283.89
Other Commonwealth Government funding	0.00
Funds derived from external sources <sup>4</sup>	\$553,226.28
<b>Total of other non-ISSP funds</b>	<b>\$588,510.17</b>

**Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)<sup>5</sup>**

Item	Actual ISSP (\$) <sup>6</sup>	Estimate other funds (\$) <sup>7</sup>	TOTAL (\$) <sup>8</sup>
Preserved scholarships	\$10,910.00	0	\$10,910.00
"New" scholarships from flexible ISSP funding	\$446,691.00	0	\$446,691.00
Teaching and learning <sup>9</sup>		0	0
Salaries for staff working on ISSP activities <sup>10 11 12</sup>	\$1,393,811.57	0	\$1,393,811.57
Administration for staff working on ISSP activities <sup>13</sup>	\$10,000.00	0	\$10,000.00
Travel – domestic (airfares, accommodation & meals)	\$19,105.36	\$2,862.37	\$21,967.73
Travel – international (airfares)		0	0
Travel – international (accommodation and meals)	0	0	0
Conference fees and related costs <sup>14</sup>	\$2,722.90	0	\$2,722.90
ISSP Asset purchases made during 2019 <sup>15</sup>	0	0	0
Other	\$247,822.29	\$523,846.34	\$771,668.63
<b>A. Total Expenditure 2019</b>	<b>\$2,131,063.12</b>	<b>\$526,708.71</b>	<b>\$2,657,771.83</b>
<i>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</i>	<i>NIL</i>		
<b>2019 ISSP funding committed (A + B)</b>	<b>\$2,131,063.12</b>		
<i>D. Other unexpended 2019 ISSP Funds to be returned to PM&amp;C<sup>16</sup></i>	<i>NIL</i>		
<i>C. Unexpended 2019 preserved scholarships funds to be returned to PM&amp;C</i>	<i>NIL</i>		

## 2. Rollovers

**Table 2 Rollovers agreed**

	Rolled over (\$) (A)	Expended/committed <sup>17</sup> (\$) (B)	Excess to be returned to the Department <sup>18</sup> (C) (C = A – B)
2018 funds rolled over into 2019	N/A	N/A	N/A
2019 funds agreed for rollover into 2020	N/A	N/A	

Nil

### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019<sup>19</sup>**

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>20</sup>		\$N/A
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>		\$N/A
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

### 4. ISSP Assets

**Table 2a ISSP Assets inventory<sup>22</sup>**

Asset Description/ category	Adjustable Value <sup>23</sup>	ISSP contribution <sup>24</sup>
Nil return	N/A	N/A

**Table 2b ISSP Assets - purchases during 2020**

Asset Description/ category	Purchase Value	ISSP contribution
Nil return	N/A	N/A

**Table 2c ISSP Assets - disposals during 2020**

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>25</sup>	ISSP component <sup>26</sup>	Disposals Age <sup>27</sup>
Nil return	N/A	N/A	N/A	N/A

### 5. Endorsement of the Financial Acquittal<sup>28</sup>

Financial Acquittal supported and initialled by:

Mr Damien Israel

(Print name of relevant officer)

Chief Operating Officer

(Print position title)

***D Israel***

D Israel (Mar 25, 2020)

(Signature and date)

Telephone contact: 02 4221 4620

E-mail: damien@uow.edu.au

## INDIGENOUS STUDENT SUCCESS PROGRAMME 2019 CERTIFICATION

*Complete this certification after reading the completed 2019 Performance Report and 2019 Financial Acquittal for the Indigenous Student Success Programme.*

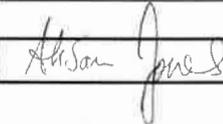
I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

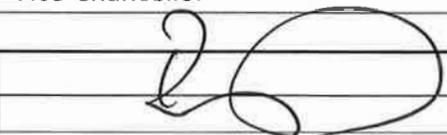
I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

**Certification recommended by university's Indigenous Governance Mechanism:**

Name:	Professor Alison Jones		
Title:	DVC (Health & Communities) Chair of IGM		
Signed:		Date:	1/4/2020

**Certification made by Vice-Chancellor or equivalent delegate:**

Name:	Professor Paul Wellings		
Title:	Vice-Chancellor		
Signed:		Date:	17/4/20

## Additional information for completing the template

<sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2019 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

Please feel free to add additional "item" lines as required.

<sup>2</sup> Please estimate the funds available.

<sup>3</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.

<sup>4</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.

<sup>5</sup> Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2019 Performance Report.

<sup>6</sup> List the expenditure of the income listed in Table 1a above.

<sup>7</sup> List the expenditure of the income listed in Table 1b above.

<sup>8</sup> Sum ISSP expenditure and other funds expenditure.

<sup>9</sup> Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.

<sup>10</sup> If the staff member works on non-ISSP specific activities (for example, mainstream tutoring or lecturing), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.

<sup>11</sup> Include expenditure on salaries for staff that provide tutorial assistance.

<sup>12</sup> May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.

<sup>13</sup> If the staff member works on non-ISSP specific activities (for example, entering student data for non-Indigenous students), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.

<sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.

<sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.

<sup>16</sup> Include unspent 2018 funds that were rolled over into 2019 but were not expended during 2019 (i.e. the amount recorded in Table 2, column C).

<sup>17</sup> For 2018 funds rolled into 2019, the amount included here should be the amount expended in 2019. For 2019 funds agreed for rollover into 2020, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2020.

<sup>18</sup> This amount should be included in the total unspent 2019 amount listed in Table 1c, Section D.

<sup>19</sup> If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

<sup>20</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).

<sup>21</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).

<sup>22</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.

<sup>23</sup> Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014..

<sup>24</sup> 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).

<sup>25</sup> Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.

<sup>26</sup> 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.

<sup>27</sup> Where groups of assets are disposed of, an average age can be provided.

<sup>28</sup> 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

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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.