

Indigenous Student Success Program

2021 Performance Report

Organisation	University of the Sunshine Coast		
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USC's Strategic Plan 2021-2024 affirms a commitment to the advancement of Aboriginal and Torres Strait Islander peoples and respect for Australia's first nations peoples, their cultures and knowledge systems. The Strategic Plan has six overarching goals: Opportunity, Employability, Research and Impact, Infrastructure and People and Culture. USC has top level plans that articulate actions in pursuit of the six overarching goals of the Strategic Plan. During 2021, the university has pivoted like many other institutions to include greater options for students in accessing and participating in their studies and the overall university experience.

The remit of USC Indigenous Services team is to enhance the access and participation of Aboriginal and Torres Strait Islander people at USC (increase student enrolments) and to promote and support the academic success of enrolled students (increase student success). Indigenous Services also provides a culturally safe space for students, staff, and community members to explore identity and knowledge.

Indigenous Services was externally reviewed in 2021. The university invited two senior Aboriginal and Torres Strait Islander higher education leaders to review the service and make recommendations for future structures and improvements to service delivery. Recommendations from the review will be actioned during 2022.

Aboriginal and Torres Strait Islander Student Data (2017 – 2021)

	2017		2018		2019		2020		2021	
	N	% of Total ¹	N	% of Total ¹	N	% of Total ¹	N	% of Total	N	% of Total
Domestic Students										
Enrolments - All students	415	3.1%	452	3.3%	435	3.1%	535	3.4%	608	3.7%
Enrolments - Commencing students	198	3.5%	237	4.0%	188	3.3%	274	3.9%	294	4.3%
Enrolments - Commencing students - Regional	70		68		51		73		67	
Enrolments - Commencing students - Remote	2		3		1		1		1	
Enrolments - Commencing students -	72	36.3%	71	30.1%	52	21.8%	74	30.7%	68	23.1%

	2017		2018		2019		2020		2021	
Remote/Regional ¹										
EFTSL - All students	263.1	2.9%	289.8	3.1%	280.6	3.0%	344.0	3.3%	384.2	3.6%
EFTSL - Commencing students	111.4	3.2%	136.9	3.7%	78.4	3.4%	156.5	3.6%	170.5	4.1%
Passing Grades ²		69.2%		71.1%		76.6%		72.8%		72%
Completions - Award Program ³	40	2.2%	54	2.6%	50	2.4%	51	2.5%	50	2.1%

1. Enrolments (Access)

The period of 2020 to 2021 saw COVID disruptions for USC students and staff, and impacted engagement in both schools and community. However, the numbers of all enrolled Aboriginal and Torres Strait Islander students have steadily increased. Engagement and participation at events varied between face-to-face and online. Points of engagement across a variety of modes continued to increase.

Engagement with schools and community were also disrupted, however, continued to be implemented with new initiatives undertaken.

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

USC strategies to improve access include Schools Engagement Program, Community Programs & Cultural Events, and Study & Academic Pathways to USC degree programs. Details about each of these strategies are provided in the tables below.

Program	Description	Campus Region	Established	2021 Participation
Indigenous Direct Entry Access Scheme	This scheme is an alternative entry pathway for Aboriginal and Torres Strait Islander people. It is managed and delivered by Student Advisors from Indigenous Services in collaboration with USC schools. The process involves interviews with prospective students to assess study readiness and identify potential academic, social, or cultural support mechanisms that would enhance their student experience.	All regions	Pre-2016	63 (IDEAS forms submitted)

¹ Regional/Remote (ASGS) Aboriginal and Torres Strait Islander Students as percentage of all Aboriginal and Torres Strait Islander based on a student's permanent home residence

² Excludes Interim grades

³ Based on domestic students who have completed an Award program

Program	Description	Campus Region	Established	2021 Participation
Homework Groups	USC Indigenous Services hosts several homework groups at USC Fraser Coast and USC Gympie, where teachers from local high schools and USC staff support Aboriginal and Torres Strait Islander students to complete homework and assessment tasks.	Hervey Bay, Maryborough Gympie	2016	16
Boys to Men	With the assistance of local Elders and senior community members the Boys to Men Program works with Aboriginal and Torres Strait Islander High School students to build up sense of Cultural Identity. They will gain a greater sense of connection to their culture through exploring their own cultural identity, learning about men's business, art and craft, local stories/history, health and well-being. They are also supported to investigate study and career pathways.	Hervey Bay, Maryborough	2016	38
Wabin Girls Group	The Wabin Women's Group aims to provide young women with a foundation on which to explore or build upon their identity as Aboriginal and Torres Strait Islander women in today's world and to strengthen their connection to culture. The program includes activities to explore study and career pathways.	Sunshine Beach SHS	2019	6
Murri Futures	This program aims to encourage students to think more deeply about their journey at school, reflect skills and interests and provide them with the information they need to assist them in reaching their goals.	All regions	2016	16
Visit USC	Visit USC is an opportunity for students to experience a day-in-the-life. A half-day campus tour includes Lecture theatres, tutorial rooms, the Cave (H.Block) VR Lab and USC's Sports Stadium and includes activities to explore study opportunities and career pathways.	All regions	2019	48
Uni Skills for You	In collaboration with USC's Access Diversity team, offers the Aboriginal and Torres Strait Islander community an insight to higher education.	All regions	2019	3 registered and 1 participated at Fraser Coast campus

In addition to school engagement programs, cultural awareness is promoted on and off campus through activities which include acknowledgement of significant dates for Aboriginal and Torres Strait people and communities. Dates of Significance commemorated in 2021 included Close the Gap; National Sorry Day; National Reconciliation Week and NAIDOC Week.

Indigenous Services staff maintained contact with Indigenous representatives from organisations, industry and other sectors by regular attendance at Indigenous Networking Group meetings across all campus areas, Fraser Coast, Gympie, Sunshine Coast and Moreton Bay.

Table 1 Scholarships - breakdown of 2021 payments^{1 2 3}

2021 Payments	Education Costs		Accommodation		Reward		Total ^{4 5}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁶	\$2,500	2	\$0	0	\$0	0	\$2,500	2
Undergraduate ⁷	\$185,422	93	\$55,000	14	\$0	0	\$240,422	17
Post-graduate ⁸	\$6,003.45	1	\$0	0	\$0	0	\$6,003.45	1
Other	\$0	0	\$0	0	\$0	0	\$0	0
Total	\$193,925	96	\$55,000	14	\$0	0	\$248,925	20

2. Progression (access and outcomes)

USC has deployed a range of strategies to improve the success and retention of Aboriginal and Torres Strait Islander students. These strategies and relevant impacts / related outcomes are summarised in the table below.

Table 2a Tutorial assistance provided in 2021

The Indigenous Academic Mentor (IAM) program is predominantly a tuition programme. USC has been running the program in this form since the new funding arrangements were established in 2017. The IAM is flexible, student centred and focused on successful transition to university and building academic performance in the student cohort.

Indigenous Services employs approximately 17 mentors per semester to operate the program. The majority of mentors hold postgraduate qualifications and induction includes Indigenous cultural awareness training.

The IAM utilises the centralised Client Relationship Management (CRM) system used at USC to support the Student Experience. The CRM links to Student Hub and is used to record student engagement across services at the university.

The IAM is offered in a range of delivery modes. The aim of the program is to provide students flexibility based on their needs. The modes of delivery include:

- Consults – duration may be between five minutes and up to 2 hours. These have been delivered via phone, zoom and emails during 2021. This delivery also included paired mentoring involving the allocation of an academic mentor to a student to receive dedicated assistance to the student's programme and courses.
- Bookable Appointments – one hour in duration. Students booked sessions via the Student Hub.

- A Drop-in service enables students to access more general academic assistance through a mentor who is rostered to work between business hours.
- Call-Outs - An Outbound service is delivered to check in on students and provide an additional point of access for assistance.

Across the delivery modes for 2021, there was an increase in student usage and engagement.

The total expenditure across 2021 was \$104,590.56. This represents 2,316 hours of service delivery.

The following tables provide information on unique students by level of study utilising the delivery modes. Students often engaged with the program in more than one mode of delivery. These tables provide proportional expenditure and hours allocated during 2021.

Bookable Appointments – 1 hour sessions			
Level of study	Number of students assisted	Total hours of assistance⁹	Expenditure¹⁰ (\$)
Enabling	40	190	\$8,580.40
Undergraduate	208	1,842	\$83,184.72
Postgraduate	1	1	\$45.16
Other			
Total	249	2,033	\$91,810.28

For the Consults, Drop-Ins and Call-outs it is not possible to provide a breakdown of hours of assistance by level of study. These delivery modes have variable durations based on student need and a staff member may claim an hour of work that may be made up of a variety of student study levels and modes.

Consults (5 mins up to 2 hrs) Drop-Ins (10 mins up to 2 hrs) Call-Outs (5 mins minimum)				
Level of study	Number of students assisted	Total Instances of IAM support¹¹	Hours Allocated	Expenditure¹² (\$)
Enabling	12	18		
Undergraduate	85	292		
Postgraduate	1	1		
Other				
Total	98	311	283	\$12,780.28

Table 2b Indigenous Support Activities provided in 2020¹³

Activity ^{14 15}	Description	Number of student participants	Expenditure (\$)
Indigenous Orientation Program	<p>Includes pre-orientation call out campaigns, Welcome Day sessions, campus tours and introduction to staff, Elders and mentors.</p> <p>Assist new students with preparation and navigating systems. Some sessions were held virtually for commencing students during 2021.</p> <p>New item of a staff introduction video accessed vis Blackboard.</p> <p>New initiative, 'Discover the Library' session to assist new students with navigating student systems, accessing Indigenous Services', library and other USC services as well as linking to Tertiary Participation Pathway (TPP) academics.</p> <p>Trialled at Moreton Bay campus during semester 2, 2021 and will continue into 2022. Three students participated.</p>	Increased from 70 (2020) to 82 (2021).	Expenditure (excluding salaries) across Student Support Activities and Access Programs (listed at Section 1) amount to:
Culturally safe student work spaces	<p>In 2021, USC provided three culturally safe learning spaces for students to work and gather. The largest space is the Buranga Centre learning space (at USC Sunshine Coast) and is co-located with staff offices. The Buranga Centre facilities include access to computer workstations, textbook library, laptop loans, and private meeting rooms. The Buranga Centre also includes a common room where students can meet socially and Buranga Centre Garden, Nga Tana Lui Dhar (The Yarning Circle of Life) containing a Yarning Circle.</p> <p>At USC Fraser Coast the Buallum Jarl-Bah learning space and Olga Miller Garden provide students with access to Indigenous Services Staff, computer workstations, and laptop loans. Students can also use this space to meet socially.</p> <p>At USC Caboolture, the Buranga Centre learning space provides access to computer workstations, private meeting room, laptop loans and kitchen space. This space is co-located with staff offices.</p> <p>All spaces continued to observe COVID-19 safety measures as determined by USC based on advice from Queensland Health ensuring social distancing, additional regular cleaning and sanitisation of common areas and equipment.</p>	<p>Student Advisers – appointments increased from 285 (2020) to 294 (2021).</p> <p>139 unique students had 248 appointments completed. Total of 310 includes cancellations and no shows.</p> <p>Student Engagement officers – 184 appointments, 27 unique students. Face-to-face 155 points of engagement and 44 via phone/ zoom.</p> <p>Points of engagement with students across campuses increased from 1159 (2020) to 3,842(2021).</p> <p>445 times students accessed Buranga Centre learning space,</p>	

Activity ^{14 15}	Description	Number of student participants	Expenditure (\$)
		<p>Caboolture campus. Moreton Bay has no dedicated space.</p> <p>198 times students and community members accessed BJB learning space, 32 times accessed the consult room and 1 student laptop loan.</p>	
Student Engagement events	<p>'Meet and Greet' provides an opportunity for new students at the start of each semester, to meet with Indigenous Services team, Elders, mentors and fellow students. This includes seeing the learning spaces, hearing of ours and USC services, navigating systems and prepare for the semester.</p>	45 students attended across campuses.	
	<p>'Connection to Country Tours' including those who are off country to study, with local history and stories. Hence connecting students to country at important sites. Tours conducted by Traditional Owner and Elder of the Undumbi people within the Kabi Kabi nation. Tours were conducted in USC's region encompassing Sunshine Coast, Moreton Bay and Caboolture campuses.</p> <p>These tours also assist with promoting wellness.</p>	Seven (7) students participated.	
Promoting wellness	<p>Indigenous Services staff are Referrers with the North Coast Aboriginal Cooperation for Community Health (NCACCH). NCACCH provides health services for Aboriginal and Torres Strait Islander community members in the Sunshine Coast and Gympie regions.</p> <p>Regular Elder Visits at Fraser Coast, Sunshine Coast, Caboolture and Moreton Bay campuses provides opportunities for students to de-stress, de-brief, and connect to cultural identity.</p> <p>Due to COVID-19, safety precautions were implemented particularly for vulnerable Elders. Although Elder Visits were disrupted, engagement increased.</p>	Elder Visits increased from 45 (2020) to 58 (2021).	
Centrelink Visits	To assist students with financials during their study journey. COVID-19 disruptions changed Centrelink's service delivery model.	Two Moreton Bay students referred to Centrelink rep.	

Activity ^{14 15}	Description	Number of student participants	Expenditure (\$)
Indigenous Nursing Mentor	<p>In 2021, the Capture and Keep program transitioned into 'Indigenous Nursing Mentor' and provides a unique link between Indigenous Services and the School of Nursing, Midwifery and Paramedicine. The program targets the Nursing and Midwifery cohort.</p> <p>The Indigenous Nursing Mentor is an Aboriginal Elder, and a retired RN, supporting nursing and midwifery students through their programs with cultural, social and industry guidance.</p>	<p>275 contacts (2020) increased to 332 (2021). These occurred via phone and online meetings</p>	
Co-curricular Student Activities	<p>USC supports students' participation in external discipline related and community-based activities. USC Indigenous Students are active in USC student leadership activities and participate in various university governance mechanisms.</p>	<p>Instances were varied due to restrictions of physical gatherings in line with COVID-19 precautions.</p> <p>Student participation in USC governance committees occurred via zoom.</p>	
Employability	<p>Throughout 2021 due to COVID-19 interruptions, CareerTrackers did not undertake any industry visits for students on campus.</p> <p>USC has a continuing relationship with CareerTrackers and both our service delivery model changed.</p> <p>Bunnings Work Study Pilot program, <i>Butdha Mit'dhi</i> ('Strong Self' in Butchulla language). Bunnings in partnership with USC Indigenous Services, Indigenous Work Stars and the Qld Girls Academy to offer a unique year-long work-study opportunity in 2021.</p>	<p>17 Students (2020). These students continued into 2021 from Sunshine Coast and Moreton Bay campuses and 1 online. To date, there are 21 alumni.</p> <p>Bunnings program received 6 applicants with 4 successful participants.</p>	

3. Completions (outcomes)

Fifty (50) Aboriginal and Torres Strait Islander people completed programs of study during 2021. USC is proud to support these emerging leaders and professionals.

In addition to Indigenous support activities listed in section 2, Indigenous student progression and success is monitored through the utilisation of university wide student systems including the CRM and Student Hub. Indigenous Services staff are able to monitor individual and cohort engagement with the service and broader institution. These systems allow for specific and tailored support. Complex needs are met through a network of services staff across the university in a case management model.

Regular updates on student progression and success are provided to the Vice-Chancellor's Indigenous Advisory Committee which includes most members of the university's senior executive.

4. Regional and remote students

Students from regional and remote areas are supported through a range of services from first enquiry, application, enrolment and study. Indigenous Services maintains contact with applicants and students in multiple modes. Indigenous Student advisors are a vital point of contact and information for both students and their families. This includes information on scholarships, the local area and community. Indigenous Services maintains an extensive network of local Aboriginal and Torres Strait Islander service providers and is able to refer students where necessary.

Regional and remote students have accessed scholarships (see table 4) and been supported to participate in co-curricula opportunities including the Indigenous Student Leadership Group, discipline related workshops and forums.

Utilisation of university wide student systems enables Indigenous Services staff to monitor student progress and meet specific needs in collaboration with other USC service providers.

Table 4 Scholarship data for remote and regional students^{(i) (iii)} (Includes enabling)

	Education Costs		Accommodation		Reward		Total ¹	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	\$23,010	11	\$46,024	11	0	0	\$69,034	11
B. 2021 Offers ¹	\$27,500	17	\$55,000	17	0	0	\$82,500	17
C. Percentage ¹ (C=B/A*100)								
2020 Payments	\$50,510	28	\$101,024	28	\$0	0	\$151,534	28

5. Working with Vulnerable People Requirement¹⁶

	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

USC has a distributed approach to meeting the requirements of an Indigenous Education Strategy. This is to ensure that there is a whole of institution responsibility for increasing the access, participation, success and retention of Aboriginal and Torres Strait Islander Students.

University Strategic Plan

The University's [Strategic Plan 2021– 2024](#) sets out its commitment increasing enrolments and improving student success.

Measures relating to this strategic imperative include: the number of new Aboriginal and Torres Strait Islander students (measure based on internal full year data); access rates for Aboriginal and Torres Strait Islander students (measures based on external full year data benchmarking USC's performance nationally). Targets include: annual increase in number of new Aboriginal and Torres Strait Islander students. Access rates at or above national average for Aboriginal and Torres Strait Islander students.

The Academic Plan

USC's Academic Plan includes the promotion and inclusion of Aboriginal and Torres Strait Islander knowledges across the university's curriculum. This work is supported by a framework and action plan. This work is overseen by the Deputy Vice-Chancellor (Academic).

The Engagement Plan

USC's Engagement Plan includes specific inclusion of mutually beneficial partnerships with Aboriginal and Torres Strait Islander communities across the regions. The university is committed to ongoing relationships and celebrates the contributions Aboriginal and Torres Strait Islander people continue to make to the university and broader communities.

6.2. Indigenous Workforce Strategy

USC's [Indigenous Employment and Career Development Strategy](#)

On 31 March 2020 total headcount for USC was 1267 with 28 of these employees identifying as Indigenous (2.21%). On 31 March 2021 total headcount for USC was 1163 with 22 of these employees identifying as Indigenous (1.89%).

Table 6.2 Indigenous workforce data (2021 breakdown)^{17 18 19 20}

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Senior Staff	0	0	2	0
Faculty/Schools/ Research Centres	4		9	5
Divisions (eg. Student Services & Engagement; Indigenous Services; Marketing & External Engagement; etc)	0	8	0	14
Total	4	8	11	19

6.3. Indigenous Governance Mechanism

The Dean Indigenous Education and Engagement as the senior Indigenous Australian appointment at the university, holds responsibility for advising on, reviewing, making recommendations about, and monitoring the use of ISSP grants and occupies a position of authority within the governance structure of the university. The Dean is a member of USC Senior Staff and has a dual reporting line to the PVC(Students) and PVC(Engagement), both PVCs report directly to the Vice-Chancellor and President.

The Dean is a member of Academic Board, Learning and Teaching Committee, Research Committee, Senior Staff Group and the USC Higher Education Academy Fellowships Advisory Board. The Dean is the responsible officer for legislative acts and requirements pertaining to Aboriginal and Torres Strait Islander peoples and cultures.

Effective arrangements for Aboriginal and Torres Strait Islander people to participate in institutional governance and decision making is a key strategy of the University.

In 2021 the following activities, committees and boards involved Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.

University of the Sunshine Coast Council (one Aboriginal and Torres Strait Islander Community Elder of 19 members). Council is the University's governing body determining and overseeing the vision and strategic direction of the University.

Vice-Chancellor's Indigenous Advisory Committee (12 Aboriginal and Torres Strait Islander members of 18 members during 2021).

The Chairperson of the Indigenous Advisory Committee is a member of University Council who is of Aboriginal and Torres Strait Islander descent.

Membership includes Elders as well as representatives from community, government, professional and industry bodies, academic institutions, and Indigenous academic staff and students of USC.

The Indigenous Advisory Committee makes recommendations to, and advises, the Vice-Chancellor and President on policy matters relevant Aboriginal and Torres Strait Islander people engaging with the University. The role of the Committee is to provide strategic advice and guidance on the achievement of outcomes for Indigenous students and staff, and research and curriculum matters.

2021 Indigenous Advisory Committee Meetings and Agenda	
Date	Agenda items
22 February	<ul style="list-style-type: none"> • Report from the Chair Aunty Debra Bennett • Report from the Dean, Indigenous Education and Engagement & Student Engagement Coordinator, Indigenous Services 2020 Indigenous Services Activities and Performance • Indigenous and Transcultural Research Centre (ITRC) • Indigenous Employment and Career Development Strategy (IECDS) • Future Structure and Work Plan for 2021 - VCP's Indigenous Advisory Committee
12 August	<ul style="list-style-type: none"> • Reports – Chairperson, Vice-Chancellor and President; Dean, Indigenous Education and Engagement • Future Work of the Vice-Chancellor's Indigenous Advisory Committee • Indigenous Employment and Career Development Strategy (IECDS) • Innovation and Industry
2 December	This meeting was cancelled due to the availability of its members

Aboriginal and Torres Strait Islander Student Representation and Participation

The Aboriginal and Torres Strait Islander Student Leadership Group was formed during 2017. The two Co-Chairs of the Student Leadership Group are members of the whole of University Student Representative Council. The two Co-Chairs are members of the Vice-Chancellor and President's Indigenous Advisory Committee

The Council is a student representative forum convened by the Office of the PVC(S) which informs the Vice-Chancellor about issues of relevance to student learning and the student experience. It also provides advice on the annual prioritisation of Student Services and Amenities Fee allocations.

Aboriginal and Torres Strait Islander students hold positions on Academic Board, the Equity and Diversity Committee and Reconciliation Action Plan Working Party.

Human Research Ethics Committee (one Aboriginal member of academic staff)

The University of the Sunshine Coast Human Research Ethics Committee (USC HREC) is responsible for ensuring that research involving humans is conducted ethically and that the welfare and rights of human participants in research are protected.

School Boards and Committees

School of Education Aboriginal and Torres Strait Islander Education Advisory Committee (10 Aboriginal and Torres Strait Islander members including 3 Elders). This is an advisory committee to the USC School of Education established as part of the implementation of USC More Aboriginal and Torres Strait Islander Teachers Initiative (MATSITI) goals.

6.3.1. Statement by the Indigenous Governance Mechanism

The Vice-Chancellor's Indigenous Advisory Committee receives a presentation from Indigenous Services at its first meeting of each year. The purpose of this report is to provide members with information on activities and outcomes for Indigenous students across each of the campuses. These activities are funded through the Indigenous Student Success Programme. At the first meeting in 2021, Ms Suberia Clemmensen, Student Engagement Coordinator presented 2020 and 2021 year to date performance information.

The following is an extract from the minutes of that meeting.

Ms Suberia Clemmensen had been invited to present the 2020 Indigenous Services Report to members. The presentation format of the evaluation report was one of storytelling. That is, the data was presented through selected students' stories, their personal experience at USC and their engagement of services.

Ms Clemmensen summarised the structure and format her presentation would take and noted that it was a departure from previous years which she hoped would provide members with some specific and personal insights into how the work of Indigenous Services and other USC student services impacts on the student journey and student outcomes. The presentation provided members with information and data on the following:

- the study journey of four students, each of whom had enrolled at USC via a different pathway and were supported through various mechanisms including internal and external scholarships/ bursaries; the Indigenous Direct Entry and Access Scheme (IDEAS); Indigenous Academic Mentoring (IAM) program; utilising USC drop-in/ learning spaces, including Elder drop-ins; participation in co-curricular activities, eg. ATSISLC, IAHA and Union of ATSI conferences/ events; and making connections/ mentoring opportunities with industry that is related to the student's academic program through placements and internships with a view to future employment on graduation.
- statistics on enrolments by School, campus, program type, TPP conversions to a USC program of study, attrition trends (for new and continuing students), completions and employment outcomes.
- engagement opportunities, particularly highlighting work done in conjunction with secondary schools to engage students through specific programs designed to build aspiration and awareness of the opportunities available to access tertiary education, and support pre, during and post-graduation; and
- feedback from student surveys to provide a benchmark against which to measure the success of the various programs and services, and determine areas for improvement in future, particularly around communication with students and their families/ community, including matters of relevance to a specific USC campus.

Indigenous Student Success Program 2021 Financial Acquittal

Organisation

University of the Sunshine Coast

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2021 (excluding GST)²¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2021 (flexible component)	\$1,620,091.76
ISSP Grant 2021 for preserved scholarships	
<i>Subtotal ISSP Grant 2021</i>	<i>\$1,620,091.76</i>
B. Other ISSP Related Income	
Rollover of ISSP funds from 2020	\$2,804.00
Interest earned/royalties from ISSP funding	\$1,446.47
Sale of ISSP assets	
<i>Subtotal other ISSP related income</i>	<i>\$4,250.47</i>
Grand total for 2021	\$1, 624,342.23

Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)²²

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ²³	\$147,544.19
Other Commonwealth Government funding	
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources ²⁴	
Total of other non-ISSP funds for 2021	\$147,544.19

Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)²⁵

Item	Actual ISSP (\$) ²⁶	Estimate other funds (\$) ²⁷	TOTAL (\$) ²⁸
Preserved scholarships value returned to Dept 8 Sept 2021	\$2,804.00	\$0	\$2,804.00
"New" scholarships from flexible ISSP funding	\$389,925.45	\$0	\$389,925.45
Teaching and learning ²⁹		\$0	\$0
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ^{30 31 32}	\$727,520.49	\$0	\$727,520.49
Administration for staff working on ISSP activities ³³	\$423,574.11	\$111,189.35	\$534,763.46
Travel – domestic (airfares, accommodation & meals)	\$4,955.19	\$0	\$4,955.19
Travel – international (airfares)		\$0	\$0
Travel – international (accommodation and meals)	\$0	\$0	\$0
Conference fees and related costs ³⁴	\$0	\$0	\$0
ISSP Asset purchases made during 2021 ³⁵	\$0	\$0	\$0
Other (including other ATO cash flow boost expenditure not included in above figures)	\$74,116.52	\$34,997.31	\$109,113.83
A. Total Expenditure 2021	\$1,622,895.76	\$146,186.66	\$1,769,082.42
B. Unexpended 2020 ISSP funds approved for rollover into 2021 grant year	\$0		
2021 ISSP funding committed (A + B)	\$1,622,895.76		
D. Other unexpended 2021 ISSP Funds to be returned to PM&C ³⁶	\$0		
C. Unexpended 2021 preserved scholarships funds to be returned to PM&C	\$0		

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 ³⁷ (\$) (B)	Excess to be returned to the Department ³⁸ (C) (C = A – B)
2020 funds rolled over into 2021	\$2,804.00	\$0	\$2,804.00
2021 funds approved for rollover into 2022	\$0	\$0	

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021³⁹

1. GST received by you in 2021 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ⁴⁰	\$	
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ⁴¹	\$	
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 2a ISSP Assets inventory⁴²

Asset Description/ category	Adjustable Value ⁴³	ISSP contribution ⁴⁴

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 ⁴⁵	ISSP component ⁴⁶	Disposals Age ⁴⁷

5. Endorsement of the Financial Acquittal⁴⁸

2021 Financial Acquittal supported and initialled by:

Ms Elizabeth Cannon

(Print name of relevant officer)

Chief Financial Officer

(Print position title)



11/04/2022

(Signature and date)

Telephone contact: +61 7 5459 4702 E-mail: ecannon@usc.edu.au

**INDIGENOUS STUDENT SUCCESS PROGRAMME
2021 CERTIFICATION**

Complete this certification after reading the completed 2021 Performance Report and 2021 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 2021 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 2021 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:
Title:
Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:
Signed: Date:

Additional information for completing the template

¹ 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.

² Record the number of students (head count) not EFTSL.

³ Include both preserved and new ISSP scholarships.

⁴ This figures in this column should be the sum of the relevant row.

⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.

⁶ Include payments to all enabling students, including remote and regional students.

⁷ Include payments to all undergraduate students, including remote and regional students.

⁸ Include payments to all postgraduate students, including remote and regional students.

Notes: Students awarded ISSP scholarships in 2017 receive ongoing payments until the completion of their program (max 8 payments). There were 16 continuing students receiving 2017 ISSP scholarships in 2020. This is the reason the 2020 offers are less than the actual payments for 2020.

⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).

¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹¹ Record only hours of instruction received by the students (do not include staff planning or organising time).

¹² Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹³ Add more rows if necessary.

¹⁴ Include a brief description of the activity.

¹⁵ 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.

¹⁶ 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.

¹⁷ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

¹⁸ This section confirms that the provider complies with Section 35A of the Guidelines.

¹⁹ 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.

²⁰ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

²¹ The numbers recorded here should be a headcount of staff and not the full-time equivalent.

²² There is no longer a requirement to break up these by faculty. Please group together results by level.

²³ 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.

²⁴ Please estimate the funds available.

²⁵ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.

²⁶ Examples of other funding are philanthropic donations, other student payments, business income etc.

²⁷ Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2020 Performance Report.

²⁸ List the expenditure of the income listed in Table 1a above.

²⁷ List the expenditure of the income listed in Table 1b above.

²⁸ Sum ISSP expenditure and other funds expenditure.

²⁹ Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.

³⁰ 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.

³¹ Include expenditure on salaries for staff that provide tutorial assistance.

³² May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.

³³ 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.

³⁴ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.

³⁵ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.

³⁶ 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).

³⁷ 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.

³⁸ This amount should be included in the total unspent 2020 amount listed in Table 1c, Section D.

³⁹ 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.

⁴⁰ This amount is stated on your Recipient Created Tax Invoices (RCTIs).

⁴¹ This amount is stated on your Recipient Created Tax Invoices (RCTIs).

⁴² Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.

⁴³ 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..

⁴⁴ 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).

⁴⁵ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.

⁴⁶ 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.

⁴⁷ Where groups of assets are disposed of, an average age can be provided.

⁴⁸ If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function. If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.

