

# Indigenous Student Success Program

## 2020 Performance Report

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### Background and Context

Charles Darwin University, with campuses in Darwin, Palmerston, Alice Springs and including satellite campuses in Sydney, Adelaide and Cairns, is a dual sector service provider: i.e., we provide services and programs for students in both Higher Education (HE) and Vocational Education and Training (VET). This performance report however, focuses on HE. In this context, our student service provision covers all Australia including regional and remote communities where many of our Indigenous students are located. They are predominantly mature aged with more than half studying part-time.

The Office of the Pro Vice-Chancellor Indigenous Leadership and Regional Outreach (OPVCILRO) is an Indigenous-led portfolio uniquely dedicated to Indigenous capacity building enabled through a variety of strategies including the provision of culturally appropriate support and advice, advocacy, maintenance of culturally safe environments, and development of innovative programs to meet engagement, retention and completion goals.

From late February 2020 the COVID-19 global pandemic had a dramatic and immediate impact on universities across Australia, and the rest of the world. Universities were required to quickly determine the most effective and safest course of action for their students and staff. As a result, universities closed physical lecture rooms and ceased face-to-face delivery in early 2020. Although CDU already delivered 70% of its courses online, (this includes internal and mixed mode delivery), it opted where possible to move all remaining courses online. Courses that required physical attendance still went ahead such as for practicums/sim lab sessions, and in the VET space other practicable sessions such as forklift driving.

COVID-19 further impacted the operations of the Indigenous Student Services (ISS) unit. And whilst CDU as an institution ceased delivery of onsite lectures for five months, the OPVCILRO kept the Gurinbey Centre in Casuarina and Akalyte Centre in Alice Springs open for Indigenous student access. A significant number of activities (designed to attract, enrol and support students) were impacted as they were originally planned to be delivered early in the year. The Northern Territory Government mandated that the University implement a COVID-19 safety plan which included social distancing that limited the number of people attending onsite events. This resulted in the cancellation of many planned strategic activities. Limitations were enforced directly and impacted operations and services which further affected CDU's overall ability to deliver established strategic plans specifically designed to improve overall performance indicators.

## 1. Enrolments (Access)

CDU's Indigenous Student Services (ISS) is located within the Office of the Pro Vice-Chancellor Indigenous Leadership and Regional Outreach (OPVCILRO) portfolio. It is dedicated to providing quality support and assistance to current and potential Indigenous students navigating CDU's enrolment processes, support services and work/life/study balance. Complementing this work, the OPVCILRO employs various strategies to encourage and simplify processes that become barriers to success for Indigenous students enrolled in both HE and VET.

CDU delivers two enabling programs: the 'Preparation for Tertiary Success' (PTS) and the 'Tertiary Enabling Program' (TEP). The PTS is delivered in partnership with the Batchelor Institute of Indigenous Tertiary Education (BIITE) and is a highly dedicated and flexible pathways program for Indigenous students. It is delivered in block mode and complements well our Indigenous student cohort which is predominantly mature-aged students from remote/very remote communities who study part time. Students in this program learn academic skills such as assessment writing, referencing, text analysis and presentation skills. Indigenous students enrolled in this course are from all over Australia, albeit the majority are from the NT. It is free of charge, and there is financial support available to eligible students for travel and accommodation through the Away From Base (AFB) program. Upon successful completion of the PTS, students are then able to enrol in their next course, including HE courses through CDU's MyNextCourse portal. This is a relatively new enrolment process which CDU has developed which now provides a simplified enrolment process for students.

The table below provides an overview of course enrolments in 2020 per semester. It shows a total of 76 enrolments in the PTS program for 2020. This is a 10% increase on Indigenous enrolment numbers from 2019 (n=69).

2020 PTS student enrolment data

Semester	COURSE TITLE	# of Students
SEM-1	PREPARATION FOR TERTIARY SUCCESS 1	35
	PREPARATION FOR TERTIARY SUCCESS 2	9
SEM-1 Total		44
SEM-2	PREPARATION FOR TERTIARY SUCCESS 1	27
	PREPARATION FOR TERTIARY SUCCESS 2	5
SEM-2 Total		32
Grand Total		76

The 'Tertiary Enabling Program' (TEP) is somewhat different to the PTS program. Firstly, TEP is open to *all* students at CDU. It is delivered free of charge, and students can engage in various formats including on-campus mode, online mode and mixed mode. TEP can be completed in as little as 16 weeks, and once successfully completed, students have the option to enrol in most CDU Higher Education (HE) courses.



Our other Indigenous specific enabling courses are the Pre-Programs. For the reporting year, CDU delivered two Pre-Programs: Pre-Accounting and Pre-Law. Both programs were delivered by the Asia Pacific College of Business and Law (APCB&L), with staff from the OPVCILRO providing essential support services. The Pre-Law program was delivered in early February over a four-week intensive. 12 Indigenous students were enrolled, with 75% successfully completing the program. Of these 75% that completed, all went on to enrol in CDU's undergraduate Law course. The inaugural Pre-Accounting program was delivered in November 2020 over a three-week period. It attracted 14 Indigenous students with all completing. This 100% completion rate is fantastic and will likely make a contribution to the parity statistic for future Indigenous accountants in Australia. Currently there are less than 100 registered Indigenous accountants in Australia, compared to approximately 200,000 non-Indigenous accountants. 13 of the 14 Indigenous participants in the Pre-accounting program went on to enrol in accounting courses at CDU.

**CDU's Pre-Law Program Completion Rates**

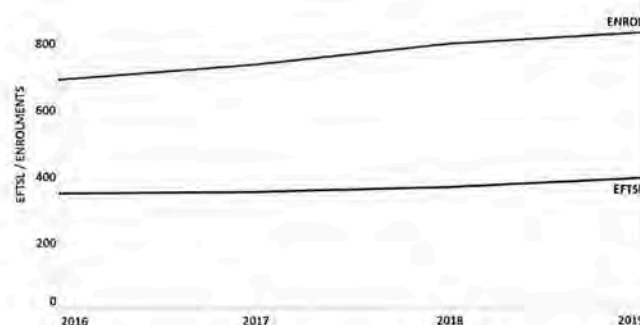
Year	Number of students who commenced	Number of students who completed	Percentage (%)
2018	7	6	86%
2019	17	14	82%
2020	12	9	75%

**CDU's Pre-Accounting Program Completion Rates**

Year	Number of students who commenced	Number of students who completed	Percentage (%)
2020	14	14	100%

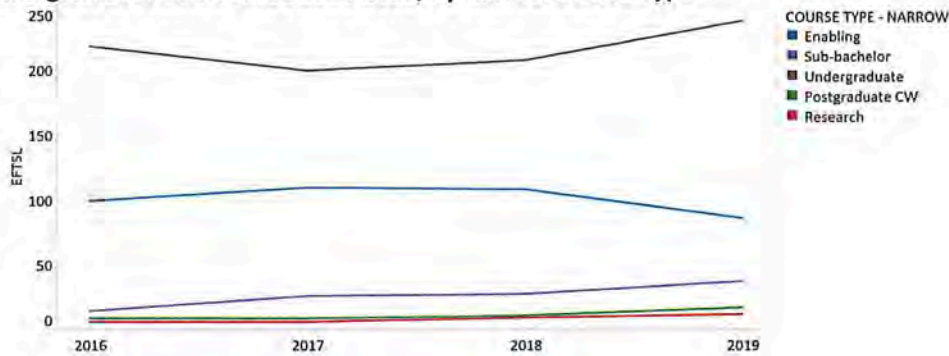
As identified in the ISSP letter to our Vice-Chancellor in 2020, our Indigenous EFTSL had increased from 349 EFTSL in 2016 to 391 EFTSL in 2019. This is an increase of 12.1% over a 4-year period with an average increase of 4% per annum. The graph below shows the growth in student enrolment numbers compared with EFTSL over that same period. This shows a 20% net growth in Indigenous student enrolments between 2016 and 2019. This indicates that there has been a stronger growth for Indigenous access at CDU over the reporting period, than what is suggested when analysing EFTSL alone. This is due to the number of Indigenous students studying part time.

**Indigenous Student Higher Education Enrolments and EFTSL 2016-2019**



The graph below shows Indigenous student EFTSL by level of course enrolment for the 2016 to 2019 reporting period. This shows an increase in undergraduate (bachelor level), and sub-bachelor enrolments in 2019, but a decline in enabling enrolments.

### Indigenous Student EFTSL 2016-2019, by Narrow Course Type



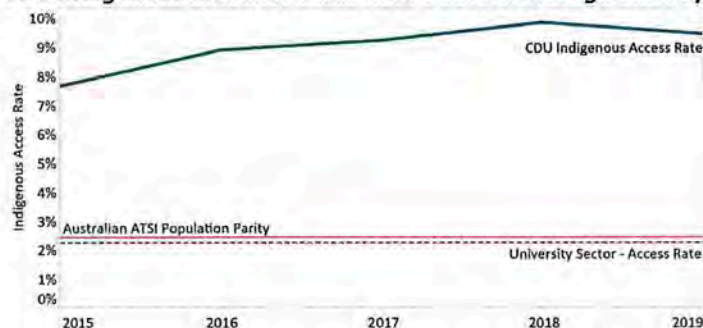
The graph below shows how CDU is tracking in terms of its Indigenous access rate, when compared to the University sector average and Indigenous population parity for the country. Clearly, CDU's Indigenous student 'Access Rate' is one of the highest in Australia and continues to be well above the sector average as well as national parity. And whilst this might be a positive outcome, unfortunately, we are still tracking well below parity for the NT. That is, Aboriginal people are around 30% of the total NT population.

### CDU Indigenous Student Access Rate for NT residents v Sector Average and Population Parity in NT 2015-2019



The graph below shows CDU's Indigenous access rate steadily increasing from 2015 to 2018 yet declining from 2018 to 2019. The graph below shows that CDU is well above sector average and has made steady progress towards achieving parity for Indigenous tertiary access. However, there is still much to be done to achieve this goal. The graph also shows CDU's Indigenous student access rate is twice the sector average and twice that of population parity in the combined States and Territories outside the NT.

### CDU Indigenous Student Access Rate v Sector Average and Population Parity, 2015-2019

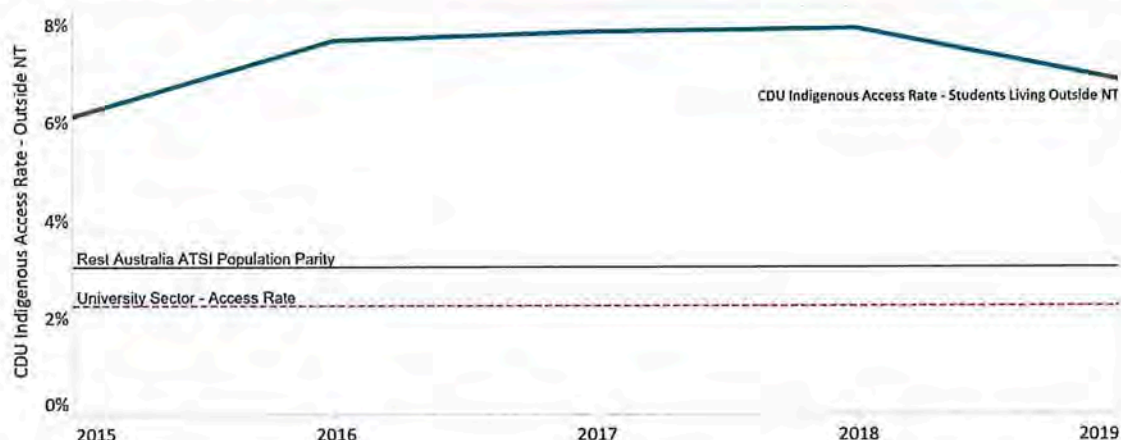


It is also important to note that CDU's high Indigenous student access rate does not only reflect Indigenous peoples from the Northern Territory (NT). As an institution we have interstate campuses as

well, and actively support Indigenous students who live in other States and Territories of Australia. They predominantly study with us online. In 2019, 42.5% of all CDU Indigenous HE enrolments were students who lived in States and Territories other than the NT. The graphs below show the Indigenous access rate for CDU split by those who live in the NT and those who live outside the NT, and shows CDU performs above the sector average both in the Northern Territory and in the rest of Australia.

The graph also shows the Indigenous access rate for those students living in the NT (Indigenous commencing enrolments at CDU with home location in the NT / Total domestic commencing enrolments at CDU with a home location in the NT). This is compared to the 2019 Indigenous population parity in the Northern Territory, and the combined 2019 access rate for all other Universities who enrol students from with home locations in the NT. Again, we are tracking well in this context.

**CDU Indigenous Student Access Rate for residents outside the NT v Sector Average and Population Parity outside NT 2015-2019**



Scholarships is a key strategy to support Indigenous students to access CDU courses. In 2020, 226 scholarships totalling \$383,000 were awarded to CDU Indigenous students. The largest uptake of scholarships was for undergraduate level students (see table below). As a result of COVID-19 we were unable to utilise all allocated scholarship monies and therefore requested to rollover \$57,000 to the following year.

**1.1. Table 2 Scholarships - breakdown of 2020 payments<sup>[i] [ii] [iii]</sup>**

	Education Costs		Accommodation		Reward		Total <sup>[iv] [v]</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>[vi]</sup>	30,000	20	2,500	1	18,000	18	50,500	39
Undergraduate <sup>[vii]</sup>	136,500	91	15,000	6	36,000	36	187,500	133
Post-graduate <sup>[viii]</sup>	12,000	8	0	0	17,000	17	29,000	25
Other	116,000	29	0	0	0	0	116,000	29
Total	294,500	148	17,500	7	71,000	71	383,000	226

## 2. Progression (access and outcomes)

CDU employs a range of strategies to improve access and outcomes for Indigenous peoples. Our office of Indigenous Student Services within the OPVCILRO portfolio, has two teams that work tirelessly to support CDU's Indigenous students: an Academic Support Team and a Grants Team. The Academic Support Team provides tailored, culturally appropriate support for students including academic support and pastoral care. The Grants team have two components: Away From Base (AFB) and the Tutor



Support (TS) Program. Through these highly effective teams, early intervention has been a key strategy used towards improving unit success rates and retention of CDU's Indigenous students. Early intervention via regular monitoring of student progress using one-on-one discussions over the phone, via email or SMS text has enabled ISS staff to implement support mechanisms that prevent instances of non-completion. CDU employs 13 Indigenous Student Services staff to work across two teams; one in Darwin (at the Gurinbey Centre) and the other in Alice Springs (at the Akalyte Centre). 85% of staff working within these centres identify as Indigenous.

The Gurinbey and Akalyte centres have been set up to ensure Indigenous students feel welcomed, supported and that they have a sense of belonging on campus. They are designed with cultural safety in mind for all Indigenous students. Further, quiet spaces have been set up for students to work without distractions and to work one-on-one with tutors.

The OPVCILRO offers an Indigenous Academic Skills Workshop (IASW) which is delivered twice a year at the beginning of Semesters 1 and 2. However, due to COVID-19 the IASW was held in Semester 1 only of 2020. The IASW provides a range of activities to prepare Indigenous students for University life and success. The workshop, which is funded and facilitated through Indigenous Student Services, is held over a one-week intensive during CDU's Orientation Week. It is open to all Indigenous students in higher education (HE) and is coordinated by Indigenous Student Services Officers who liaise with external and internal stakeholders that specialise in various CDU support programs including Academic Language and Learning Success Program (ALLSP), Peer Assisted Study Sessions (PASS), the CDU Library, Scholarships Office, Student Admissions and Equity services. The IASW is designed to assist Indigenous students with building an academic foundation for success and giving them tools to effectively navigate their first year at CDU. These activities include:

- critical thinking;
- reading and writing;
- essay writing and analysing assessment tasks;
- navigating library resources; and
- peer assisted study sessions.

The workshop also allows students to familiarise themselves with Indigenous Student Services, CDU Support Services, and to network with other Indigenous students. The IASW is an effective way of promoting our services to current and potential Indigenous students.

Upon completion of the workshop, ISS conducted surveys which included a rating system to score the usefulness of each of the sessions delivered during the Program. The feedback on the Program was overwhelmingly positive with an overall average of 63% of the Sessions scoring a '5' (being extremely useful). The following are the top three sessions of the program based on the percentage of responses of '5' (being extremely useful);

First	95%	Q&A with Indigenous Student Ambassadors
Second	81%	Learnline 101
Third	79%	Academic Language and Learning Session - 'PASS'

The surveys also include an opportunity for participating students to add commentary about their experience of the Program, including suggestions for improvement. The comments reflect the positive experiences of the Program Participants, including these testimonies:

*"I think each of the sessions was perfectly timed".*

*"I have found every session very useful. I am now aware of expectations and at least I know where to go if I need help with my studies".*

*"I really enjoyed the critical thinking because it was hands-on and it stretched my brain".*

The Tutorial Support (TS) program is an invaluable service which plays a pivotal role in student learning and course progression. In 2020, the program provided service to 206 Higher Education students and employed 142 tutors of which 17 identified as Indigenous. With the challenges of interstate border restrictions impacting on students travelling to campus, and the transition to online course delivery, student anxieties heightened and in turn increased the demand for tutorial support, delivered either online or face-to-face in their hometowns. Tutorial Support (TS) expanded its service delivery to include and provide support to Indigenous students enrolled in CDU's two tertiary enabling programs: TEP and PTS.

The TS team continually develops the TS program to best meet the needs and demands placed on tertiary level students. The recruitment process of quality tutors has been a priority area for improvement. Putting appropriate checking systems in place to ensure tutors have subject knowledge expertise as well as a demonstrated knowledge and understanding of Indigenous learners and community has been a key strategy towards ensuring quality tutors. The TS team have developed a robust tutor database, which has enhanced the efficiency in delivery and administrative processes. This includes the capacity for early student identification allowing for appropriate matching of student to tutor, bringing forward the contract process prior to semester start, and clearer understanding of being able to apply more flexibility with how student and tutors utilise entitled hours to best suit student needs during peak workload periods.

To maximise quality assurance of the TS program, tutor and student reporting mechanisms were implemented for each semester to identify at risk students and tutor performance issues. This also informs ways to further develop appropriate support practices and apply program reforms. In 2020, students reported an overall rating of the tutorial support they accessed, using a 1 – 10 scale system where 1 is unsatisfactory and 10 is excellent. 80.5% of students scored their tutors 8 or higher.

CDU's approach to improving the cultural competence of staff had traditionally focused heavily on the provision of a one-day face-to-face Cross-Cultural Awareness Training workshop, with only a small portion of the workforce choosing to undertake this training online. However, with the impacts of COVID-19 across the 2020 reporting period, and the challenges of physical distancing requirements, CDU pivoted to a full online delivery of Cross-Cultural Awareness training. This has ensured that throughout this challenging period CDU has continued to improve cultural competence amongst its staff.

In September 2020 OPVCILRO staff participated in a Day on Country. The day was designed to immerse staff in cultural learning, and provide for team bonding and togetherness, as well as an opportunity for all staff to relax, refresh, rejuvenate and reconnect with country. Bininj and Ngurrungurrdjba man Dale Austin led the team through several traditional activities. The men undertook carving and painting of digeridoos, the women weaved bracelets and earrings whilst listening to the methods of where the material for the weaving came from. Traditional food including goose, fish and turtle cooked in an inground fire.

Indigenous Student Services developed a '2020 CDU Indigenous Student Community' site within CDU's Learnline. It was developed as a strategy to increase and encourage a community of learners by providing a platform for networking. The site is also used to send relevant information targeted at CDU's Indigenous students specifically, study tips, scholarship/internship/cadetship opportunities, CDU student events and activities as well as job opportunities. The table below shows that the page was accessed 1729 times in Semester 1, 2020.

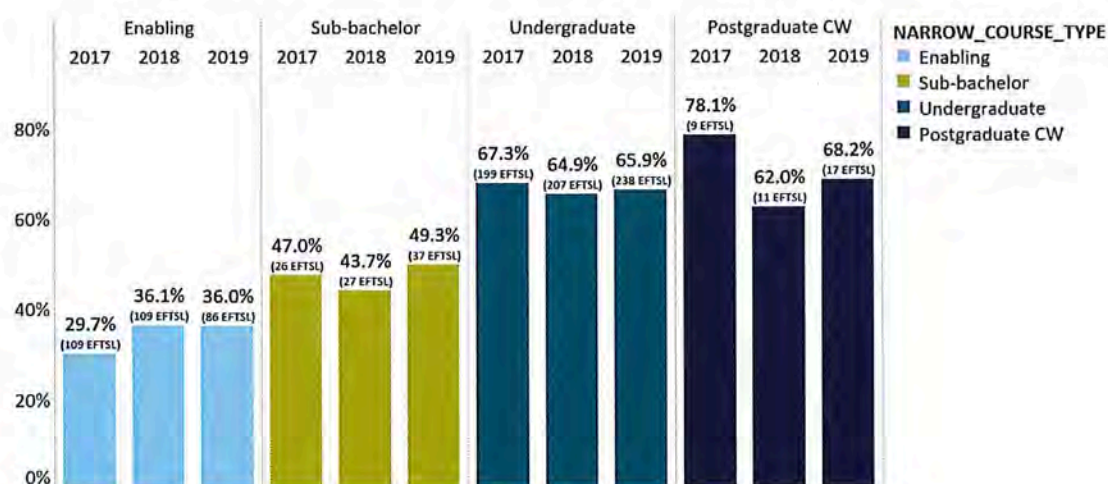
Number of student interactions with information posted to CDU's Indigenous Student Community Learnline site

Year	Announcements	Content	Discussion Board	Total
2019	1394	50	799	2243

2020 (SEM 1 only)	831	234	664	1729
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The graph below shows the success rate for 2017 to 2019, split by Narrow course type. CDU has a disproportionately high proportion of Indigenous student EFTSL in enabling courses and these have a significantly lower, but still improving, rate of student success than for degree programs. This high proportion of enabling EFTSL negatively impacts the average student success rate at CDU to a much larger extent than at other Universities.

**CDU Indigenous Student Success rate, by Narrow Course Type, 2017 to 2019**



The graph above shows improved student success rates as students undertake higher levels of study; as well as improvements in student success across all course levels (except enabling) in 2019. The graph also shows a notable drop in postgraduate coursework (PGC) success rates in 2018. This coincides with the introduction of CDU's Masters level Initial Teacher Education program. This is effectively an undergraduate (graduate entry) course cohort studying at postgraduate level. EFTSL in this program represents 50% of all Indigenous EFTSL in PGC from 2018 and is the reason why CDU's PGC success rate dropped to the comparable UG level in 2018 and 2019.

In 2020 CDU undertook an extensive review of the Tertiary Enabling Program (TEP) and has committed to a review of the Preparation for Tertiary Success (PTS) program. Both reviews have an explicit mandate to improve student success and transition rates to undergraduate study. The results from these reviews will be implemented from 2022 onwards, and we expect this will improve enabling student success rates.

COVID 19 had a significant impact on our students accessing tutorial support in 2020. With less opportunities for in-class group discussions and one-on-one sessions with lecturers, Indigenous students reached out and accessed tutorial support.

**Table 2a Tutorial assistance provided in 2020**

Level of study	Number of students assisted	Total hours of assistance <sup>1</sup>	Expenditure <sup>2</sup> (\$)
Enabling	26	492	
Undergraduate	146	7396	
Post graduate	13	534	
Other	21	386	



<b>Total</b>	206	8808	\$621,043.00
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**Table 2b Indigenous Support Activities provided in 2020<sup>3</sup>**

Activity <sup>(iii)</sup>	Number of student participants	Expenditure (\$)
Tutorial Support	206	\$621,043.00
IASW (for HE students - Sem 1 only; not held in Sem 2 for 2020)	22	\$10,570.43
Valedictory Ceremony (Virtual delivery - Casuarina S1 & S2, Alice Springs S1 only)	152	\$5,877.18
Horizons Cathy Freeman Foundation Program and Nhulunbuy High School Trip (2 x staff travel, gift card for speaker)	31	\$1,079.87

### 3. Completions (outcomes)

One of our key strategies for improving award course completions for Indigenous students is to provide regular quality contact through our Indigenous Student Support staff. Contact with our students occurs through phone calls, emails, SMS and at times face to face in the student support centres. Contact occurs at a minimum of two times per semester for each student. Staff have not only checked in on student progress academically, but they also provide some level of pastoral care. In 2020 during COVID-19 it was even more important to reach out to students to provide pastoral care support.

In late 2020, the TS team recognised the need for more support for Initial Teacher Education (ITE) students who under the recent reforms are now required to successfully complete the Literacy and Numeracy Test (specifically for ITE) in order to graduate from their course. Our strategy was to work with the College of Education and provide appropriate training to our tutors to be able to best prepare ITE students to sit the test.

ISS often receives requests from employers and businesses to share new graduate job opportunities, internships, cadetships, scholarships and other employment opportunities with current and recently graduated students. This is done through several avenues; Indigenous Learnline site, Indigenous Student Services Facebook site, posted on the pinboard in the students support areas and via email.

#### The rise or fall of completions

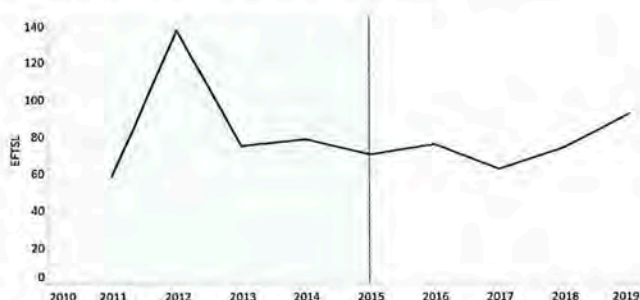
The Indigenous student course completions reported in the ISSP letter to our Vice- Chancellor in 2020, only show course completions for degree programs; and does not show enabling course completions. This is because enabling is a non-award course under the Australian Qualifications Framework and so is not reportable to Government as a course completion. For example, if a university were achieving Indigenous student completions rates at a level comparable with other universities in the sector, one might expect the University's rank in EFTSL would be similar to their rank in completions. However, the disproportionately high proportion of enabling EFTSL, means that this is not the case for CDU. The table below shows CDU's course completions including enabling course.

### CDU Indigenous Student HE Course Completions, Including Enabling Course Completions

	Year of Completion			
	2016	2017	2018	2019
Enabling	32	36	39	47
Sub-bachelor	4	7	9	9
Undergraduate	31	28	38	28
Postgraduate CW	5	7	5	7
Research	4	2	2	2
<b>Grand Total</b>	<b>76</b>	<b>80</b>	<b>93</b>	<b>93</b>

On a positive note, 2019 reported a significant increase in the number of course completions in enabling programs at CDU, which is encouraging when commencements in 2018 and 2019 for enabling programs were declining. This suggests that student progression to completion in enabling programs is improving. The above table also shows a sharp drop in the number of Undergraduate (bachelor) level completions in 2019. CDU students generally, and specifically the CDU Indigenous student cohort, study part-time and on average take 6 to 9 years to complete a bachelor level qualification. This means completions in a single reporting year are most reflective of commencing cohorts from 4 to 6 years earlier. In the case of the 2019 Undergraduate completions, this cohort is mostly reflective of the commencing cohort from 2013 to 2015. Over this period Indigenous undergraduate commencing enrolments reported a net decline for CDU, as shown in the graph below.

### CDU Indigenous Undergraduate Commencing EFTSL 2013-2019, showing 2013-2015 commencing EFTSL which impacts 2019 completions



The graph shows commencing enrolments for earlier periods, which contributed to completions in the 2016-2018 reporting years. Notably there is a large commencing spike in 2012, driven by an intake of students from Bachelor Institute of Indigenous Tertiary Education (BIITE) at the formation of the Australian Centre for Indigenous Knowledge and Education (ACIKE) partnership. This spike in other UG commencements in 2012 is likely reflected in the Bachelor level completions for the 2016 to 2018 reporting years.

CDU delivers a variety of activities across several funding streams including ISSP, University appropriation funds and other funds. The table below identifies the activity and funding source.

### Relevant University Activities and ISSP Funding

Activity	ISSP Funding	CDU Funding	Other
Staff Salaries	*	*	*
Student kitchen consumables	*		*
Tutorial Support Program	*		*
Indigenous Academic Skills Workshop	*		
Staff Day on Country		*	*



Indigenous Valedictory Ceremony (Casuarina and Alice Springs)	*		*
Top Aboriginal ATAR Award Sponsorship	*		*
Vincent Lingiari Memorial Lecture		*	
Elder's lunches		*	
NAIDOC Week Celebration			*
ISS Student Survey	*		*
CDU Orientation (online)		*	

OPVCILRO conducts Indigenous Student Support surveys annually. For the 2020 survey OPVCILRO received 233 responses. Findings from the Survey in relation to ISS services and student support are summarised below:

#### *Communications*

90.64% of respondents stated that their contact with ISS had met or exceeded their expectations.

#### *Gurinbey and Akaltje Centre Resources*

All our resources provided through the ISS Centres rated as satisfactory to excellent, with the following rated as our top 5 Resources.

1. Computers 92%
2. Culturally Safe Space 90%
3. WIFI 88%
4. Quiet Study Room 87%
5. Kitchen 87%

#### *ISS Services*

Students were asked to rate the level of assistance received from ISS Staff across a number of ISS Services (e.g. Advocacy, Pastoral Care, Communications/Engagement, Mentoring and others). Of the Survey Respondents who had accessed those services, their experiences were rated as Excellent across all Services.

#### *Staff Professionalism*

Students were asked to rate the professionalism of the Indigenous Student Services Staff on a scale measuring the Staff Member as:

- Friendly and approachable;
- Helpful and supportive;
- Has appropriate knowledge of CDU Services;
- Provided high academic support.
- Demonstrated cultural sensitivity;
- Provided timely responses;
- Presented professionally;
- A good communicator; and
- Demonstrated customer service skills

Staff skills and aptitudes were rated highly. Survey responses averaged a 76% response rate that Students agreed / strongly agreed to the above statements.

#### *Scholarships*

69% of Survey Respondents were aware of Commonwealth Scholarships available.

### *Tutorial Support Program*

Almost half of Survey Respondents had accessed the Tutorial Support Services, and 86% of those stated the Program had helped them to successfully complete their Unit.

### *Tutor Professionalism*

Students were asked to rate the professionalism of their Tutors employed under the Tutorial Support Program on a scale measuring their Tutor as:

- Friendly and approachable;
- Helpful and supportive;
- Has appropriate subject knowledge;
- Provided high academic support;
- Demonstrated cultural sensitivity;
- Provided timely responses;
- Presented professionally; and
- A good communicator.

Tutors' skills and aptitudes were rated very highly. Survey responses averaged a 91 % response rate that Students agreed / strongly agreed to the above statements.

### *Away From Base Program*

34% of Survey Respondents had accessed the AFB Program in 2020. Of those, 95.5% stated the AFB Program had helped them to succeed in their course.

Whilst 66% had *not accessed* the Program, the comments section indicates that the Students were mostly aware of the Program but did not need it, or knew they were ineligible.

### *CDU-Wide Services*

In relation to Indigenous HE Students accessing CDU-Wide Student Services, the following results are informative:

- 74% stated they had accessed the Library;
- 66% stated they had accessed Student Central;
- 18% stated they had accessed the Academic Liaison Unit;

### *Student Experience*

The overwhelming majority of Survey Respondents selected the following response to the standardised Student Experience question:

*"I have progressed through my course with very little trouble."*

Due to COVID-19 2020 NAIDOC Week Celebrations were held from November 8-15. CDU NAIDOC Week events included:

- Thursday 12 November – Launch of the CDU Strategic Pillar Plan 'Indigenous Leadership Strategy'
- Monday 9 November - A student event featuring a Bush Medicine workshop and live music at the CDU Alice Springs Campus
- Tuesday 10 November - Elders Lunch hosted by CDU Larrakia Academic in Residence
- Thursday 12 November - Making Things Lively (ZOOM Webinar) Speakers: Paul Gurururuy & Jennifer Deger (from Gapuwiyak)
- Friday 13 November - Mal Nairn- A special screening of 'Black Divaz' with one of the stars Ben Graetz hosting a Q&A.



In 2020, CDU celebrated the 20th The Vincent Lingiari Memorial Lecture (VLML). NITV presenter John Paul Janke lead the panel of renowned Indigenous leaders including Prof. Dr Marcia Langton AO, Sen. Pat Dodson and Prof. Bruce Pascoe in a discussion on the legacy of activism in Australia.

The lecture has built a respected national profile and to date has been a traditional lecture-style event. Under pandemic conditions and restrictions, this year provided an opportunity to re-vision the VLML and present it in an engaging new format to suit a digital (online and television) presentation.

There were two versions made, one in full, and one edited to suit the SBS/NITV 52min segment requirement:

- 52 min version streaming now on SBS On Demand (require the SBS On Demand app to view): <https://www.sbs.com.au/ondemand/program/vincent-lingiari-memorial-lecture-2020-1-s2020-ep1>
- Full version via YouTube on the CDU Website: <https://www.cdu.edu.au/about-cdu/news-and-events/vincent-lingiari-memorial-lecture>

The Universities Student Engagement and Success division recently launched several student experience improvements within the University including:

- Implementation of InPlace, third party specialist software for the administration of student placements, including a mobile app for students, implemented in every College. Note that this was in direct response to feedback received in the 2019 NPS survey.
- A range of COVID-19 related initiatives including a significant scholarships and grants program and wellness activities and digital resources designed to minimise the impact on student progress and wellbeing.
- Re-launch of the CDU Student Council, with students from HE and VET working together to represent the student body and provide valuable insights to the University, and an increase in student life activities with many new student groups.
- Launch of an online careers tool (My Career Centre), providing VET and HE students with tailored careers resources and access to a jobs board.
- The launch of Annual Course Monitoring dashboards, enabling a close look at a wide range of performance metrics at the course level (HE only at this stage, VET to be added in 2021).

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

At CDU, 82% of all Indigenous student EFTSL is from students living in Regional and Remote areas of Australia. The ISS team specialise in servicing this student cohort and facilitating access to University-wide supports.

Strategic Plans for increasing our outreach activities including partnering with other CDU business areas and colleges were halted due to COVID 19. At the peak of COVID in the Northern Territory travel to remote communities were limited to essential workers only. Once restrictions were lifted the University reinvigorated its efforts and reached out to regional and remote Indigenous communities and organisations

Two staff from Indigenous Student Services were invited to present to secondary students participating in the Cathy Freeman's Horizons program in Nhulunbuy. During this visit students were provided with information about pathways into HE and VET courses, course offerings and the CDU Indigenous Student Support Services. Students also participated in an activity to identify their area of interest and relatable courses on offer. A total of 31 students participated in this session.

CDU's Aspire Program would normally have a strong regional and remote strategic engagement/outreach program which includes working with students and creating opportunities and awareness on pathways into tertiary education. In 2020, due to COVID, this program too was restricted on when and where they could travel. The Aspire program is an equity access program for young people who experience educational disadvantage. In collaboration with educational communities across the NT, the Aspire program aims to help young people build the knowledge and skills needed to confidently

shape bright futures via education. The Aspire journey starts in year 10 where students can learn how Team Aspire can help them discover new courses and careers that could be in their future. The Aspire program grows each year as year 11 and 12 students are supported in their educational journey. Young people in the program receive scholarships, tutoring, coaching and exposure to university life. For students who come to study at CDU, Team Aspire offers support in the transition to university, an inspiring community, leadership opportunities and scholarships of up to \$10,000. The Aspire program engages with students in years 10, 11, and 12. From 2018 to 2020, Team Aspire have been proactive in engaging with students and schools (see table below).

Team Aspire Program – number of Aboriginal and Torres Strait Islander students engaged.

Year	Number of students engaged	Number of Aboriginal students	Year level	Number of high schools partnered with across the NT
2019	60	14	10,11 & 12	19
2020	46	13	11 & 12	19

The regional and remote EFTSL in the ISSP letter sent to the Vice-Chancellor in 2020 shows a continued increase in Indigenous student EFTSL based in regional and remote areas of Australia. CDU has one of the highest rates of regional and remote enrolment with 82% of all Indigenous student EFTSL from students living in Regional and Remote areas of Australia. The graph below shows CDU's EFTSL for 2016 to 2019, split by the Australian Statistical Geographical Standards (ASGS) categories of remoteness of the student's home location. This shows strong and consistent growth in EFTSL for Indigenous students living in Outer Regional Australia across the four-year time series.

CDU Indigenous student EFTSL by Remoteness of Home Location, 2016-2019

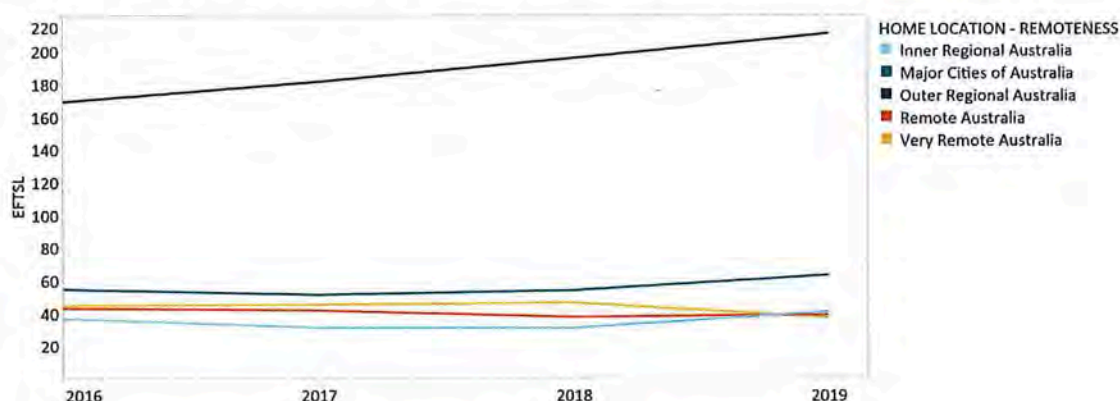


Table 4 Scholarship data for remote and regional students<sup>[ix]</sup> <sup>[x]</sup>

	Education Costs		Accommodation		Reward		Total <sup>[xi]</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	447,317.50	202	17,500	7	0	0	464,817.50	209
B. 2020 Offers <sup>[xii]</sup>	359,000.00	111	17,500	4	79,000	79	455,500.00	194
C. Percentage <sup>[xiii]</sup> (C=B/A*100)							98.00%	92.82%
2020 Payments	294,500	148	17,500	7	71,000	71	383,000	226



To-date we have developed extensive relationships with Regional University Centres (formerly Study Hubs) in order to promote face-to-face support for Indigenous students. As an example, CDU has partnered with the Arnhem Land Progress Aboriginal Corporation (ALPA) which has facilities in Nhulunbuy, Milingimbi and Galiwinku. Other partnerships in regional areas are listed here: <https://www.cdu.edu.au/student-central/regional-university-centres> with a large proportion supporting Indigenous students in regional centres. CDU also partners with ALPA on a HEPPP funded project titled "Supporting Regional and Remote Pathways in HE for Indigenous Students in the NT".

The Indigenous Student Services has two full-time Indigenous Academic Student Support staff based at Alice Springs. In 2020, our staff in Alice Springs facilitated and/or participated in a range of activities to engage current and prospective students including:

- Filming for Student recruitment of an Indigenous student in Akaltje for the 2020 virtual open day;
- Attending the Centralian Senior College with the Student Recruitment and Events team (via Zoom). After the zoom presentation the ISS staff were available for questions and provided brochures and contact information;
- Mparntwe NAIDOC Community Day Stall, tended by ISS staff and Indigenous Student Ambassador providing course/study information to the public;
- CDU Orientation for HE students on Alice Springs Campus;
- Orientation for PTS BIITE student at Alice Springs Campus;
- Morning tea with Aboriginal Employment Program students in Akaltje Centre;
- Supporting the Business team's Aboriginal Employment Program Graduation at Yarning Circle Alice Springs; and
- CDU NAIDOC event. Program involved welcome to country speech, music by Indigenous Cert III Music student, lunch and healing workshops for staff and students.

## 5. Working with Vulnerable People Requirement<sup>4</sup>

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

## 6. Eligibility requirements

### 6.1. Indigenous Education Strategy Information needed

The University has met the requirements under Section 13 of the ISSP Guidelines. Our obligations in relation to an Indigenous Education Strategy are covered in our *Indigenous Leadership Strategy*<sup>1</sup> (ILS). It has the relevant information required under ISSP to remain eligible for funding. The ILS is a Strategic Pillar Plan of CDU's strategic plan 'Connect Discover Grow' (2015-2025) which was reviewed in 2020 and subsequently launched in November that year. This strategy has identified key performance indicators which prioritise an increase in the number of Indigenous students that enrol, progress and complete their higher education study at CDU.

The ILS outlines our commitment to Indigenous student outcomes through a range of initiatives which address the priorities for each of the CDU Strategic Pillar Plans. The responsibility for each initiative is designated to the relevant senior executive who will collaborate where appropriate. The Pro Vice-Chancellor Indigenous Leadership and Regional Outreach (PVCILRO) will be leading 22 of the 61 initiatives within the ILS.

The responsible senior executive will be required to report back to the ILS Steering Committee on the performance against the key performance indicators for their respective areas/portfolios. The excerpt



below (see table 1) is an example from the ILS. The column on the right identifies the relevant senior executive responsible for leading each initiative.

*Excerpt from the Indigenous Leadership Strategy 2021-2025*

A PROVIDER OF TRANSFORMATIVE SKILLS & LEARNING		Priority 1.1: Expand student access to CDU education programs			
2021-2025 Pillar Initiatives	We will achieve this by...	By When...	We will be measured by...	To enable this initiative we will need...	The implementation will be led by and contributed to by...
1.1.1 Develop and promote pathways for Indigenous peoples to CDU.	1.1.1.1 All portfolios and units partnering with OPVCILRO to develop and implement an engagement strategy for working with local, regional and remote schools, and where appropriate, interstate schools.	Dec 2021	<ul style="list-style-type: none"> <li>- The incorporation and reporting of engagement plans and relevant KPI's in divisional operational plans to be endorsed by the relevant governance process.</li> <li>- An increase in the number of schools engaged.</li> <li>- Year-on-year growth of 11% for Indigenous secondary school students admitted into CDU tertiary education courses.</li> </ul>	Collaboration between ISS, Aspire, Marketing and Colleges.	PVCILRO, ProvostVP, DVCR, DVCVPO, PVCVET, DVCSES
	1.1.1.2 All portfolios and units partnering with OPVCILRO to develop and implement an engagement strategy for working with regional, remote, rural and interstate stakeholders including Government, employers, RTOs, NGOs and other service providers.	Dec 2021	<ul style="list-style-type: none"> <li>- An increase in the number of mature-age student enrolments at CDU.</li> <li>- Strengthening new and/or existing relationships/partnerships with key stakeholders.</li> </ul>	Collaboration between ISS, Marketing, Colleges and other portfolios.	PVCILRO, ProvostVP, PVCVET, DVCVPO
	1.1.1.3 Promoting CDU courses to Indigenous communities Australia-wide, including micro-credentialing.	Dec 2021	<ul style="list-style-type: none"> <li>- An increase in the number of Indigenous student enrolments at CDU.</li> <li>- An increase in the number of Indigenous student enrolments in micro-credentialing courses.</li> </ul>	Collaboration between ISS, Aspire, Marketing, Colleges and other portfolios.	Marketing, College Deans, PVCILRO, PVCVET
	1.1.1.4 Developing a coordinated approach to a suite of access courses and services at various entry levels designed specifically for Indigenous peoples.	Dec 2022	<ul style="list-style-type: none"> <li>- An increase in pathway options for Indigenous school leavers.</li> <li>- An increase in the number of better-prepared Indigenous students studying at cert III and above.</li> <li>- Aligning with Academic Board accreditation process.</li> </ul>	Effective relationships between schools, RTO's and communities.	PVCVET, College Deans

OPVCILRO has further identified the ILS priority initiatives to be implemented in 2021 as follows:

- Indigenous Leadership Steering Committee - an internal committee will set relevant KPIs for each initiative (where appropriate) and monitor and report progress against the KPIs. Membership will include at least two Indigenous staff, including one academic staff member and one professional staff member, and the PVCILRO;
- Reviewing the existing University Learning and Teaching (L&T) Plan. The Education Strategy division will collaborate with all areas of the University to review the L&T Plan;
- Raising the profile of ISS across the University by enhancing the Indigenous student support services model;
- Ensuring appropriately qualified Indigenous people are employed proportionate to Indigenous funded programs and initiatives;
- Establishing an Indigenous Leadership Network via workshops with key stakeholders and engaging CDU Indigenous Staff, Students & Alumni;
- Developing and implementing Indigenous engagement strategies with each portfolio;
  - a) Key Stakeholders, RTO's, Government, employers and service providers;
  - b) Schools.
- Establishing student-focused initiatives including:
  - a) a dedicated on-campus 'taster' program for school-aged Indigenous students;
  - b) expansion of the CDU pre discipline program to give potential Indigenous students a cohort experience; and
  - c) delivery of a roadshow program targeting Indigenous high school leavers and mature-aged Indigenous community members in the NT.
- People & Capability (P&C) to work with PVCILRO and key stakeholders to develop an Indigenous Workforce Plan that attracts, retains and supports Indigenous staff as they develop their career aspirations at CDU and beyond; and
- CDU staff participating in the CDU Intercultural Program.

The Indigenous Leadership Strategy can be found online at: [www.cdu.edu.au/indigenous-leadership](http://www.cdu.edu.au/indigenous-leadership).



Indigenous cultural awareness and competency underpin the success of the ILS. The key performance indicators within the ILS aim to ensure that cultural awareness and competency are achieved through various short and long-term initiatives, including the employment of Indigenous people, cultural awareness training and reviewing the Learning and Teaching (L&T) plan.

The review of the L&T plan is an important element of both the ILS and the Learning and Teaching Strategic Pillar Plans. CDU recognises that this is a significant piece of work requiring a collaborative approach with all Colleges. CDU is seeking to enhance cultural capabilities of staff and students at CDU by further embedding Indigenous knowledges in curricula across all areas of the University through the L&T plans, thus contributing to improved learning and teaching outcomes for Indigenous students and culturally competent staff. We have met the requirements of Section 13(c) of the ISSP guidelines to facilitate, monitor and improve upon the inclusion of the Indigenous knowledge in curricula, graduate attributes and teaching practices.

We have addressed the requirement of section 13 (d) to include activities that promote cultural competency in Indigenous cultures. For this reporting year, the University made an online version compulsory for all new starters. In total 80 staff completed this training in 2020.

## **6.2. Indigenous Workforce Strategy**

CDU has met its requirements under Section 12 of the ISSP Guidelines. Our obligations against an Indigenous Workforce Strategy are covered in our Aboriginal Torres Strait Islander Workforce Plan and Indigenous Leadership Strategy that contains the relevant information required under the ISSP funding agreement. Specifically, for section 12(a)(i) we have achieved the key performance indicator of a minimum of 3% Indigenous employment at CDU. As at the 31st December 2020 CDU's Indigenous employee representation was 4% of the total FTE of CDU employees. CDU has also successfully implemented the following three priority areas as set out in the ISSP guidelines (see pages 6-7) under sections 12(b)(i), 12(b)(ii), and 12(b)(iii). These are;

- 12(b)(i) increasing the number of academic employees engaged by the provider who are Indigenous persons;
- 12(b)(ii) the professional development and career advancement of academic employees engaged by the provider who are Indigenous persons;
- 12(b)(iii) Employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-chancellor, Deputy Vice-chancellor or Vice-chancellor, or equivalent.

CDU's Aboriginal and Torres Strait Islander Workforce Strategy is framed around four key objectives:

1. Charles Darwin University to be an Aboriginal and Torres Strait Islander Employer of Choice;
2. Charles Darwin University is committed to attracting and retaining Aboriginal and Torres Strait Islander people to be appointed to positions at the University (attraction and retention);
3. The University will provide specific leadership and career development opportunities to Indigenous staff (leadership and career development); and
4. The University will foster a culture of inclusivity that recognises and values diversity and the different perspectives, knowledge, and ideas that Indigenous cultures bring to CDU (workplace culture and engagement).

The Aboriginal and Torres Strait Islander Workforce Strategy can be found at:  
[aboriginal and torres strait islander workforce strategy 2018-2020-signed.pdf \(cdu.edu.au\)](https://cdu.edu.au/aboriginal-and-torres-strait-islander-workforce-strategy-2018-2020-signed.pdf)

In mid-January 2020 Professor Reuben Bolt (PhD, MBA, MMAP, BHShons) joined CDU in the role of PVC Indigenous Leadership and Regional Outreach. Professor Bolt is a Yuin man from the south east coast of Australia.

The CDU Enterprise Agreement 2018 has provisions for Indigenous employment. This document states:

- o The University has set an aspirational target for Indigenous employment, that being equivalent to 80 FTE;
- o The establishment of an Aboriginal and Torres Strait Islander Workforce Advisory Committee;
- o Payment of a language allowance to employees who are required to use an Indigenous language as part of their day-to-day duties; and
- o Provision of Aboriginal and Torres Strait Islander Cultural Leave to Indigenous employees, up to five days paid leave and an additional ten days unpaid leave during any calendar year.

In addition to this, CDU has a progressive strategic plan. It is titled 'Connect, Discover, Grow' and has a priority to be globally recognised for Indigenous leadership. Thus, Indigenous Leadership is a key pillar of the Connect Discover Grow Strategy.

The Indigenous Leadership Strategy is aligned to the CDU Strategic Plan and also provides key targets for Indigenous employment as follows:

- 2.3.1 Increase Indigenous employment at CDU by 10 people, per college by 2025 (key initiative).
- 1.2.3.1 Ensuring appropriately qualified Indigenous people are employed proportionate to Indigenous funded programs and initiatives.

During 2020 CDU employed an Indigenous Cadet on a 12-month contract who was completing a double Degree in HR and Business. The cadetship was a rotational position through 3 key areas of the University which resulted in an offer of permanent employment at end of the year. Following this success, we have designed an Indigenous Cadetship program offering up to 3 placements that is set to be launched in 2021. In addition to the cadetship program, in 2020 the University supported an Indigenous staff member with study leave for 6 months on full pay, whilst the employee undertook PHD studies.

**Table 6.2 Indigenous workforce data (2020 breakdown)<sup>5 6 7 8</sup>**

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Level A	4		3	
Level B	6		2	
Level C	2			
Level D			2	
Casual Marking			1	
Casual Tutor			3	
Casual Research Staff			1	
Casual Academic Staff			1	
HEW 03				2
HEW 04		2		
HEW 05		6		3
HEW 06		2		3



HEW 07		2		1
HEW 08		1		1
HEW 10		1		1
HEW 10+				1
Casual Administration Staff				1
Casual Customer Service Officer				1
Casual Mentor				1
<b>Total</b>	<b>12</b>	<b>14</b>	<b>13</b>	<b>14</b>

### 6.3. Indigenous Governance Mechanism

The Indigenous Governance Mechanism for 2020 consisted of the following key staff:

Name	Duration of Service as at 31 December 2020
*Professor Reuben Bolt – Pro Vice-Chancellor Indigenous Leadership and Regional Outreach (OPVCILRO)	11.5 months
* Kim Robertson- Acting Manager Indigenous Student Success (OPVCILRO)	6 years 8 months
* Ms Natalie Chapman- Indigenous Policy and Programs Analyst	10 months
* Pauline Schober – Manager Indigenous Student Success (OPVCILRO)	5 months
Ann Macabuhay – A/Manager Business Operations (OPVCILRO)	12 years
Despina Kaltourimidis – Management Accountant (Finance)	1.5 years

*\*Indigenous*

Professor Reuben Bolt was appointed to the role 'Pro Vice-Chancellor Indigenous Leadership and Regional Outreach' (PVCILRO) and commenced in mid-January, 2020. For the reporting year he directly reported to the Vice-Chancellor (Prof Simon Maddocks) and served on a range of governance committees including the Executive Leadership Group (ELG). Other committees include:

- Academic Board
- HREC (Human Research Ethics Committee)
- Higher Education Learning and Teaching Committee (HELTC)
- VET Learning and Teaching Committee (VETLTC)
- Board of Graduate Studies
- Kitchen Cabinet Group (Senior Executive discussions)

He plays a key leadership role on Indigenous issues across the University and is the direct line manager for the Manager Indigenous Student Success and Manager Business Operations. Regular weekly meetings were in place throughout 2020 where the operations of the Indigenous Student Services and budget were discussed. Additional to the weekly meetings, the OPVCILRO management team met fortnightly where risk management, strategy, workforce and finance including the allocation and use of ISSP was discussed. In September 2020, OPVCILRO seconded an Indigenous staff member into the role



of Indigenous Policy and Programs Analyst (IPPA). This position joined the management team of OPVCILRO and met with Prof. Bolt twice a week. The main responsibility of the IPPA in late 2020 was to review the Indigenous Leadership Strategy in consultation with internal and external stakeholders.

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

2020 was a challenging year for CDU, and like most Australian universities, the impact of COVID-19 was significant. It required of us to re-think the way we do our core business. The potential impact of the virus on Aboriginal communities, particularly in the Northern Territory, caused a heightened awareness and fear of potential devastation. This certainly will be a year to remember, however we have been fortunate in that, COVID-19 had a less devastating impact than what could have been, thanks to the swift action taken by Australian State and Federal governments to stop the spread. We were much better off than many other countries around the world that have struggled to contain the virus, ultimately leading to many, many cases, and subsequent deaths.

2020 is also the year that CDU made the decision to amalgamate HE and VET. This included disestablishing the Division of VET and merging the VET discipline areas within existing college structures. It was termed the HE/VET Alliance and resulted in a reduction of position in several areas. The other key issue that will be remembered for 2020 is the retirement of Vice-Chancellor, Professor Simon Maddocks after serving a seven-year term. This resulted in the search for a Vice-Chancellor, of which I was a member of the selection panel in my role as Pro Vice-Chancellor Indigenous Leadership and Regional Outreach. I would like to acknowledge and thank the OPVCILRO staff for their dedication and commitment during this difficult period. Their consistent support and encouragement provided to our Indigenous students to pursue their aspirations in education in such uncertain times has been remarkable.

## Additional information for completing the template

<sup>1</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).

<sup>2</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

<sup>3</sup> Add more rows if necessary.

<sup>(iii)</sup> Include a brief description of the activity.

<sup>(iii)</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>4</sup> This section confirms that the provider complies with Section 35A of the Guidelines.

<sup>5</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>6</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

<sup>7</sup> The numbers recorded here should be a headcount of staff and not the full-time equivalent.

<sup>8</sup> There is no longer a requirement to break up these by faculty. Please group together results by level.



# Indigenous Student Success Program

## 2020 Financial Acquittal

Organisation

CHARLES DARWIN UNIVERSITY

### 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST)<sup>1</sup>**

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2020 (flexible component)	1,971,425.47
ISSP Grant 2020 for preserved scholarships	2,755.00
<b>Subtotal ISSP Grant 2020</b>	<b>1,974,180.47</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2019	
Interest earned/royalties from ISSP funding	12.23
Sale of ISSP assets	
<b>Subtotal other ISSP related income</b>	<b>12.23</b>
<b>Grand total for 2020</b>	<b>1,974,192.70</b>

**Table 1b Other funding available to support Indigenous students in 2020 (excluding GST)<sup>2</sup>**

Item	(\$)
<b>A. Other non-ISSP funds</b>	
Other funding provided under HESA <sup>3</sup>	
Other Commonwealth Government funding	
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources <sup>4</sup>	10,097,717.40
<b>Total of other non-ISSP funds for 2020</b>	<b>10,097,717.40</b>

**Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST)<sup>5</sup>**

Item	Actual ISSP (\$) <sup>6</sup>	Estimate other funds (\$) <sup>7</sup>	TOTAL (\$) <sup>8</sup>
Preserved scholarships			
"New" scholarships from flexible ISSP funding	383,000.00	150,950.00	533,950.00
Teaching and learning <sup>9</sup>			
Salaries for staff working on ISSP activities (excluding JobKeeper payments) <sup>10 11 12</sup>	1,670,488.86	5,512,995.23	7,183,484.09
Administration for staff working on ISSP activities <sup>13</sup>	11,364.75		11,364.75
Travel – domestic (airfares, accommodation & meals)	15,840.16		15,840.16
Travel – international (airfares)			
Travel – international (accommodation and meals)			
Conference fees and related costs <sup>14</sup>			
ISSP Asset purchases made during 2020 <sup>15</sup>			
Other (including other ATO cash flow boost expenditure not included in above figures)		4,433,772.17	4,433,772.17
<b>A. Total Expenditure 2020</b>	<b>\$2,080,693.77</b>	<b>\$10,097,717.40</b>	<b>\$12,178,411.17</b>
<b>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</b>			
<b>2020 ISSP funding committed (A + B)</b>	<b>2,080,693.77</b>		
<b>D. Other unexpended 2020 ISSP Funds to be returned to PM&amp;C<sup>16</sup></b>			
<b>C. Unexpended 2020 preserved scholarships funds to be returned to PM&amp;C</b>			

**For NIAA information only**

JobKeeper payment/s received and expended on this activity (value \$)

## 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)
2019 funds rolled over into 2020			
2020 funds approved for rollover into 2021			

Please provide details of rollovers outlined in Table 1d above:

- the expenditure of 2019 ISSP funds rolled over into 2020.
- progress towards expenditure of 2019 funds rolled over into 2020.

[Please delete this box if no roll-over was agreed]



### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2020<sup>19</sup>**

1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>20</sup>			\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>			\$
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>

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

Asset Description/ category	Purchase Value	ISSP contribution

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

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

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

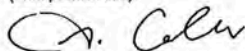
2020 Financial Acquittal supported and initialled by:

Anne Coulter

(Print name of relevant officer)

Chief Financial Officer

(Print position title)



29/4/21

(Signature and date)

Telephone contact: 08 8946 6200

E-mail: [anne.coulter@cdu.edu.au](mailto:anne.coulter@cdu.edu.au)

## INDIGENOUS STUDENT SUCCESS PROGRAMME 2020 CERTIFICATION

Complete this certification after reading the completed 2020 Performance Report and 2020 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 2020 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 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 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: Prof REUBEN BOLT  
Title: Pro Vice-Chancellor Indigenous Leadership  
Signed: [Signature] Date: 09/06/2021

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

Name: PROFESSOR SCOTT BOWMAN AO  
Title: VICE-CHANCELLOR  
Signed: [Signature] Date: 9/6/2024



## 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 2020 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 2020 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 2019 funds that were rolled over into 2020 but were not expended during 2020 (i.e. the amount recorded in Table 2, column C).
- <sup>17</sup> For 2019 funds rolled into 2020, the amount included here should be the amount expended in 2020. For 2020 funds agreed for rollover into 2021, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2021.
- <sup>18</sup> This amount should be included in the total unspent 2020 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.