



# Indigenous Student Success Program

## 2019 Performance Report

Organisation: University of Southern Queensland (USQ)

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## 1. Enrolments (Access)

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

The University of Southern Queensland (USQ) is committed to proactively providing accessible and equitable higher education opportunities to the diverse University student constituency including Aboriginal and Torres Strait Islander students. Specific initiatives for supporting access to educational opportunities for Aboriginal and Torres Strait Islander students are outlined in Table 1 below.

Table 1. Initiatives supporting access for Aboriginal and Torres Strait Islander Students

Initiative and Outline of Activity	Funding Source
<b>Indigenous Higher Education Pathway Program (IHEPP)</b> The IHEPP program is offered to Aboriginal and Torres Strait Islander students seeking entry to University through the College for Indigenous Studies, Education and Research (CISER). This program is offered over a semester, twice a year, in mixed modes, face-to face and online. This pathway program is designed to develop the academic skills needed for successful entry into university study and is scaffolded to allow students to progress to a more advanced level once competency is reached at a basic level. Courses have an Indigenous focus through the development of writing, general study and computer skills. Whilst studying in the program, students are provided with academic, cultural and social support from CISER staff and fellow students. Aboriginal and Torres Strait Islander students are able to nominate their proposed future degree at the point of enrolment into IHEPP and are simultaneously enrolled in pre-requisite courses, if required for future enrolment into a degree, in the Tertiary Preparation Program.	Away from Base (AFB), Indigenous Student Success Program (ISSP) and Operational Funds
<b>Cultural Connections Online Orientation Program</b> The Cultural Connections Online Orientation Program was offered as a Pilot Program in Semester 1 2019. The program was designed to target Aboriginal and/or Torres Strait Islander first year, first semester online students. Students were invited to attend a two-day orientation program which provided students with the tools required to succeed whilst studying online. The students engaged with their Lecturers, Student Relationship Officers, Indigenous Support Staff, CISER staff and their peers.	AFB, ISSP and Operational Funds
<b>Open Access College Tertiary Preparatory Program</b> The Open Access College (OAC) offers the Tertiary Preparatory Program, enrolling Aboriginal and Torres Strait Islander students in preparatory courses that enable entry into undergraduate degrees. The Open Access College and CISER work closely together to support, retain and graduate Aboriginal and Torres Strait Islander students from their respective programs, allowing flexibility across the courses to ensure students have the requisite skills needed for degree program entry. Both colleges also offer courses in offline mode for incarcerated students, inclusive of Aboriginal and Torres Strait Islander students in centres throughout Australia.	Operational Funds
<b>Scholarships</b> All Aboriginal and Torres Strait Islander students are eligible and supported to apply for all USQ scholarships if criteria are met. Indigenous specific scholarships	ISSP and Preserved Funding

are made available through ISSP and preserved funding for Regional and Remote Aboriginal and Torres Strait Islander students. In 2019, \$327,482.50 was offered to Aboriginal and Torres Strait Islander students in scholarships.	
<b>Indigenous Connections - Indigenous Education, Youth and Sport Program (IEYSP)</b> Formerly known as Indigenous Connections, USQ, in partnership with Kambu Aboriginal and Torres Strait Islander Corporation for Health, facilitates the Ipswich Education, Youth and Sports Program as a winter school for Years 4 to 12 and a Mentor Training program specifically for community members to Mentor within IEYSP. Additionally, HEPPP funding supports a 10-week Literacy Program for Years 4 to 7 and their parents or carers. In 2019, a completion ceremony for the Literacy Program was held, with students' published works made available to the community. Both initiatives have been successfully operating for four years and aim to attract and inspire Aboriginal and Torres Strait Islander students and parents to connect with USQ and develop healthy and positive education practices that will lead students to think about the opportunity for university study in the future.	Higher Education Participation and Partnerships Program (HEPPP), CISER and Operational Funds
<b>Deadly Ways Program</b> Deadly Ways is a targeted program for Indigenous high school students in Years 7 to 12. The Deadly Ways events are designed to give Indigenous students a real-life university experience. Deadly Ways has a regional focus and offers an Indigenous Connections Day for Years 7 and 8, a Deadly Careers Camp for Years 9 and 10 and a Residential Program for Years 11 and 12.	HEPPP and Operational Funds

#### Scholarships, bridging/enabling support and outreach activities

Outreach activities in 2019 included mass communications (emails and announcements on course StudyDesks), direct emails, phone calls and in person presentations and workshops in partnership with CISER. CISER also included scholarship information in individual outreach initiatives as well as their electronic newsletter and social media platforms.

The USQ Scholarships Office uses key contact opportunities at Orientation Week and during the Cultural Connections workshops facilitated by CISER to familiarise students with the application process and scholarships available. There is continued collaboration with CISER support staff to assist students with the application process and obtaining relevant documentation.

The introduction of an online scholarship application management system in Semester 1 2019 was well received, and there was a 57% increase in scholarship applications in Semester 1 2019. The application process now includes responsive questions making the application simpler and more intuitive. Online applications also mean instant submission confirmation without the need to post or otherwise deliver physical forms and regular email reminders to students who have not yet completed their application.

In 2019 USQ made scholarship extension offers to those recipients who had re-enrolled and continued to meet the eligibility criteria each semester. This represents a significant reduction in workload for students as well as more certainty regarding financial support each semester. Students at risk of being placed on Conditional Academic Standing who are identified through scholarship eligibility checks are referred to CISER as well as other support services.

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

Student Category	Education Costs		Accommodation Costs		Reward		Total <sup>4 5</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>6</sup>	\$23,000.00	11	\$4000.00	2	0	0	\$27,000.00	11
Undergraduate <sup>7</sup>	\$238,542.50	84	\$41,824.00	13	\$2750.00	5	\$283,026.50	91
Post-graduate <sup>8</sup>	\$12,000.00	5	\$5456.00	1	0	0	\$17,456.00	5
Other	0	0	0	0	0	0	0	0
<b>Total</b>	<b>\$273,542.50</b>	<b>100</b>	<b>\$51,280.00</b>	<b>15</b>	<b>\$2750.00</b>	<b>5</b>	<b>\$327,482.50</b>	<b>0</b>

#### The rise and fall of Indigenous Equivalent full-time student load (EFTSL) and Headcount

A summary of Equivalent Full-time Student Load (EFTSL) and student Headcount from 2015 to 2019 for all Aboriginal and Torres Strait Islander students, as well as for students from regional and remote areas, is provided in Tables 3 and 4 below.

Table 3. Aboriginal and Torres Strait Islander student EFTSL by All, Remote and Regional and year

	2015	2016	2017	2018	2019
All	363.4	357.5	369.8	378.5	407.8
Remote and Regional	222.2	219.7	221.4	216.5	226.9

The Headcount of all Aboriginal and Torres Strait Islander students has shown a steady and consistent increase between 2015 to 2018 increasing by 29, 15 and 24 respectively, with a notable increase in Headcount from 2018 to 2019 of 78 students. Headcount for remote and regional Aboriginal and Torres Strait Islander students from 2015 to 2019 has been growing slightly, however from 2018 to 2019 the increase in numbers rose by 36, with a resultant total increase in Headcount from 2015 to 2019, of 39.

Table 4. Aboriginal and Torres Strait Islander student Headcount by All, Remote, Regional and year

	2015	2016	2017	2018	2019
All	662	691	706	730	808
Remote and Regional	409	415	425	412	448

#### Strategies and funding sources for enrolment (access)

There were strategies funded by ISSP, partly funded by ISSP or funded by other university resources for activities that were undertaken to support enrolments for Aboriginal and Torres Strait Islander students. The strategies are outlined below in Table 5.



Table 5. Funding source for enrolment (access) strategies for Aboriginal and Torres Strait Islander students

Strategy	Funding Source
Indigenous Higher Education Pathway Program (IHEPP)	AFB, ISSP and Operational Funds
Cultural Connections	AFB, ISSP and Operational Funds
Open Access College (OAC) - Tertiary Preparatory Program (TPP)	Operational Funds
Scholarships	ISSP and Preserved Scholarships
Indigenous Connections – Indigenous Education, Youth and Sport Program (IEYSP)	HEPPP, CISER and School of Education Operational Funds
Deadly Ways Program	HEPPP and Operational Funds

## 2. Progression (access and outcomes)

### Strategies to improve success rates and retention for Aboriginal and Torres Strait Islander students

Two important USQ strategies were released the week commencing 4 November 2019, with both strategies demonstrating the University's strong commitment to supporting student success. The [USQ Student Success and Retention Strategy](#) and the [USQ Aboriginal and Torres Strait Islander Peoples' Education Strategy](#) formalise what we already know to be true: that student success is everyone's business, that a sense of belonging is essential for all of us, and that we can and should be a leading university for Aboriginal and Torres Strait Islander education. The guiding principles outlined in these documents are already at the heart of our University community, and these formal strategies provide a focus for changing our practices to improve student outcomes.

Other strategies and activities designed to improve the success rates and retention of Aboriginal and Torres Strait Islander students are outlined in Table 6 below.

Table 6. Activities to improve unit success rates and retention for Aboriginal and Torres Strait Islander students

Initiative and Outline of Activity	Funding Source
<p><b>College for Indigenous Studies, Education and Research (CISER)</b></p> <p>CISER supports Aboriginal and Torres Strait Islander students by providing culturally safe spaces across all three campuses which include computer laboratories, kitchenettes, and common areas. CISER provides support for linking students to other relevant academic support mechanisms such as the Scholarships Office, library services, learning advisors and study planning.</p> <p>A dedicated <b>Indigenous Student Support and Success team</b> was established in CISER in 2018 to facilitate connections with and provide dedicated support to Indigenous students. The team also monitors trends in student needs and issues including identification of 'at risk' students using data collected through face-to-face and online enquiries, as well as through the "Ask Aunty" online student support portal and informal focus groups. Students are supported by the Indigenous Student Success and Support Officers with enrolment, digital access, study plans, orientation enquiries and designated program 'Cultural Connections', student advocacy and referral to other academic and student support areas in the University, as required.</p>	ISSP and Operational Funds

The Indigenous Student Support and Success Team communicate with Aboriginal and Torres Strait Islander students through various channels including the creation of a monthly newsletter which is provided to the 'Ask Aunty' website and a Facebook page using the avatar 'SRO Rosie' as well as face-to-face, phone and email.

In collaboration with the broader University, the Indigenous Student Support and Success team contribute to the development of key elements of the Graduating Indigenous Leaders Commitment (GILC), further details of which are outlined below.

### Indigenous Student Performance Taskforce

Vice-Chancellor's Executive approved the formation of an Indigenous Student Performance Taskforce (ISPT) in January 2018 to further understand Aboriginal and Torres Strait Islander student performance, with a specific focus on analysing success rates and retention. The Taskforce created a sub-group, the Graduating Indigenous Leaders Commitment (GILC) to specifically target and provide additional assistance to the success and retention of Aboriginal and Torres Strait Islander students. The GILC is outlined below.

**Graduating Indigenous Leaders Commitment Project (GILC)** is a University Committee operating over three years and based on the foundations of relationship building in a culturally inclusive environment. A number of new initiatives to support Aboriginal and Torres Strait Islander student success are being piloted that aim to promote engagement and empowerment and to build student strengths for educational progression. The 'Commitment' incorporates:

1. **USQ Indigenous Education Strategy** – The strategy aligns the University with sector commitment and standards; assuring accountable and transparent key performance indicators to support successful educational outcomes for Aboriginal and/or Torres Strait Islander students and the correlation between this overarching strategy (with a student and learning focus) and University governance and human resource instruments.
2. **Organisational connection** – this encompasses three levels of referral networks internal and external to the structure as well as online resources as follows.

#### Level 1 – Relationship Management

- Identification and outreach to Aboriginal and Torres Strait Islander students in need of additional assistance
- Communication strategy for all Aboriginal and Torres Strait Islander students
- Focus - first year, first semester

#### Level 2 – Support to Success Program (within targeted Schools)

- Focus – students-at-risk and/or with lower Grade Point Averages (GPAs)
- Whole of University approach
- Models the highly successful School of Nursing and Midwifery "Helping Hands" program to support Aboriginal and Torres Strait Islander Students towards academic success in all Schools.

#### Level 3 – Online Support

- Focussed academic assistance to online students (either online or outreach to physical locations)

ISSP and HEPPP

<ul style="list-style-type: none"> <li>Ask-Aunty website - Moodle-based with informational resources such as adapted referencing guides from the library and other culturally appropriate guidance; online Aboriginal and Torres Strait Islander community; first stop for culturally appropriate resources, linkages to mainstream services.</li> </ul>	
<p><b>Indigenous Tutorial Assistance Scheme (ITAS)</b></p> <p>The ITAS scheme provides targeted tutorial assistance for Aboriginal and Torres Strait Islander students of up to two hours per course per week delivered either by face-to-face, via telephone, or online via email, Skype and/or Zoom. Where students have indicated that urgent support be required, the Head of CISER can approve additional hours be added to their ITAS agreement.</p>	ISSP Funds
<p><b>Helping Hands Support to Success Program</b></p> <p>This initiative is an Indigenised student support model specifically designed for Aboriginal and Torres Strait Islander student nurses and midwives, which aims to orientate, retain and graduate students. The model was developed by Aboriginal and Torres Strait Islander nursing academics specifically for Aboriginal and Torres Strait Islander students to provide the necessary cultural and academic support to successfully navigate the university environment. The program is inclusive of Aboriginal and Torres Strait Islander students enrolled in Nursing from Geraldton, Western Australia. Helping Hands is a national leading initiative with USQ graduating the most Aboriginal and Torres Strait Islander nurses in the country. Pivotal to this success is a dedicated Aboriginal nurse academic within the School of Nursing and Midwifery including Aboriginal nurse academics, who teach a mandatory course in Aboriginal and Torres Strait Islander health within the Bachelor of Nursing program.</p>	Operational Funds
<p><b>Indigenous Studies Courses</b></p> <p>CISER offers courses in Indigenous Studies which are available to Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander students as Major/Minor studies within, for example, Bachelor level programs in Arts, Education and Human Services. These courses are critical to retention, allowing students to learn through curriculum that reflects Indigenous identity and engages in culturally appropriate knowledges and learning strategies.</p>	Operational Funds
<p><b>Aboriginal and Torres Strait Islander Student Association</b></p> <p>The Aboriginal and Torres Strait Islander Student Association is comprised of undergraduate and postgraduate student members across the three campuses and meets monthly.</p>	Self-Funded and Operational Funds
<p><b>Murri Meet-Up</b></p> <p>Murri Meet-up is a peer mentoring program aimed at assisting first year students to become familiar with the University environment. Mentoring is undertaken by academically proficient third year and fourth year students who are trained to be student peer leaders.</p>	Operational Funds

### The rise and fall of success and progression rates

The retention rates of Aboriginal and Torres Strait Islander students in 2018 has increased by 5.16% compared to 2017 where there was a decline in the retention rates from 2016. An overview of the retention rates from 2013 to 2018 inclusive is provided in Table 7 below.

Table 7. Aboriginal and Torres Strait Islander student retention rate

Year	2013	2014	2015	2016	2017	2018
Retention Rate	68.12%	69.65%	64.44%	65.50%	54.93%	60.09%

The Aboriginal and Torres Strait Islander student success rates have been on a steady incline from 2017 (58.46%) to 2019 (62.75%) with a total increase of 4.9%. The strategies highlighted above have assisted in the improvement of the student success rates outlined in Table 8 below and USQ is committed to continuing to empower Aboriginal and Torres Strait Islander students for successful academic progression and completion.

Table 8. Aboriginal and Torres Strait Islander student success rate

Year	2015	2016	2017	2018	2019
Success Rate	57.47%	58.60%	58.46%	60.03%	62.75%

### Tutorial assistance provided to Aboriginal and Torres Strait Islander students (2019 breakdown)

As indicated in Table 9 below, 204 Aboriginal and Torres Strait Islander students were provided with tutorial assistance at a cost of \$561,275.00. The number of students accessing tutorial assistance increased by 23% with an additional 38 students receiving tutorial support in 2019 compared to 166 students in 2018.

Table 9. Tutorial Assistance Provided in 2019

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling	14	712	\$39,160.00
Undergraduate	182	9047	\$497,585.00
Postgraduate	8	446	\$24,530.00
Other			
<b>Total</b>	<b>204</b>	<b>10,205</b>	<b>\$561,275.00</b>

### Indigenous Support Unit and other activities

The University's Indigenous Support Unit, CISER (College for Indigenous Studies, Education and Research), is located across all three campuses. In addition to providing support for Indigenous students, CISER aims to:

- promote Aboriginal and Torres Strait Islander cultures and assist communities to develop their economic and cultural independence
- act as an advocate for Aboriginal and Torres Strait Islander students when meeting educational, social, economic and cultural difficulties in a tertiary institution

- undertake research and consultancy projects that will address education and other issues that affect Aboriginal and Torres Strait Islander people at all levels.

The Head of CISER is a senior academic appointment that has line-management responsibility for academic staff within CISER and takes a leading role for Aboriginal and Torres Strait Islander strategic development within the University. For example, the Head is an ex-officio member of the University's Reconciliation Action Plan Working Group, the Social Justice Strategy Board and the Indigenous Research Strategy Committee and is a member of the ISSP Committee.

Key responsibilities of the Head of CISER include:

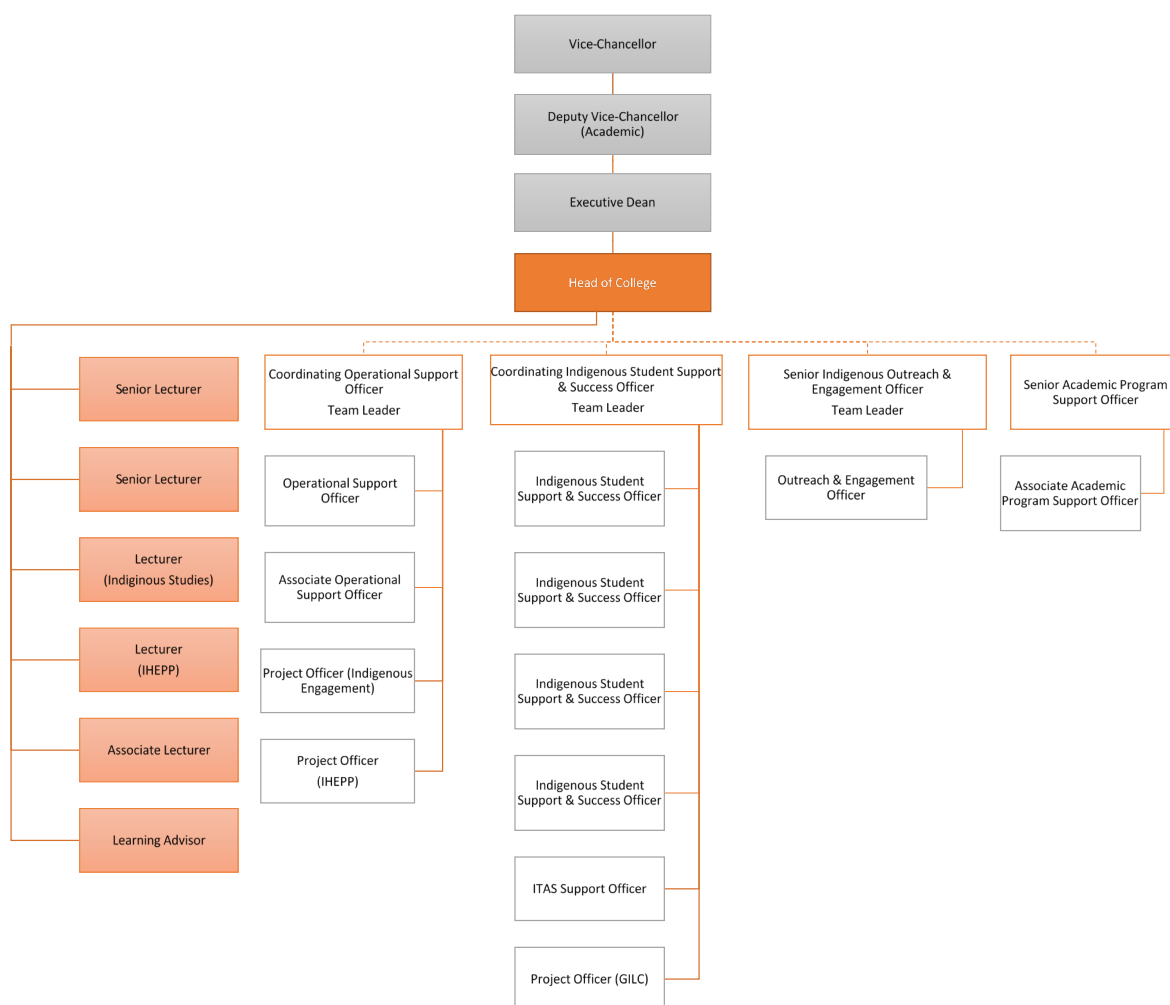
- the provision of leadership and management to the College through strategic and organisational planning;
- ensuring performance and resource management, and facilitating the identification, approval and deployment of initiatives both consistent with and contributing to the achievement of University objectives and priorities;
- ensuring the quality assurance and enhancement of processes for the Indigenous content of academic courses and the teaching for which CISER is responsible;
- leading CISER's contribution to the quality of the programs associated with Indigenous learning and teaching;
- supporting activities and programs aimed at improving Indigenous student attraction, student retention rates and graduate outcomes; and,
- performance in consultancy on Indigenous matters and curriculum development, teaching, research, professional service and community engagement.

An overview of CISER's organisational structure is provided at Figure 1 below:

CISER has benchmarked activities against other universities to incorporate initiatives relevant to USQ's context. In Semester 1 2019, a 'Cultural Connections Online Orientation Program' was successfully trialed contributing to the admission and enrolment of 27 Aboriginal and Torres Strait Islander students in undergraduate studies. The program is delivered to coincide with orientation week at the start of each semester.

As a University that draws strength on student participation from regional communities inclusive of Aboriginal and Torres Strait Islander student cohorts, the support of 'at risk' Aboriginal and Torres Strait Islander students learning in a predominately online learning environment is a key consideration for CISER. The development of an outreach support model for regional and remote Aboriginal and Torres Strait Islander student cohorts (inclusive of incarcerated students) will be a critical consideration for the University.

Figure 1: Overview of CISER's Organisational Structure



### Cultural competency strategies

The University is committed to increasing the cultural competency of its workforce including through the provision of training offered in face-to-face and in online mode. In 2019, 37 employees completed the Cultural Awareness: Hidden Histories training which was delivered by skilled internal facilitators that identify as Aboriginal and/or Torres Strait Islander employees.

In 2019, 69 employees from a broad cross-section of the University completed online cultural competency training offered by the Centre for Cultural Competence Australia.

Face-to-face training on inclusive language and cultural protocols was available to work areas on request. It is estimated that 70 employees received this training in 2019.

Video recordings of Traditional Owners and employees were developed and distributed to all employees regarding significant events and cultural leave relevant to those events to build cultural awareness, sensitivity and leadership capability.

### Strategies and funding sources for progression (access and outcomes)

There were strategies funded by ISSP, partly funded by ISSP or funded by other university resources for activities that were undertaken to support the progression (access and outcomes) of Aboriginal and Torres Strait Islander students, details of which are outlined in Table 10 below.



Table 10. Funding source for Progression (access and outcomes) strategies

Strategy	Funding Source
College for Indigenous Studies, Education and Research (CISER)	ISSP and Operational Funds
Indigenous Student Support and Success Team	ISSP and Operational Funds
Tutorial Assistance Scheme (ITAS) for Aboriginal and Torres Strait Islander Students	ISSP Funds
Helping Hands Support and Success Program	Operational Funds
Indigenous Studies courses	Operational Funds
Murri Meet-Up	Operational Funds
Indigenous Student Performance Taskforce	ISSP and HEPPP
Graduating Indigenous Leaders Commitment Project (GILC)	ISSP and HEPPP
Aboriginal and Torres Strait Islander Student Association	Self-funded and Operational Funds

### 3. Completions (Outcomes)

#### Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

- The University captures in the student record on enrolment, students who self-identify as Aboriginal and/or Torres Strait Islander. This information is available and visible to support services in their interaction with students and for reporting purposes and enables targeted outreach and support to this cohort of students.
- The formation of the Graduate Indigenous Leaders Commitment and the Data Insights Project in consultation with the Aboriginal and Torres Strait Islander Student Success Team in CISER provides a critical foundation for data analysis, ensuring pedagogical strategies and review of any reporting of outcomes. This foundational strategy commenced in 2018 with funding from HEPPP and ISSP until 2021. The Data Insights Project, which merges a range of datasets to facilitate analysis and the identification of insights in relation to Indigenous student cohorts, is being further strengthened by the development of a framework for a systematic approach to assessing the performance of key USQ student cohorts with particular attention to Aboriginal and Torres Strait Islander students, and other equity groups and cohorts. Combined, these initiatives provide clearer insights regarding Aboriginal and Torres Strait Islander enrolments, retention and graduations that enable the University to develop predictive models of support.
- The University is committed to partnering with students to promote student success across the three major phases of a student's relationship with the University – transition in, transition through and transition out. A key strategy to support students to complete their studies is USQ's system of proactive advising supported by an academic intervention monitoring system (AIMS). AIMS is an increasingly sophisticated systematic, proactive, data-driven approach that manages a timely series of outbound contacts with all commencing students from point of offer and with prioritised continuing students (for example Aboriginal and Torres Strait Islander students), irrespective of their mode of study. The interventions provide information, advice, support mentoring, and referrals to support for learning and services and will monitor uptake of the intervention. The aim of AIMS is to increase students' persistence with learning, assessment, course completion, grade achievement and progression into subsequent courses. The AIMS system allows for active and continuous monitoring of the data

associated with the key indicators of student engagement and where data patterns vary from expectations, these students are prioritised for appropriate intervention.

- The University seeks to support progression and completions including by partnering with students and providing academic, cultural and emotional support via various services within the University including support at the point of enrolment and formulation of study plans for Aboriginal and Torres Strait Islander students so that expectations are clear and transparent; links are established for disability support services if required; students are informed and supported preparing scholarship applications; and individual academic assistance is provided through engaging tutors and aligning with students to assist with assignments and assessments.

### Completion rates

The completion rates of Aboriginal and Torres Strait Islander undergraduate students have been on a steady incline, increasing by nine since 2017 with a total of 53 completions in 2019, as shown in Table 11 below. In 2019, there was a significant growth of postgraduate completions with 18 Aboriginal and/or Torres Strait Islander students graduating from USQ in comparison to five in 2018.

*Table 11. Aboriginal and Torres Strait Islander program completions by year*

Year	2015	2016	2017	2018	2019
Undergraduate Students	28	52	44	46	53
Postgraduate Students	19	24	7	5	18

### Strategies connecting graduates with employment (both within and outside of the institution)

As outlined in Table 12, the University has implemented a range of strategies that specifically link Aboriginal and Torres Strait Islander graduates with employment both within and outside of the University.

*Table 12. Activities to support Aboriginal and Torres Strait Islander students with employment*

Activity	Outline of activity	Funding Source
USQ Student Ambassador Program	USQ Student Ambassadors are a team of passionate students who aim to inspire future students to consider tertiary study. The program enhances graduate employability by gaining critical thinking, presentations and leadership skills and allows students to expand their professional networks with fellow university students, industry professionals and communities.	Operational Funds
Careers and Employability Services	Student transitions at each stage of the student learning journey are supported by: <ul style="list-style-type: none"> <li>• Career counselling</li> <li>• Career education</li> <li>• Industry partnerships</li> <li>• Employability Services</li> <li>• Work experience, industry mentoring, and internships/cadetships.</li> </ul>	Operational Funds and HEPPP
Career Trackers	In 2019, USQ continued its partnership with Career Trackers, a national non-profit organisation that creates	Private Enterprise

internship opportunities for Aboriginal and Torres Strait Islander university students. In 2019, there were nine students registered with Career Trackers – two new students, five continuing students and two graduating students. USQ has eight recorded Alumni who have previously engaged with the Career Trackers Program. The students were enrolled in a range of programs: Aviation, Business & Commerce, Engineering, Spatial Science, IT and Communications & Media. Each student was successful in completing an Internship with a partner employer, examples of which are Qantas, GHD, Broad-spectrum, Origin, QIC, Telstra, Optus and News Corp.

As part of the program, students were required to attend the annual Leadership Conference at the beginning of the year, which included a Gala Awards evening.

### Strategies and funding sources for completions (outcomes)

There were strategies funded by ISSP, partly funded by ISSP or funded by other university resources for activities that were undertaken to support completions (outcomes) for Aboriginal and Torres Strait Islander students. The strategies are outlined below in Table 13.

*Table 13. Strategies and funding sources supporting Aboriginal and Torres Strait Islander completions*

Strategy	Funding Source
Scholarships	ISSP and Preserved Scholarships
Indigenous Higher Education Pathway Program (IHEPP)	AFB, ISSP and Operational Funds
Tutorial Assistance Scheme (ITAS) for Aboriginal and Torres Strait Islander Students	ISSP Funds
Helping Hands Support and Success Program	Operational Funds
Indigenous Student Support and Success Team	ISSP Funds
Murri Meet-Up	Operational Funds
USQ Student Ambassador Program	Operational Funds
Career and Employability Services (University Wide)	Operational Funds and HEPPP
Career Trackers	Private Enterprise

### Strategies to assist graduates and monitor student outcomes after graduation

The University is committed to graduating Aboriginal and/or Torres Strait Islander students who can become leaders in our communities, and enabling all students to participate as culturally competent individuals in modern society.

A revised Graduate Attributes Policy was approved in 2019 and includes a cultural graduate attribute where there is explicit reference and commitment to Aboriginal and Torres Strait Islander knowledges and cultural competencies, namely, “Culturally capable individuals, who are self-aware and sensitive to Aboriginal and Torres

*Strait Islander knowledges and perspectives, equitable and respectful of diversity and multi-culturalism, and can apply these capabilities in their professional practice."*

The USQ Careers and Employability team is responsive to the diverse needs of individuals and empowers them to make informed career choices that optimise their life opportunities, through the provision of current, relevant and professional career and employment services. The team has a strong focus on connecting students with industry and host the Industry Experience Program. The program enables students to engage in work experience in their discipline and develop their professional networks and is a cornerstone of the Employability Strategy which is currently in development. An online mentoring platform has been specifically designed to connect students with industry, irrespective of geographical location and a suite of self-access resources designed to help students develop resumes, prepare for interviews, establish LinkedIn accounts, understand options for gaining work experience, and develop their professional networks is also available. Each resource includes the ability for students to receive one-to-one feedback and support from USQ Careers and Employability staff.

The University is actively exploring the establishment of an Aboriginal and Torres Strait Islander student alumni group.

#### 4. Remote and Regional Students

Many of the strategies to support regional and remote Aboriginal and Torres Strait Islander students overlap with those previously documented in this report. A summary of the strategies that have been implemented to support students' access to University studies, including to support regional and remote students with access to university studies is provided in Table 14 below.

*Table 14. Strategies to improve access to university for regional and remote Aboriginal and Torres Strait Islander students*

Strategy	Funding Source
Scholarships	ISSP and Preserved Scholarships
Indigenous Higher Education Pathway Program (IHEPP)	AFB, ISSP and Operational Funds
Tutorial Assistance Scheme (ITAS) for Aboriginal and Torres Strait Islander Students	ISSP Funds
Helping Hands Support and Success Program	Operational Funds
Indigenous Student Support and Success Team	ISSP Funds
Murri Meet-Up	Operational Funds
USQ Student Ambassador Program	Operational Funds
Career and Employability Services (University Wide)	Operational Funds and HEPPP
Career Trackers	Private Enterprise

Table 15 provides a breakdown of scholarship data for remote and regional students.

Table 15. Scholarships – Breakdown of remote and regional payments<sup>9 10</sup>

	Education Costs		Accommodation		Reward		Total <sup>11</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	\$164,168.00	71	\$41,456.00	9	\$17,000.00	34	\$181,929.50	71
B. 2019 Offers <sup>12</sup>	\$187,997.00	65	\$57,736.00	16	\$9000.00	15	\$254,733.00	84
C. Percentage <sup>13</sup> (C=B/A*100)							140%	118%
<b>2019 Payments</b>	<b>\$173,452.50</b>	<b>63</b>	<b>\$51,280.00</b>	<b>15</b>	<b>\$2750.00</b>	<b>5</b>	<b>\$227,482.50</b>	<b>68</b>

#### Remote and regional Aboriginal and Torres Strait Indigenous EFTSL

A summary of Equivalent Full-time Student Load (EFTSL) and student Headcount from 2015 to 2019 for all Aboriginal and Torres Strait Islander students, as well as for students from regional and remote areas, was provided in Tables 3 and 4 above. Table 16 below details the percentage that the remote and regional Aboriginal and Torres Strait Islander student Headcount comprises of the total Aboriginal and Torres Strait Islander student Headcount.

Table 16. Percentage of Remote and Regional Aboriginal and Torres Strait Islander student Headcount comprises of All Aboriginal and Torres Strait Islander student Headcount

	2015	2016	2017	2018	2019
All	662	691	706	730	808
Remote and Regional	409	415	425	412	448
% Remote and Regional student Headcount of All Aboriginal and Torres Strait Islander student Headcount	62%	60%	60%	56%	55%

## 5. Working with Vulnerable People Requirement

The University has completed and submitted the working with vulnerable people assessment as per the ISSP guidelines. All staff involved in ISSP activities have undertaken the appropriate training and follow the USQ compliance process when working with vulnerable people.

Table 17. Working with vulnerable people requirement

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

## 6. Eligibility Requirements

### 6.1 Indigenous Education Strategy

The University's Aboriginal and Torres Strait Islander Peoples' Education Strategy 2019-2020 was released in November 2019 and is located visibly on the USQ website: <https://www.usq.edu.au/about-usq/values-culture/aboriginal-torres-strait-islander-community>. This is an overarching strategy that encompasses other documents relevant to First Peoples and is the blueprint to address Aboriginal and Torres Strait Islander peoples' engagement with, participation and success at the University. The strategy frames and aligns existing University strategies and policies that support Aboriginal and Torres Strait Islander education in the following key areas:

- Cultural Competence
- Teaching and Learning
- Research and Innovation
- Leadership
- People and Relationships

The USQ Indigenous Student Success Program (ISSP) Committee has responsibility for decision making and monitoring in the implementation of this strategy – as a requirement of the Federal Government's Indigenous Student Success Program (ISSP). It is comprised of qualified individuals inclusive of Indigenous peoples, University leadership and other appropriate representatives who act as stewards for this strategy and is led and informed by contributions from Aboriginal and/or Torres Strait Islander peoples. At this early stage of implementation, reporting on the outcomes of this strategy is not yet possible.

CISER supports the education of our Aboriginal and Torres Strait Islander Community. The CISER website (<https://www.usq.edu.au/ciser>) contains further information on the supports available for Indigenous students.

### Reconciliation Action Plan

The University of Southern Queensland's innovative Reconciliation Action Plan (RAP) 2019-2022 was formally endorsed by Reconciliation Australia in January 2020. The refreshed RAP, which is the result of an extensive consultation process, contains 16 actions across the areas of relationships, respect, opportunities and governance. More information and a copy of the RAP is available on the RAP website: <https://www.usq.edu.au/about-usq/values-culture/aboriginal-torres-strait-islander-community/rap>

The Reconciliation Action Plan Working Group (RAPWG) is responsible for providing leadership and support to Reconciliation at USQ including monitoring, tracking and reporting on progress; and privileging the perspectives of Aboriginal and Torres Strait Islander stakeholders and communities. This working group includes representation from the of the Aboriginal and Torres Strait Islander USQ community and key divisions within the University. The RAP Working group was instrumental in the process of consultation and updating the University's Reconciliation Action Plan, and will oversee the implementation. The RAPWG meets bi-monthly to report on progress towards RAP deliverables. The working group reports to the Social Justice Board and reports twice-yearly to the Vice-Chancellor's Executive. Given the recent endorsement of the RAP it is not yet possible to report on progress towards targets and milestones.

### 6.2 Indigenous Workforce Strategy

In May 2018, the Aboriginal and Torres Strait Islander Peoples Workforce Strategy 2018-2020 was launched to the internal USQ Community, members of the broader Aboriginal and Torres Strait Islander community and other invited key stakeholders. The development of the Strategy was a collaborative approach between key stakeholders across the University, with a specific focus of reflecting and showcasing Aboriginal and Torres Strait Islander perspectives. The Strategy is located visibly on the USQ website: [HR website https://usq.edu.au/hr/inclusion/action/our-strategies](https://usq.edu.au/hr/inclusion/action/our-strategies) and USQ website <https://www.usq.edu.au/about-usq/values-culture/aboriginal-torres-strait-islander-community>. The Strategy continues to be a document profiled throughout forums, strategic planning and committees.



The intention of USQ's Aboriginal and Torres Strait Islander Peoples Workforce Strategy is to grow and retain a talented and sustainable cohort of Aboriginal and Torres Strait Islander academic, research, professional and senior employees through a multi-faceted and coordinated approach.

Through implementation of the Strategy, USQ aims to increase the number of Aboriginal and Torres Strait Islander employees to 3% of its total workforce. To achieve that overarching representation target, the University has set ambitious individual growth targets for key employee cohorts reflective of USQ's overall workforce profile in terms of employment classification group, mode, level, discipline and location.

Within this broader aim, the University has prioritised academic employment and the professional and career advancement of academic Aboriginal and Torres Strait Islander employees and the continuing employment of this cohort.

To achieve this, USQ will continue to invest in resources and strategies to attract, retain, promote, support and develop Aboriginal and Torres Strait Islander talent. The University will also focus on engagement with Aboriginal and Torres Strait Islander communities, both internally and externally.

### Implementation and Evaluation of the Indigenous Workforce Strategy

The USQ Aboriginal and Torres Strait Islander Peoples Workforce Strategy outlines five key goals. Broadly, these goals can be aligned under key talent management framework elements of the USQ Workforce and Talent Management Plan as outlined below.

#### ATTRACT and RETAIN

*Goal 1: Enrich USQ's employer of choice status to attract top Aboriginal and Torres Strait Islander talent across all career streams.*

*Goal 2: Develop, expand and enhance employment and career pathway opportunities for Aboriginal and Torres Strait Islander peoples that embrace a contemporary 'grow your own' approach.*

#### ENGAGE and SUPPORT

*Goal 3: Enhance and elevate cultural sensitivity, safety and inclusion to enable genuine engagement and contribute to effective cross-cultural working relationships, wellbeing and positive behaviours in the University community.*

#### DEVELOP and ADVANCE

*Goal 4: Leverage the USQ People Capability Framework as a platform for implementing innovative professional development and contemporary career development strategies and activities for and by Aboriginal and Torres Strait Islander peoples.*

#### PLAN and ALIGN

*Goal 5: Build institutional accountability, transparency and commitment to ensure action, reporting and monitoring of progress, outcomes and recognition of achievements in supporting Aboriginal and Torres Strait Islander employment and career development.*

### Progress against targets and milestones outlines in the strategy

Each goal has a set of performance and accountability measures, which are necessary to support the progression towards the overall key performance indicator of a workforce which is represented by 3% of Aboriginal and Torres Strait Islander Peoples. These performance and accountability measures include:

#### Goals 1 and 2

- Expanded pools of Aboriginal and Torres Strait Islander candidates for both identified and non-identified positions.

- Increased promotion of employment opportunities to USQ Aboriginal and Torres Strait Islander students, employees and communities.
- Increased number of continuing academic and professional appointments held by Aboriginal and Torres Strait Islander peoples.
- Retention of employees in continuing positions, including initiatives for conversion of fixed term and/or casual roles for Aboriginal and Torres Strait Islander people.
- Employment of at least one Aboriginal and Torres Strait Islander person in a senior executive role.
- Increased number of Aboriginal and Torres Strait Islander staff employed at USQ, equivalent to 3% of the total workforce progressively over the life of the Strategy.

#### Goal 3

- All current and new executives and all new senior employees complete appropriate cultural sensitivity, safety and inclusion training programs.
- Cultural sensitivity, safety and inclusion learning and development programs are available to all employees, with an emphasis on those employees who interact professionally with Aboriginal and Torres Strait Islander employees, students and communities.
- Opportunities for Aboriginal and Torres Strait Islander employees to engage in culturally significant activities, events and networks.
- Opportunities for Aboriginal and Torres Strait Islander employees to contribute policy and practice, with University policies and procedures appropriately recognising additional workload required in contributing to such matters.
- High levels of positive employee engagement from Aboriginal and Torres Strait Islander employees.

#### Goal 4

- Increased participation of Aboriginal and Torres Strait Islander employees in leadership, learning and development and career advancement programs and initiatives.
- Expanded pathways for Aboriginal and Torres Strait Islander employees to experience career progression, including increased success in promotion and/or other advancement opportunities.
- Increased recognition and promotion of excellence and success of Aboriginal and Torres Strait Islander employees.

#### Goal 5

- Appropriate resources and funding are provided to ensure the Aboriginal and Torres Strait Islander Peoples Workforce Strategy is implemented and reviewed on a regular basis.
- Targets identified in the Aboriginal and Torres Strait Islander Peoples Workforce Strategy are met.
- University Key Performance Indicators and targets developed, monitored and regularly reported to University Council, the Vice-Chancellor, Management Committees and Divisional Heads.
- Progress against Strategy goals, objectives and actions reported regularly to the Aboriginal and Torres Strait Islander Peoples Workforce Strategy Committee.

Achieving the aims of the Aboriginal and Torres Strait Islander Peoples Workforce Strategy depends on strong leadership and governance, the continuing commitment of resources, and the development and implementation of the Strategy in a supportive and inclusive workplace.

The Aboriginal and Torres Strait Islander Peoples Workforce Strategy Committee is accountable to the Vice-Chancellor's Executive, through the Social Justice Strategy Board. The composition of the Aboriginal and Torres Strait Islander Peoples Workforce Strategy Committee includes representatives from University senior management, academic and professional employees from across all locations, the Head of CISER, Unions, Aboriginal and Torres Strait Islander Employee Support Network Representative/s, and Human Resources. The [Committee Terms of Reference](#) contains details of committee functions, authority, membership and operational details.

The accountability of implementation of the strategy is spread across the Institution. However, a core driver of the implementation of the strategy is the Diversity and Inclusion team within Human Resources. Within this team, there is an Identified position with a specific focus on strategy implementation and reporting through the allocated governance structure.

### Employment of an Aboriginal and/or Torres Strait Islander person in a Senior Executive Position

The intention of USQ's Aboriginal and Torres Strait Islander Peoples Workforce Strategy is to grow and retain a talented and sustainable cohort of Aboriginal and Torres Strait Islander academic, research, professional and senior employees through a multi-faceted and coordinated approach. One of the performance measures under the Strategy's Attract and Retain Goals is the Employment of at least one Aboriginal and Torres Strait Islander person in a senior executive role, which aligns with section 12 b(iii) of the ISSP Guidelines.

The University currently has a distributed model of Indigenous leadership with responsibility dispersed via the:

**a) Head of CISER:** A senior academic appointment, details of which are outlined above under section 2. This position has been filled in an acting capacity for an interim period since June 2019, with acting arrangements currently in place until the end of September 2020.

**b) Indigenous Governance Mechanism:** The ISSP Committee, described in more detail under 6.3 below, focuses specifically on matters related the internal management of the ISSP grant program.

**c) Elders and Valued Persons Advisory Board:** Provides high-level strategic advice to the Vice-Chancellor to assist the Vice-Chancellor in positioning the University to pursue Reconciliation and the improvement of outcomes for Aboriginal and Torres Strait Islander peoples through the activities of the University.

**d) Elder in Residence:** Provides specialist cultural support and high level advice to Aboriginal and Torres Strait Islander students and staff, promoting and fostering connections between the University and members of the Aboriginal and Torres Strait Islander Community. The incumbent is a key advisor to the Vice-Chancellor, University Executive, elders, students, staff and key stakeholders in the community, on matters concerning First Peoples at each of USQ's campuses, and provides an important conduit between University management and the Elders and Valued Persons Advisory Board.

### Plans to progress towards an Indigenous workforce target of 3%

2019 was the second year of the Workforce Strategy. An overview of progress and achievements against the targets and milestones outlined in the Strategy, is provided in Attachment 1.

As at November 2019, the full-time equivalent (FTE) percentage for Aboriginal and Torres Strait Islander peoples was sitting at 2.56%. This has increased since the 2018 reported figure. An overview of the Indigenous workforce data for 2019 by level/position, appointment and contract type, is provided in Table 18 below.

Table 18. Indigenous workforce data (2019 breakdown)

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
Executive			1	
Level E	1			
Level D	1			
Level C	3			
Level B	5		1	
Level A	2			
Level 10				1
Level 07		3		
Level 06		3		
Level 05		10		3
Level 04		5		1
Level 03				1
Trainee				4
Junior				1
Casual			14	18

### 6.3 Indigenous Governance Mechanism

The University has established an appropriately constituted Indigenous Student Success Program (ISSP) Committee, approval for which was provided by the Vice-Chancellor's Executive on 7 August 2019. Prior to formation of the ISSP Committee, the Head of the CISER acted as the nominal sole-constituent of USQ's Indigenous Governance Mechanism, while also managing a portfolio of programs and courses, conducting research, and leading engagement and advocacy activities spread across many different communities located within USQ's catchment regions.

Whilst there are various models for Indigenous governance across the sector, the ISSP Committee, which held its inaugural meeting on 26 November 2019, focuses specifically on matters related the internal management of the ISSP grant program. This complements the high-level strategic consultancy on Indigenous matters supplied by the Elders and Valued Persons Advisory Board (Chaired by the Elder in Residence) to the Vice-Chancellor.

The ISSP Committee membership is constituted by a majority of Indigenous persons and includes several University senior executives and Aboriginal and/or Torres Strait Islander employee and student representatives. The membership currently comprises:

- Dr Raelene Ward, Associate Professor, College for Indigenous Studies, Education and Research, ISSP Committee Chair
- Professor Josh Pienaar, Pro Vice-Chancellor (Students)
- Professor Shirley O'Neill, Interim Head, College for Indigenous Studies, Education and Research
- Dr Christie White, Executive Director (Student Success and Wellbeing), Student Success and Wellbeing
- Mrs Trudi Davidson, Director (People and Workforce Strategy), Human Resources
- Ms Tonia Chalk, Lecturer (Education), School of Education

- Mrs Vicki Horner, Lecturer (Indigenous Support), School of Nursing and Midwifery
- Mrs Anne-Marie Oosthuizen, Manager (Financial Reports and Budgets), Financial Services (Observer)
- Miss Rebecca Klein, Coordinating Operational Support Officer, College for Indigenous Studies, Education and Research, ISSP Committee Officer
- Miss Hayley Milward, President, Aboriginal and Torres Strait Islander Student Association

USQ continues to implement strategies ensuring that Aboriginal and Torres Strait Islander peoples continue to be involved in decision-making at all levels, through active representation on University committees and working groups. Aboriginal and Torres Strait Islander representation is encompassed in the following Boards and Committees:

- Elders and Valued Persons Advisory Board
- Academic Board and its sub-committees:
  - Academic Program Committee
  - Education Quality Committee
  - Research Committee
  - Academic Appeals Committee
- Faculty of Health, Engineering and Sciences (HES) Diversity and Inclusion Committee
- Faculty of Business, Education, Law and Arts (BELA) Diversity and Inclusion Committee (in process of being established)
- Indigenous Research Strategy Committee
- Social Justice Strategy Board
- Reconciliation Action Plan Committee
- Aboriginal and Torres Strait Islander Peoples' Workforce Strategy Committee
- Aboriginal and Torres Strait Islander Employee Network (Rotational Chair)
- Graduating Indigenous Leaders Commitment Committee
- Indigenous Student Success Program Committee

The University is committed to ensuring that Aboriginal and Torres Strait Islander peoples are involved in decision-making at all levels, through active representation on University committees and working groups.

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

The ISSP Committee Chair and other members of the ISSP Committee have contributed to, and had shared oversight, of this report.

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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> 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>10</sup> Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

<sup>11</sup> This figures in this column should be the sum of the relevant row.

<sup>12</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>13</sup> This data confirms the provider's compliance with Section 21(3) of the Guidelines.



# Aboriginal and Torres Strait Islander Peoples Workforce Strategy Achievements 2018-2019

## GOAL 1

Enrich USQ's employer of choice status to attract top Aboriginal and Torres Strait Islander talent across all career streams.

### 2018 HIGHLIGHTS

- Implementation of Cultural Competency training for the selection panels.

### 2019 HIGHLIGHTS

- Inclusion of USQ's Aboriginal and Torres Strait Islander peoples artwork and Acknowledgement of Country throughout recruitment resources, email signature and wall decals to increase greater visibility.
- Culturally inclusive questions incorporated into the interview process for all Identified positions.
- Increasing visibility and participation of USQ's Aboriginal and Torres Strait Islander Academics to recognise the contribution they make within the higher education sector through their cultural knowledge.

## GOAL 2

Develop, expand and enhance employment and career pathway opportunities for Aboriginal and Torres Strait Islander peoples that embrace a contemporary 'grow your own' approach.

### 2018 HIGHLIGHTS

- The Senior Indigenous Workforce Advisor position offered as continuing appointment
- Aboriginal and Torres Strait Islander Trainees Mentoring Program paired USQ Aboriginal mentors with trainees to guide and support the trainees through personal, social and cultural matters throughout successful completion of the traineeship.

### 2019 HIGHLIGHTS

- Professional development and learning opportunities with dedicated funding attached specifically for Aboriginal and Torres Strait Islander employees
- Academic Work Allocation models reviewed and updated to include Aboriginal and Torres Strait Islander cultural and community responsibilities.

## GOAL 3

Enhance and elevate cultural sensitivity, safety and inclusion to enable genuine engagement and contribute to effective cross cultural working relationships, wellbeing and positive behaviours in the University community.

### 2018 HIGHLIGHTS

- Aboriginal and Torres Strait Islander Employee Support Network became Indigenous led.
- Implementation of an online cultural competency program.
- Cultural Competency training session delivered to USQ Senior Leaders with additional online resources developed specifically for Senior Leaders.

### 2019 HIGHLIGHTS

- Increased visibility of significant events for Aboriginal and Torres Strait Islander peoples through events during NAIDOC Week and implementing resources for managers and supervisor to enhance culturally appropriate support for Aboriginal and Torres Strait Islander employees.
- 2nd Academic Forum enabling culturally safe and sensitive advice and input into the future strategic and operational direction.

## GOAL 4

Leverage the USQ People Capability Framework as a platform for implementing innovative professional development and contemporary career development strategies and activities for and by Aboriginal and Torres Strait Islander peoples.

### 2018 HIGHLIGHTS

- Inaugural Aboriginal and Torres Strait Islander Academic Forum.

### 2019 HIGHLIGHTS

- Two new categories have been added to the peer recognition program 'My STARS'.
- Specific assistance through promotion, ADOSP, mentoring and career coaching to academic and professional employees.

## GOAL 5

Build institutional accountability, transparency and commitment to ensure action, reporting and monitoring of progress, outcomes and recognition of achievements in supporting Aboriginal and Torres Strait Islander employment and career development.

### 2018 HIGHLIGHTS

- Collaboration with Aboriginal and Torres Strait Islander employees to develop, promote and celebrate the Aboriginal and Torres Strait Islander Peoples Workforce Strategy 2018-2020.

### 2019 HIGHLIGHTS

- Embedding of the Aboriginal and Torres Strait Islander Peoples Workforce Strategy 2018-2020 into governance reporting, USQ strategic documents and Reconciliation Action Plan Actions.





# Indigenous Student Success Program

## 2019 Financial Acquittal

Organisation

University of Southern Queensland

### 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)	1,993,623
ISSP Grant 2019 for preserved scholarships	23,183
<b>Subtotal ISSP Grant</b>	<b>2,016,806</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2018	0
Interest earned/royalties from ISSP funding	0
Sale of ISSP assets	0
<b>Subtotal other ISSP related income</b>	<b>0</b>
<b>Grand total</b>	<b>2,016,806</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>	3,994,427
Other Commonwealth Government funding	44,268
Funds derived from external sources <sup>4</sup>	54,546
USQ Funds from commercial and full fee paying activities	1,147,277
<b>Total of other non-ISSP funds</b>	<b>5,240,518</b>

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

Item	Actual ISSP (\$)⁶	Estimate other funds (\$)⁷	TOTAL (\$)⁸
Preserved scholarships	15,002	0	15,002
"New" scholarships from flexible ISSP funding	311,482	173,666	485,148
Teaching and learning⁹		3,685,900	3,685,900
Salaries for staff working on ISSP activities¹⁰ ¹¹ ¹²	1,522,092	1,026,266	2,548,358
Administration for staff working on ISSP activities¹³	76,707	335,720	412,428
Travel – domestic (airfares, accommodation & meals)	60,763	17,042	77,805
Travel – international (airfares)		0	0
Travel – international (accommodation and meals)	0	0	0
Conference fees and related costs¹⁴	22,579	7,605	30,184
ISSP Asset purchases made during 2019¹⁵	0	0	0
Other	0	2,500	2,500
<b>A. Total Expenditure 2019</b>	<b>\$2,008,625</b>	<b>\$5,248,699</b>	<b>\$7,257,324</b>
<b>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</b>	<b>0</b>		
<b>2019 ISSP funding committed (A + B)</b>	<b>2,008,625</b>		
<b>D. Other unexpended 2019 ISSP Funds to be returned to PM&amp;C¹⁶</b>	<b>0</b>		
<b>C. Unexpended 2019 preserved scholarships funds to be returned to PM&amp;C</b>	<b>8,181</b>		

## 2. Rollovers

Table 2 Rollovers agreed

	Rolled over (\$) (A)	Expended/committed¹⁷ (\$) (B)	Excess to be returned to the Department¹⁸ (C) (C = A – B)
2018 funds rolled over into 2019	0	0	0
2019 funds agreed for rollover into 2020	0	0	

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

- the expenditure of 2018 ISSP funds rolled over into 2019.
- 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 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>			\$0
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>			\$0
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>
N/A		

Table 2b ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution
N/A		0
		0

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>
N/A				

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

Financial Acquittal supported and initialled by:

ATHOL KERRIDGE

(Print name of relevant officer)

CHIEF FINANCIAL OFFICER, UNIVERSITY OF SOUTHERN QUEENSLAND

(Print position title)

Athol Kerridge

(Signature and date)

Telephone contact: 07 46312980

E-mail: CFOD@USQ.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:   
Title:

Signed:  Date:

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

Name:   
Title:

Signed:  Date:

## 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.