

Indigenous Student Success Program

2021 Performance Report

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1. Enrolments (Access)

THE UTS COMMITMENT

UTS recognises the Indigenous Australian people as the first people of this continent, and understands that the history and knowledge developed over many thousands of years was severely disrupted at the time of colonial settlement.

Further, UTS's strong commitment to ensuring Indigenous Australians have access to higher education has been evidenced through the ratification of the [Indigenous Policy](#). The Policy outlines a whole of university approach to achieving comparable education and employment participation rates, which reflect national population parity. Underpinning the Policy is the [Indigenous Education and Research Strategy 2019-2023](#), which sets strategic objectives and key performance/success indicators to improve educational outcomes.

The Jumbunna Institute for Indigenous Education and Research was established to support and build the aspirations of Indigenous Australians to access and succeed in higher education.

Jumbunna's innovative approach to supporting the higher education aspirations of Indigenous Australians is multifaceted, with its cornerstone being quality engagement with community, schools and international partners to influence policy development and gain greater access to higher education.

STRATEGIES TO IMPROVE ACCESS

There are two overarching strategies at UTS to improve Indigenous access to higher education – a comprehensive alternative pathways program, and an extensive recruitment and outreach program.

Jumbunna Pathways Program

The [Jumbunna Pathways Program](#) (combined with our Outreach Program detailed below) is the main mechanism used to improve Aboriginal and Torres Strait Islander people's access to higher education. The Program is designed to build aspiration for university study amongst Aboriginal and Torres Strait Islander people. It also aims to increase students' access to university study through alternative pathways. Support is provided to enhance students' capacity to excel and succeed.

The Jumbunna Pathways Program attracts applicants from a wide range of backgrounds interested in studying at UTS, from highly experienced mature-age students looking to increase their education qualifications or change career pathways, to school leavers with a desire for tertiary education who are seeking a way to develop their capabilities.

The Program offers prospective undergraduate students an opportunity to illustrate their capability for higher education via a testing, assessment and interview process. Selection is also based on factors including previous education, life and work experience.

Following participation in testing and assessment, students may be offered one of three alternative pathways to study at UTS, as detailed below.

Direct entry to UTS

Students who are assessed as having the academic skills and capabilities for full-time university-level study are offered direct entry into the UTS course of their choice.

Jumbunna Unistart enabling course – Building opportunity and opening doors

Unistart is Jumbunna's 12-month enabling course that prepares students for university study and provides an entry pathway to UTS courses in sport and exercise science, nursing, midwifery, education, law and some design courses. Upon completion of Unistart, students receive up to half a year of credit towards their degree.

Through Jumbunna-delivered classes and tutoring sessions, Unistart students develop their understanding of academic cultures and practices and improve their literacy and numeracy skills. Students also undertake faculty subjects and participate in social and cultural activities throughout the year. These activities are designed to foster a sense of belonging and strengthen students' self-belief, resilience and self-management.

UTS College Indigenous Scholarship Program

Jumbunna works closely with UTS College (formerly UTS: INSEARCH) to identify applicants for the UTS College Indigenous Scholarship Program, which allows Indigenous scholars to access UTS College diploma programs.

The development of the UTS College scholarship program has strengthened Jumbunna's ability to provide greater opportunities to those students less fortunate in securing a place in an undergraduate degree at UTS.

TAFE or further preparation

Jumbunna pathway participants who have the potential for study once they build their knowledge skills will be recommended a TAFE course. These participants are invited to apply for Jumbunna Pathways after they successfully complete their TAFE course.

Recruitment and Outreach Program

As per previous years, the Jumbunna Indigenous Outreach team focused on developing deeper and more meaningful engagement with high schools, Indigenous students, corporate and community partnerships. Much of the outreach focused on demystifying the application process and support services when becoming a student. Care is taken to explain what the lectures and tutorials are like, what to expect of the workload, hours of study, what help students can access through Jumbunna and how to make friends. We have found this makes students more curious and interested in university, when their concerns are validated but accompanied by an explanation that university is very much an achievable goal.

Jumbunna understands that teachers, parents and care givers play a pivotal role in providing guidance and increasing motivation in career and study aspirations. The Deputy Director, Learning

Development and Director, Indigenous Students and Community Engagement continue to work alongside teachers to better prepare students for post-secondary study. This program continues to be expanded working more closely with the Association of Independent Schools, individual students and teachers in boarding schools across the nation. During 2021, Jumbunna built a dedicated portal on the UTS Learning Management System (Canvas) to provide a range of engagement resources for teachers and students.

Key initiatives

Galuwa Experience Portal

In 2021, we were unable to run on campus Galuwa programs due to the ongoing effects of the COVID-19 pandemic. As an alternative, we continued with the online Galuwa Experience Portal developed in 2020.

Jumbunna hosted an online workshop that was designed to be interactive and engage participants in what they may experience in an on-campus workshop. The focus of the 2021 program was to provide a virtual campus tour. The session was small with 29 students in attendance.

In 2021, further resources were made available to engage with local and interstate high schools. The Outreach team directly engaged predominantly online with the 28 schools listed below (public, private and independent) to deliver presentations, workshops, one-on-one sessions with individual students or meeting with the principal, careers advisor or Aboriginal education workers.

- Saint Ignatius College, Riverview (visit and emails)
- Matraville Sports High School (visit and emails)
- The Scots College (visit, zoom and emails)
- Sylvania High School (emails – arranging visit)
- Pymble Ladies College (visit, phone and emails, zoom)
- St Scholastica's College Glebe (phone and emails, zoom)
- Randwick Girls High School (phone and emails, Galuwa, zoom)
- Hawkesbury High School (phone and emails zoom)
- Glenwood High School (phone and emails, Galuwa, zoom)
- St Mary's Catholic College (phone and emails, zoom)
- Aquinas College Menai (phone and emails, zoom)
- Pacific Hills Christian College (phone and emails, zoom)
- Sydney Secondary Schools (phone and emails, Galuwa, zoom)
- Casuarina Senior College (phone and emails, Galuwa, zoom)
- Haileybury Rendall College (phone and emails, zoom)
- St Johns College Darwin (phone and emails, zoom)
- St Philips Alice Springs (phone and emails, zoom)
- Tiwi College (phone and emails)
- Centralian Senior College (Alice Springs) (phone and emails, zoom)
- Palmerston College (phone and emails, zoom)
- Nhulunbuy High School (phone and emails, zoom)
- Taree Christian College (phone and emails, zoom)
- Kempsey Adventist (phone and emails, zoom)

- Kinross Wolaroi (phone and emails, zoom)
- Macquarie Anglican Grammar School (phone and emails, zoom)
- Richmond High School (phone and emails, Galuwa, zoom)
- Windsor High School (phone and emails)
- St Joseph's College, Hunters Hill (phone and emails, zoom)

Despite the NSW lockdowns in 2021, Jumbunna was able to host one on-campus workshop that was attended by 11 year 12 students from The Scots College and Pymble Ladies College. Of the 11 students that attended the on-campus workshop, 8 of these students applied to study at UTS in 2022.

Jumbunna continues to engage with local Indigenous communities in Glebe, La Perouse, Redfern and Woolloomooloo to collaborate on significant annual milestones such as NAIDOC Week and Survival Day. Jumbunna sees these initiatives as having positive social and collective impact, though their reach has not been formally quantified. In 2021, the majority of these engagements were online.

FUNDING FOR INITIATIVES

Jumbunna Institute for Indigenous Education and Research has various funding sources to support the range of aspiration building initiatives, access, progression and completion initiatives. In 2021, the entire Indigenous Student Success Program funding was allocated to Jumbunna to support the many services and initiatives delivered throughout the year. Schools engagement and outreach initiatives are funded by the University's Widening Participation Strategy, funded under the Higher Education Participation and Partnership Program.

UTS INDIGENOUS STUDENT ACCESS DATA

In 2021, there was a slight increase in Indigenous student participation and commencements, as detailed in Tables 1 and 2 below. The EFTSL for Indigenous student commencements (all courses inc. non-award) declined from 111.021 in 2020 to 98.2 in 2021.

Note: The below tables do not include students who provided no information regarding their Aboriginal and Torres Strait Islander identification.

2011 data is also included for selected metrics to demonstrate the change since the implementation of the first version of the Indigenous Education and Research Strategy.

Table 1: By headcount – Indigenous student participation

	2019	2020	2021
Indigenous student access (all courses inc. non-award)	342	356	365
Indigenous student participation (all courses inc. non-award)	1.1%	1.1%	1.1%

Table 2: By headcount – Indigenous student commencements

	2019	2020	2021
Indigenous student access (all courses inc. non-award)	135	138	141
Non-Indigenous student access (all courses inc. non-award)	9,988	11,298	11,290

Table 3: By EFTSL – Indigenous student commencements (all courses inc. non-award)

	2019 EFTSL	2020 EFTSL	2021 EFTSL
Indigenous student access	113.64	111.021	98.2
Non-Indigenous student access	8,465.27	9,128.81	8,812.2

Table 4 ISSP Scholarships - breakdown of 2021 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³	\$5,608	2	\$0	0	\$0	0	\$5,608	2
Undergraduate ⁴	\$70,801	28	\$5,611	1	\$0	0	\$76,412	29
Post-graduate ⁵	\$2,804	1	\$0	0	\$0	0	\$2,804	1
Other								
Total	\$79,213	31	\$5,611	1	\$0	0	\$84,824	32

UTS Scholarships for cost covered accommodation

UTS recognises that lack of access to affordable accommodation is one of the most significant barriers to Indigenous participation in higher education, particularly in metropolitan areas where accommodation costs are higher than average. The strain of off-campus living can be especially acute for rural and regional students who must deal with the cost of relocation as well as cultural adjustment.

UTS offers cost-covered accommodation to Indigenous students in UTS residential housing. For students who don't qualify for Abstudy (including Residential Cost Option), UTS has guaranteed to meet the cost of each student's accommodation and provide them with a living allowance equal to Abstudy. In 2021, UTS provided \$500,000 of such assistance, to support 14 students residing in UTS Housing, who would not otherwise have been able to access tertiary study at UTS.

2. Progression (outcomes)**Student Support for Unit Completion**

There were some new strategies introduced in 2021 to support students and all existing interventions were continued. The Faculty Indigenous Student Liaison Officer (FISLO) program, which works specifically to assist Indigenous students with their studies was strengthened with all faculties continuing the implementation of their Indigenous Education and Research Strategies with the assistance of the FISLO's.

The Higher Degree by Research recruitment and support program recognised and acknowledged the challenging and often isolating journey that independent study can have on students. In 2021, the program introduced more online 'social get-togethers' that involved basket weaving, painting and a Toastmasters tournament on topical issues. This proved to be beneficial to break the sense of isolation by connecting students on a social level, not involving critiquing their research topics and methodologies.

Tutorial Assistance

The Indigenous Tutorial Assistance Scheme (ITAS) is an integral part of our engagement initiatives at Jumbunna. We have seen a high success rate with students who commit to the program and have regular engagement in tutoring sessions. The impact of the pandemic saw a decrease of student engagement with the ITAS program in 2021, however the students who participated and attended weekly sessions were all able to pass their subjects.

The ITAS program has prioritised individual tutoring over group tutoring as these allocations have a higher rate of success. We also gauge feedback as much as possible over the course of the year from both students and tutors to help ensure successful tutoring allocations and overall positive outcomes.

Table 5 Tutorial assistance provided in 2021

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	12	150	249.5	\$21,470.60
Undergraduate	55	1447	2734	\$253,650.00
Post graduate	1	2	4	\$304.40
Other				
Total	68	1599	2987.5	\$257,425.00

A number of Indigenous support activities are provided as shown in Table 6 with the majority funded by UTS centralised funding with the exception of ITAS.

Table 6 Indigenous Support Activities provided in 2021¹⁰

Activity ^{11 12}	Number of student participants	Expenditure (\$)
Indigenous student collective	15	\$8,000
Learning development program	Approx 110	\$45,000
Indigenous Tutorial Assistance Scheme	68	\$257,425.00
Faculty Indigenous student liaison program	233	\$6,000
HDR recruitment and support program	52	\$127,544
Jumbunna student support and services program	Approx 130	\$40,000
Elder in residence program	42	\$2,000

Measuring Success

As part of the annual reporting on UTS's *Indigenous Education and Research Strategy 2019-2023*, a range of metrics are tracked and reported to various governance forums including the Vice-Chancellor's Indigenous Strategies Committee, the Vice-Chancellor's Indigenous Advisory Committee and the Academic Board as well as through UTS's university-wide Corporate Plan. These metrics include student participation, commencements, success rates and retention rates for Indigenous as compared to non-Indigenous domestic students.

As mentioned above, feedback is also sought from tutors and students on the tutoring programs. The following testimonials are provided from two students who access the ITAS.

"The ITAS service has provided me with the tools and confidence I need to successfully complete my course, as University can be stressful and sometimes there are concepts and ideas that I may not grasp right away. Having the ITAS services provides me with the opportunity to understand things better, as I can focus on what I am not fully grasping with my tutor and feel comfortable yarning with them about any concerns around my assessments. The ITAS service has been monumental in me achieving and maintaining my Distinction average, and is a way I plan to give back to community in my final years as a student at UTS." second year Bachelor of Communication in Social and Political Sciences student.

"My experience with ITAS since enrolling with a tutor in Autumn 2021 has been phenomenal. ITAS tutoring has provided me with the opportunity to network with an experienced university student in my chosen field of study, enhance my knowledge base, challenge and provoke ideas which all contributed to a high standard of work and results achieved in my academic career thus far. In my experience ITAS tutoring is flexible and I am able to find frequent and suitable study times to fit around my busy schedule as a Student and Mum! I would have not had the opportunity to produce such a high level of work if it were not for the extra support ITAS and my tutor has provided me each session." second year Bachelor of Midwifery student.

UTS Indigenous Student Success Rates

Indigenous student success declined in 2021 by 3.9% and is 11.3% below non-Indigenous domestic student success as shown in Table 7.

Table 7: Indigenous student success (pass rate) by %

	2019	2020	2021
Indigenous success (all courses inc. non-award)	84.1%	85.6%	81.7%
Non-Indigenous success (all courses inc. non-award)	92.7%	93.3%	93.0%

Understandably, the impact of the ongoing nature of the pandemic, lockdowns and social isolations, had a significant detrimental effect on Indigenous student wellbeing, as well as an impact on overall academic and personal success with their university studies.

In pre-COVID times, Jumbunna had a high level of engagement with students, as measured by the use of the Jumbunna student facility. The move to online learning removed this level of measurable engagement and presented many challenges for staff and students.

Some students initially lacked access to technology and the internet off campus, thereby inhibiting their engagement with online learning. The technology required included computer, camera,

software and a reliable internet connection. Jumbunna was successful in securing additional funding under the UTS Student Support Package to assist with these issues.

It is widely acknowledged a student’s wellbeing often benefits from the social and personal interaction that takes place under a ‘normal’ on-campus experience, this is particularly pertinent in relation to the ‘Jumbunna experience’ that plays a critical role in creating a sense of belonging. With the removal of this interpersonal dynamic many students have struggled to stay connected and engaged with their studies.

It was identified that not all students may experience a home environment conducive to remote learning, free from distractions and disturbances. Jumbunna worked with individual students to find a location for them to continue to study. For Sydney-based students Jumbunna remained open on reduced hours in Phase 1 of campus reactivation. Additional hours of operation were increased as the University moved to Phase 2 of campus reactivation. For regional and remote students, various study locations were identified including other higher education institutions.

UTS Indigenous Student Retention Rates

UTS is currently migrating the student reporting data to a new system. As such, student retention data is not currently available as yet. An update on the Indigenous student retention rates can be provided later in 2022 if needed.

Table 8: Indigenous student retention rates (all course levels, including HDR)

	2019	2020	2021
Indigenous retention	75.9%	80.6%	*
Non-Indigenous retention	85.7%	86.9%	*

* to be provided at a future date

Table 9: Indigenous higher degree by research (HDR) retention

	2019	2020	2021
Indigenous HDR retention	82.9%	88.4%	*
Non-Indigenous HDR retention	86.0%	85.4%	*

* to be provided at a future date

CULTURAL COMPETENCY OF STUDENTS

Indigenous Graduate Attribute

In July 2021, a newly appointed Associate Dean (Indigenous Teaching and Learning) commenced to provide strategic support for the implementation of the Indigenous Graduate Attribute (IGA) across the university. The position is located within the Office of PVC (ILE) and provides support for the embedding of the IGA across faculty courses and monitors implementation through membership on governance committees including the Indigenous Teaching and Learning Committee, Courses Accreditation Committee and Courses Planning Committee.

In August 2021 the Associate Dean (Indigenous Teaching and Learning) conducted a review into the current implementation of the IGA across faculty courses. The review included an evaluation of policies and documents related to the IGA as well as stakeholder interviews with all Faculty Associate Deans (Indigenous) and key stakeholders including Faculty Associate Deans (Teaching and Learning), members of the UTS Courses Accreditation Committee and staff from the Interactive Media and Learning Unit.

The review identified the need for improved consistency in relation to the interpretation and application of the IGA, and also confirmed that faculties require guidance and support to align the IGA to Indigenous Course Intended Learning Outcomes to reflect the endorsed Academic Board IGA which is ***“UTS graduates will have an ability to work for and with Indigenous Australians within their professional context”***.

The feedback from the Courses Accreditation Committee members specifically indicated that the embedding of the IGA across courses required alignment with the Australian Qualification Framework. Considering the review findings, the Associate Dean (Indigenous Teaching and Learning) developed a regenerated IGA Acceleration Plan which has included to date the development of two resources as listed below. Both resources assist faculties to align course content with the UTS approved IGA and the Australian Qualifications Framework.

- IGA Curriculum Framework
- IGA Course Accreditation Template.

Both resources have been presented to the respective committees for feedback and endorsement being the Indigenous Teaching and Learning Committee for the IGA Curriculum Framework and the Course Accreditation Committee for the IGA Course Accreditation Template.

The IGA and the newly developed resources were promoted through faculty-wide professional development seminars.

CULTURAL COMPETENCY OF STAFF

AIATSIS Core Indigenous Cultural Capability Training

A new initiative in 2021 was the launch of a pilot program to offer senior staff at UTS access to the Core Cultural Learning Indigenous capability training program. Developed by AIATSIS, the Australian Institute for Aboriginal and Torres Strait Islander Studies, Core is designed to enhance cultural understanding, and build personal and professional Indigenous cultural capability.

Indigenous cultural capability is a key professional attribute for all staff across our organisation. Building shared Indigenous cultural capability supports the collective responsibility all UTS staff have to progress Indigenous education, research, and employment outcomes. In this context, “Indigenous cultural capability” is a broad term to define the understanding and ability of non-Indigenous staff to integrate Indigenous cultural awareness, principles of Indigenous cultural safety, and Indigenous cultural competency skills and practices into a professional context (including strategic planning).

This initiative received the highest levels of support from the Vice-Chancellor and the Provost, with strategic funding provided to support the cost of licences, the Vice-Chancellor appearing with the PVC (Indigenous Leadership and Engagement) in a promotional video, and the training given significant attention at University Leadership Team meetings and the UTS Senior Managers Forum. The former UTS Vice-Chancellor, Professor Attila Brungs, made it a requirement that all UTS senior executive complete the full 10 modules of the training within 6 months.

Due to limited availability of licences and the need to ensure Indigenous cultural capability informs the university’s strategic planning and decision-making, access to Core has been prioritised for UTS senior executive, senior leaders and managers, and selected staff nominated by Deans and Deputy Vice-Chancellors. A waitlist is being maintained for all UTS staff who wish to access the training if a licence becomes available. In the meantime, all staff are able to access a UTS-prepared list of Indigenous cultural resources to guide self-directed learning.

Following conclusion of the Core pilot an assessment will be made as to whether it is appropriate and possible to roll the training out to UTS staff more broadly.

Centre for Social Justice and Inclusion Workshops/Webinars

In addition to the informal learning opportunities provided to staff and students via centralised communication campaigns, thought leadership webinars and UTS newsroom articles, the Centre for Social Justice and Inclusion offers a wide range of diversity and inclusion training programs for UTS staff. These include workshops on avoiding unconscious bias, cultural diversity, and Indigenous cultural awareness.

Specifically, UTS staff have access to free half-day workshops on Aboriginal and Torres Strait Islander Culture. Topics covered include culture and value systems of Indigenous Australians, Australian history, racism, stereotypes and ethnocentrism. These workshops are held in small groups, in person where feasible under COVID, or virtually. The workshops are immensely valuable and personalised experience, as much about providing participants a safe space to ask questions of an Indigenous facilitator as they about learning about Indigenous history and current issues.

3. Completions (outcomes)

STRATEGIES TO IMPROVE COMPLETIONS

UTS employs similar strategies to improve Indigenous completions as it does to improve Indigenous student success and retention outcomes (as outlined above). Providing academic assistance to students is of course vital. Jumbunna plays an important role in this through the administration of programs such as ITAS and through its Learning Development team. At a local level, Faculty Indigenous Student Liaison Officers (FISLOs) work to specifically assist Aboriginal and Torres Strait Islander students during their studies. This program has been extremely successful in identifying at-risk students. The FISLOs serve as a valuable liaison point for Jumbunna student support staff to discuss any student-related matters that may arise.

Jumbunna also provides culturally appropriate pastoral and personal support to Indigenous students at all stages of their study. This is vitally important given the often challenging circumstances students encounter in their personal lives. It is often life circumstances outside a student's control, rather than academic concerns, which may impact a student's ability to complete their degree.

Jumbunna staff undertake qualitative reporting to investigate Indigenous student attrition, particularly in enabling programs, to identify patterns that could be addressed systematically to reduce attrition.

UTS INDIGENOUS STUDENT COMPLETION DATA

As UTS does not currently have a cohort tracking mechanism, completion rates are reported below as headcounts rather than percentages of students who have commenced a degree and completed it within a given period of time.

As detailed in Table 10, the total Indigenous student completions by headcount declined by 13 from 2020 to 2021.

Table 10: Indigenous student completions (by headcount and course level)

COURSE LEVEL	2019	2020	2021
Postgraduate research	4	3	7
Postgraduate coursework	9	14	14
Undergraduate	45	59	42
All levels	58	76	63

GRADUATE EMPLOYMENT

Internships

Many UTS Indigenous students participate in internships via the CareerTrackers organisation. In 2021, five new Indigenous students registered with CareerTrackers. Two students graduated from UTS that were enrolled in the CareerTrackers program in Autumn session 2021. As at Spring 2021, there are 68 UTS CareerTrackers alumni.

Indigenous students are also employed in internship or internship-like experiences through the Wingara Indigenous Employment Strategy academic internship programs (for HDR students) and cadetship programs (for undergraduate and/or postgraduate coursework students). Key highlights for 2021 include:

- During 2021, the Wingara budget subsidised the salaries of nine academic interns and one cadet.
- The Ern MacDonald On-Country Research Fellow was established in 2021 for a five-year period. Funds have been received from the Ern MacDonald Scholarship to establish it together with a commitment to fund 50% of the position's salary from the Wingara funds. The position has been filled by a current UTS HDR student.
- A review of the Indigenous Academic Internship Program was finalised in March 2021. The nine recommendations from the Review will be implemented as a cross-university action, as faculties and divisions plan to recruit Indigenous student cadets, interns and/or trainees from 2022 – a key part of their Indigenous Employment Action Plans.

STUDENT OUTCOMES POST-GRADUATION

Monitoring of Indigenous graduate employment outcomes

All UTS graduates are invited to participate in the national Graduate Outcomes Survey. UTS monitors closely all graduate employment outcomes, and we pay particularly close attention to outcomes for Indigenous students (amongst other cohorts).

At the time of writing, a full analysis of 2021 graduate outcomes was not available.

Indigenous alumni

Jumbunna strives to maintain contact with Indigenous alumni and follow their successes. Indigenous alumni are often invited to UTS events, enrichment and development activities, and to join select UTS committees and working groups as appropriate.

UTS recognises the importance of staying engaged with our Indigenous alumni and is developing a specific Indigenous alumni strategy. We see a continued role for our alumni in mentoring and modelling success for our current students and recent graduates.

The annual UTS Alumni Awards, which recognise the breadth and depth of UTS’s alumni community, and the extraordinary ways in which UTS graduates are contributing to their profession and society as a whole, includes a specific category for Indigenous alumni. Karen Mundine, CEO of Reconciliation Australia, was the recipient of the 2021 award.

FUNDING

As noted above, strategies to improve completions are largely the same as those to improve Indigenous progression. Please see the response related to funding of those support programs, as detailed in section 1.

Indigenous alumni engagement activities are supported by UTS base funding and other university resources (including external partner contributions).

4. Regional and remote students

During the course of the year, Jumbunna worked with regional and remote schools, families and communities to provide extensive outreach services to demystify university study. Much of these extensive outreach initiatives were undertaken online due to the ongoing effects of the COVID-19 pandemic. The Jumbunna Learning Development team continued to work alongside the Outreach team to provide guidance for teaching staff in these communities on ensuring students are better prepared academically to face some of the challenges university study may present.

In addition to the number of internal and donor related scholarships available at UTS to support regional and remote students, Jumbunna has an emergency support program for students to return to their community as well returning them to campus. This program also includes provision for emergency accommodation, food vouchers, study essentials and equipment. A number of computers and associated equipment were provided throughout the year, particularly during the extended NSW lockdown, for example, increased bandwidth plus additional hard copies of learning materials where connectivity was problematic. As mentioned in section 2, a number of initiatives were developed in response to supporting students during the pandemic, including finding alternative study locations for regional and remote students.

Table 11 ISSP Scholarship data for remote and regional students¹³

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	\$0	0	\$15,158	3			\$15,158	3
B. 2021 Offers ¹⁴	\$5,608	2	\$11,222	2			\$16,830	4
C. Percentage ¹⁵ (C=B/A*100)			74%	66%			111%	133%
2021 Payments	\$5,608	2	\$5,611	1			\$11,219	3

From 2020 to 2021, regional Indigenous student load for undergraduates decreased, whilst remote Indigenous student load increased in the same period as shown in Table 12.

Table 12: By EFTSL – Regional and Remote Indigenous Student Load (undergraduate)

	2019 EFTSL	2020 EFTSL	2021 EFTSL
<i>Regional</i> Indigenous student access (undergraduate commencing and continuing)	30.741	38.400	30.833
<i>Remote</i> Indigenous student access (undergraduate commencing and continuing)	11.669	7.626	8.500

5. Eligibility criteria

5.1 Indigenous Education Strategy

RECONCILIATION STATEMENT AND INDIGENOUS POLICY

UTS has a [Reconciliation Statement](#) that recognises Indigenous Australian people as the first people of this continent, and demonstrates the University's continued commitment to providing opportunities for Indigenous Australian people in the higher education sector.

The University does not have a reconciliation action plan. Rather, it has a whole-of-University approach that is driven by the [Indigenous Policy](#), which:

- articulates how UTS will achieve the commitments within the Reconciliation Statement
- establishes high-order principles and objectives to improve Indigenous outcomes in all areas of the University's operation
- assigns responsibility to Deans, senior executive and other relevant staff for progression of key objectives at a local level
- imposes a responsibility on Deans for reporting annually on local progress towards the Policy's education and employment objectives.

The Indigenous Education and Employment Policy also empowers the Indigenous Education and Research Strategy 2019-2023 and the Wingara Indigenous Employment Strategy 2019-2023.

UTS INDIGENOUS EDUCATION AND RESEARCH STRATEGY

The Indigenous Education and Research Strategy 2019-2023 is the primary Strategy deployed across UTS to address the participation of Australian Indigenous peoples with UTS programs. This Strategy has been in place since 2011 and is thoroughly reviewed at least every four years.

The current Strategy (2019-2023) fully meets the requirements set out under section 13 of the [Indigenous Student Assistance Grants Guidelines 2017](#), as detailed in Table 13 below. The Strategy is publicly accessible via the UTS Policy website: <http://www.gsu.uts.edu.au/policies/indigenous-education-research-strategy.html>

Table 13: ISAG Guidelines and UTS Indigenous Education and Research Strategy compliance

SECTION + REQUIREMENT	COMMENT
13 (a) include key performance indicators	<p>Success indicators are specified in relation to all initiatives under the Indigenous Education Strategy.</p> <p>To complement the Indigenous Education and Research Strategy, the University as a whole set Indigenous participation, success and retention targets in its Corporate Plan. Overall percentage targets are set at institutional level. These are monitored as part of the annual performance report to UTS Council.</p>
13 (b) prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards	<p>The Indigenous Education and Research Strategy 2019-2023 meets this criterion by virtue of the following targets it sets for the University:</p> <p>Initiative 3.3 - Achieve an overall Indigenous student participation rate of two per cent (approximately 750 students) by 2023, and associated success indicator 3.3.5 (Each faculty will achieve 2% Indigenous student participation by 2023. Faculties with Indigenous student participation rates at 1.5% or above at 2018 are required to achieve at least a 1% increase above their 2018 participation figure by 2023).</p> <p>Initiative 3.4 Achieve parity between Indigenous and domestic non-Indigenous student success, retention and completion rates by 2023, supported by success indicators that relate to increasing academic, cultural, financial and personal support for Indigenous students, as well as building faculty capacity to provide academic support to Indigenous students.</p>
13 (c) facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices	<p>The Indigenous Education and Research Strategy 2019-2023 meets this criterion by virtue of the following initiative: 3.5 Progress development of a nationally significant Indigenous Graduate Attribute.</p> <p>The associated success indicator 3.5.1 requires all faculties to develop an Indigenous Graduate Attribute implementation plan that sets out the faculty's approach to fully implementing the Indigenous Graduate Attribute.</p> <p>The Indigenous Graduate Attribute project is overseen by the Pro Vice-Chancellor (Indigenous Leadership and Engagement), with Associate Deans/Directors (Indigenous) within faculties assisting the Deans in monitoring the IGA at faculty level. The Teaching and Learning Committee, Academic Board, and the Vice-Chancellor's Indigenous Strategies Committee all receive reports relating to the Indigenous Graduate Attribute, and IGA questions are built into central curriculum and course accreditation and approval processes.</p>
13 (d) include activities for <i>students</i> and employees of the provider that promote cultural competency in Indigenous	<p>This requirement is partially satisfied by the initiatives and success indicators outlined in the response to section 13 (c) above.</p>

SECTION + REQUIREMENT	COMMENT
<p>cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia</p>	<p>It is further satisfied by the following statements and objectives in the Indigenous Policy, which applies to all staff and students at UTS:</p> <p>4.4 The UTS commitment to Indigenous education extends to providing our community of international students, scholars and staff with the opportunity to gain an understanding of Indigenous Australians.</p> <p>4.10 UTS is committed to the development of Indigenous professional competency among its non-Indigenous staff.</p> <p>4.14 develop Indigenous competency among its students by creating an environment in which all UTS students have the opportunity to gain knowledge of Indigenous Australians</p> <p>4.18 encourage acts of Indigenous cultural affirmation and raise the status and visibility of Indigenous people and culture across UTS</p> <p>4.21 offer non-Indigenous staff at all levels the opportunity to learn about Indigenous Australia, improve their cultural understanding, and undertake training to build their Indigenous professional competency.</p> <p>4.28 UTS will seek either a Welcome to Country or give an Acknowledgement of the Traditional Owners at all significant UTS events where appropriate. Refer to the Guiding Principles for Welcome to Country and Acknowledgement of Country (PDF).</p> <p>4.29 In affirming Indigenous culture and identity, and in recognising the wisdom, knowledge and special status of Elders within Indigenous communities, UTS will seek to engage with Indigenous Elders in the advancement of Indigenous education, research and employment at UTS.</p> <p>4.30 UTS will permanently display the Australian National Flag and the Aboriginal and Torres Strait Islander flags beside each other in a prominent location on the UTS campus. The flags will also be displayed in a prominent position at all significant UTS events.</p> <p>4.31 All Indigenous students, with prior approval from the Pro Vice-Chancellor (Indigenous Leadership and Engagement) or nominee, are able to graduate wearing elements of academic dress that have Indigenous cultural relevance and that celebrate their Indigenous identity. This also applies to Indigenous staff forming part of the academic procession at graduation ceremonies.</p>

IMPLEMENTATION OF INDIGENOUS EDUCATION AND RESEARCH STRATEGY 2019-2023

Overall accountability for the Indigenous Education Strategy rests with the Provost, whose portfolio includes Indigenous strategy.

The Implementation Officer for the Strategy is the Pro Vice-Chancellor (Indigenous Leadership and Engagement) (PVC (ILE)) who is also the Director, Jumbunna Institute for Indigenous Education and Research.

The PVC (ILE) monitors cross-University engagement with the Strategy and progress towards its objectives. The PVC (ILE) also is responsible for review and revision of the Strategy as a whole, in line with the four-year scheduled review process.

An implementation team and executive accountability is specified for each initiative and success indicator of the Indigenous Education and Research Strategy (see the second and third columns of the table for each section of the [Strategy](#)).

In this context, the following definitions are used:

- Implementation Team: means senior staff who have a practical responsibility for implementing and/or supporting activities that will lead to the achievement of each key success indicator.
- Executive Accountability: means senior staff (including members of the university's Senior Executive and faculty executive) who have a strategic accountability and/or ultimate responsibility for the achievement of the key success indicator.

EVALUATION OF INDIGENOUS EDUCATION AND RESEARCH STRATEGY 2019-2023

The initiatives, success indicators and overall effectiveness of the Strategy are evaluated as needed following annual reporting (see subheading below), and as part of a holistic review process every four years.

As the current strategy concludes in 2023, phase 1 of the review/rewriting for next strategic period will commence in 2022. This review process is conducted in consultation with senior staff, Indigenous committees, and the Governance Support Unit's Senior Advisor Governance and Policy.

REPORTING AGAINST STRATEGY TARGETS AND MILESTONES

At the end of each calendar year, a detailed report is prepared to address progress on the initiatives and success indicators under the Indigenous Education and Research Strategy. This report is compiled in consultation with all relevant stakeholder groups and the implementation team specified for each success indicator.

This detailed report is referred to the Vice-Chancellor's Indigenous Strategies Committee (VCISC) and the Vice-Chancellor's Indigenous Advisory Committee (VCIAC) for consideration and noting. It is also referred to the University's Academic Board for discussion. The Pro Vice-Chancellor (Indigenous Leadership and Engagement) – an ex officio member of Academic Board – presents the report in person to the Board. The presentation is followed by questions from Board members.

A copy of this report may be supplied on request, but it is generally not published outside the University. The main results from the annual report are included in reports on key educational performance indicators in sections 1–3 of this report. Selected metrics also include 2011 data to

demonstrate the change since implementation of the first version of the Indigenous Education and Research Strategy.

Under the University's Indigenous Policy, Faculties are charged with reporting annually to VCISC on the progression of Indigenous initiatives within their faculty. These reports include both quantitative data (student enrolment, progression and retention rates; staff attraction/retention rates) and qualitative data (forward planning in the Indigenous space). These reports are analysed and presented to VCISC and VCIAC for consideration. The Pro Vice-Chancellor (Indigenous Leadership and Engagement) meets with Faculty Deans individually to discuss progress and provide advice on the inclusion and/or refinement of Indigenous objectives in local strategic plans.

The University also reports against Indigenous student participation targets in its annual performance report to UTS Council.

Faculty Strategic Engagement

In support of the objectives of the [UTS Indigenous policy](#) and the [Indigenous Education and Research Strategy](#), the following four initiatives are also implemented to drive achieving the objectives at the faculty level.

- *Faculty Association Deans (Indigenous)* – each faculty has a dedicated Associate Dean (Indigenous) role to support the implementation of the various strategies. Five of the seven faculties had coverage of these roles in either full time or fractional capacity.
- *Faculty Indigenous Action Plans* – these plans were finalised in 2021 and they set out the specific activities to meet the targets under UTS's education/research and employment strategies.
- *Faculty Indigenous Strategies Committees* – these committees oversee the implementation of the Faculty Indigenous Action Plans.
- *Faculty Indigenous Student Liaison Officer Program* – as noted above, the Officers support the meeting of the targets under the Indigenous Education and Research Strategy.

Indigenous knowledge in curricula, graduate attributes, and teaching practices

Please refer to section 2 on Indigenous Student Cultural Competency all information on Indigenous knowledge in curricula, graduate attributes, and teaching practices.

Promote Cultural Competency in Indigenous Cultures

The promotion of Indigenous cultures for students and staff are described in the various initiatives listed in section 2 including the Indigenous Graduate Attribute (students) and the AIATSIS Core Cultural Training (for staff).

5.2 Indigenous Workforce Strategy

EVALUATION OF WINGARA INDIGENOUS EMPLOYMENT STRATEGY 2019-2023

The initiatives, success indicators and overall effectiveness of the [Strategy](#) are evaluated as needed following annual reporting (see subheading below), and as part of a holistic review process every four years.

As the current strategy concludes in 2023, phase 1 of the review/rewriting for next strategic period will commence in 2022. This review process is conducted in consultation with senior staff, Indigenous committees, and the Governance Support Unit's Senior Advisor Governance and Policy.

REPORTING AGAINST STRATEGY TARGETS AND MILESTONES

At the end of each calendar year, a detailed report is prepared to address progress on the initiatives and success indicators under the Wingara Indigenous Employment Strategy. This report is compiled in consultation with all relevant stakeholder groups and the implementation team specified for each success indicator.

This detailed report is referred to the Wingara Indigenous Employment Committee, the Vice-Chancellor's Indigenous Strategies Committee, and the Vice-Chancellor's Indigenous Advisory Committee for consideration and noting. A copy of this report may be supplied on request, as it is generally not published outside the University.

The University also reports against Indigenous employment numbers in its annual performance report to the UTS Council.

EMPLOYMENT OF ABORIGINAL AND/OR TORRES STRAIT ISLANDER IN SENIOR POSITION

UTS appointed an identified Aboriginal person, Professor Michael McDaniel, as Pro Vice-Chancellor (Indigenous Leadership and Engagement) in 2016.

The [Wingara Indigenous Employment Strategy 2019–2023](#) includes a provision for the employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-Chancellor, Deputy Vice-Chancellor, or equivalent.

UTS has a strong record in relation to Indigenous senior academic employment. In addition to the PVC (Indigenous Leadership and Engagement) we have Associate Deans (Indigenous); senior academics and our significant Indigenous professoriate. In 2021, UTS also filled two strategic senior Indigenous-identified positions including the Associate Dean (Indigenous Research) and the Associate Dean (Indigenous Teaching and Learning).

PROGRESS TOWARD INDIGENOUS WORKFORCE TARGET OF 3%

By early 2021, and due to the COVID-19 impact on staff numbers by December 2020, Indigenous staff numbers decreased. This was evident by 31 March 2021, when UTS reported 52 continuing and fixed-term staff. However, UTS increased the number of Indigenous staff (by headcount), from 52 continuing and fixed-term staff as reported at 31 March 2021, to 60 at 31 December 2021. The total headcount at 31 December 2021, was 83.

The total headcount of 83 as shown in Table 5.3, included:

- 17 senior Indigenous staff employed in academic leadership and/or academic or non-academic management positions.
- Of these 17 senior Indigenous staff, 15 were appointed at academic Levels E and D, which included 6 staff also appointed at Senior Staff Group Levels 4 and 3. A further 2 of the 17 senior Indigenous staff were appointed at Senior Staff Group Levels in non-academic roles.
- 23 staff in casual employment, with 11 casual academic staff and 12 casual professional staff ie non-academic.

In progressing to Indigenous workforce target of 3%, in September 2021 each of the UTS Faculties and Divisions provided the Vice-Chancellor with their Indigenous Employment Action Plans, in which they detailed their commitment to the UTS 3% target in their relevant areas. The Plans included the number of, and levels of positions for recruitment of Indigenous staff from 2022-2023.

By 2023, UTS aims to achieve its commitment for a 3% target of its workforce to be of Aboriginal and Torres Strait Islander descent. As at the end of 2021, UTS was at approximately 1.7% Indigenous staff participation.

Table 14 Indigenous workforce data (2021 breakdown) ¹⁶

Indigenous workforce data (2021 breakdown) ¹⁷

Level/position	Permanent		Contract: Fixed-term or Casual		Total
	Academic	Non-academic	Academic	Non-academic	
Level E	5		1		6
Level D	1		2		3
Level C	2		2		4
Level B	3		2		5
Level A			10		10
Senior Staff Group 4			1		1
Senior Staff Group 3	3	1	2		6
Senior Staff Group Special 1		1			1
HEW Level 1				1	1
HEW Level 2				1	1
HEW Level 3				1	1
HEW Level 4		2		1	3
HEW Level 4/5				1	1
HEW Level 5		6		8	14
HEW Level 6		1		3	4
HEW Level 7		2		1	3
HEW Level 8		1		3	4
HEW Level 9		3			3
HEW Level 10				1	1
Casual Academics			11		11
Total	14	17	31	21	83**

**** Total Headcount = 83.**

PROFESSIONAL DEVELOPMENT AND CAREER ADVANCEMENT

The [UTS Indigenous Employment webpage](#):

- promotes staff development programs to UTS Indigenous staff
- includes application processes for professional development.

Due to COVID-19, the Wingara budget had not been utilised to provide professional development during 2021. Despite COVID-19 interruptions to staff meeting face-to-face or attending important face-to-face training events, the UTS Indigenous staff network was used to keep them informed of:

- important online webinars and events that they could access
- conferences and the opportunity to prepare and present papers on their research or areas of interest
- opportunities for career advancement by sending staff information on vacant positions and other career advancement programs.

5.3 Indigenous Governance Mechanism

The primary Indigenous governance mechanism at UTS is the Pro Vice-Chancellor (Indigenous Leadership and Engagement) (PVC (ILE)), who is also the Director, Jumbunna Institute for Indigenous Education and Research (which conducts Indigenous recruitment and outreach, and provides student services, academic and pastoral support to Indigenous students). The PVC (ILE) is supported by the Director, Indigenous Students and Community Engagement, Jumbunna Institute, who discusses with the PVC (ILE) allocation of ISSP funding. This satisfies the requirements of section 11 (b) of the Indigenous Student Assistance Grant Guidelines 2017.

The PVC (ILE) reports directly to the Provost and is the Provost's primary source of advice and monitoring regarding the use of Indigenous Student Support Programme (ISSP) grants. The PVC (ILE) and Provost meet each month to discuss matters in the Indigenous portfolio, including funding matters that may arise throughout the course of the year. The PVC (ILE) also provides advice to the Provost about the allocation of ISSP funding during the University's annual budgeting processes.

The PVC (ILE)'s official role description sets out the position's authority within the University, as well as criteria for appointment, roles and responsibilities, and decision-making processes. This satisfies the requirements of section (11) (c) and (d) (i)–(iii) of the Indigenous Student Assistance Grant Guidelines 2017.

In relation to authority within the University, we note that the PVC (ILE) is a key member of UTS's senior leadership team, makes major contributions to strategic direction, and provides cross-University leadership and advice to other senior staff in relation to:

- the University's Indigenous Policy and its associated strategies
- the recognition of Aboriginal and Torres Strait Islander knowledge and perspectives
- the promotion of teaching and research in Indigenous education and other focus areas
- the employment of Aboriginal and Torres Strait Islander staff,
- engagement with Indigenous and broader communities, and
- distribution within the University of Federal funding to support Indigenous initiatives.

The PVC (ILE) is a key support to the Vice-Chancellor and Provost in the sponsorship of the Indigenous Policy and has a lead responsibility in the coordination and execution of its strategies and the achievement of key results across the whole University in relation to Indigenous staff and students. Within the parameters laid down in University policy, directives and rules, the PVC (ILE) has wide discretion in the development and implementation of practices within the portfolio.

ADDITIONAL INDIGENOUS GOVERNANCE MECHANISMS AND DECISION-MAKING

Commitment to Indigenous self-determination

UTS is committed to the principle of self-determination for Indigenous people. Within the context of UTS, self-determination means the right of Indigenous people to celebrate their culture and identity and to determine the direction of Indigenous education and employment subject to the established rules, management and governance structures of UTS. The aspirations and values of Indigenous people into the UTS governance framework overall and, in particular, in the [Indigenous Policy](#) and its associated [strategies](#).

UTS is committed to consultation with Indigenous staff and students in the development of major strategies and plans. Indigenous people are also very involved in the University's governance and management of Indigenous education and employment initiatives.

Indigenous participation in decision-making via institutional governance and reporting processes

Indigenous committee representation

There is ex officio Indigenous representation on the majority of University-level committees at UTS. In 2021, there were two Indigenous members of UTS Council: one external member appointed by UTS Council, and one internal member (elected by and from the University's academic staff). The Indigenous member of Council chairs the Vice-Chancellor's Indigenous Advisory Committee.

The PVC (ILE) is an ex officio member of Academic Board, the Teaching and Learning Committee and the Courses Accreditation Committee. The PVC (ILE) is also an ex officio member of a number of high-level management committees, including, but limited to, the University Leadership Team, Senior Leaders Group, and the Vice-Chancellor's Social Justice and Inclusion Committee.

The Student/Council Liaison Group includes Indigenous student representation. The group reports to UTS Council and is a forum for UTS students, members of the University Council and UTS senior management to discuss matters of UTS policy and governance relevant to the student body.

The Indigenous Research Advisory Panel provides specific advice to applicants proposing to conduct research with Aboriginal and Torres Strait Islander people. The majority of this Panel is Indigenous.

In addition to the above, UTS has a comprehensive system of committees that specifically oversee the progression of Indigenous education and employment initiatives. The following Vice-Chancellor's committees have significant formal Indigenous representation:

- [Vice-Chancellor's Indigenous Advisory Committee](#) – chaired by the internal Indigenous member of UTS Council on behalf of the Vice-Chancellor
- [Vice-Chancellor's Indigenous Strategies Committee](#) – chaired by the Provost on behalf of the Vice-Chancellor. All Indigenous professors are formal members of this Committee. The majority of the University's Deputy Vice-Chancellors are also members of this Committee.
- Specialist subcommittees of the Vice-Chancellor's Indigenous Strategies Committee:
 - [Indigenous Research Committee](#) – co-chaired by the Associate Dean (Indigenous Research) and the Deputy Vice-Chancellor (Research)
 - [Wingara Indigenous Employment Committee](#) – chaired by the Pro Vice-Chancellor (Indigenous Leadership and Engagement).
 - [Indigenous Teaching and Learning Committee](#) – chaired by the Pro Vice-Chancellor (Students) – re-established in 2021.

All Indigenous committees report to the Vice-Chancellor’s Indigenous Strategies Committee, which reports directly to the Vice-Chancellor.

Indigenous representation generally on committees has increased significantly since the implementation of the Indigenous Policy in 2011 as detailed in Table 19. Indigenous representation has also continued strong increasing from 99 in 2020 to 122 in 2021. This has been largely due to the creation of additional governance forums such as the Indigenous Teaching and Learning Committee and other working groups for strategic initiatives such as the Indigenous Residential College.

Table 19: Increase in Indigenous committee participation 2011–2021

Year	Governance structure	#
2011	Council & committees	5
	Academic Board & committees	10
	Management committees	3
	TOTAL	19

Year	Governance structure	#
2021	Council & its committees	4
	Academic Board & its committees	6
	Management committees	13
	Indigenous Research Advisory Panel	6
	Indigenous committees	41
	Indigenous Residential College Steering Committee and working groups	39
	Indigenous Leadership Network	12
	TOTAL	122*

***Note:** the total figure is likely significantly higher, as the above table does not include Indigenous representation on Faculty boards and Faculty committees.

5.3.1 Statement by the Indigenous Governance Mechanism

As required under subsection 17(2)(b) of the Indigenous Student Assistance Grant Guidelines 2017, and as the University of Technology Sydney’s primary Indigenous governance mechanism, I hereby authorise the performance report and acquittal report sections of the UTS 2021 Indigenous Student Success Program Report.



Professor Michael McDaniel AO FRSN
 Pro Vice-Chancellor (Indigenous Leadership and Engagement)
 Director, Jumbunna Institute for Indigenous Education and Research

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2021. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2021 should 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 This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

³ Include payments to all enabling students, including remote and regional students.

⁴ Include payments to all undergraduate students, including remote and regional students.

⁵ Include payments to all postgraduate students, including remote and regional students.

⁶Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁷ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

⁸ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁹ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹⁰ Add more rows if necessary.

¹¹ Include a brief description of the activity.

¹² 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.

¹³ Only record amounts which required payment during the 2021 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. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹⁴ Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

¹⁵ This data confirms the university's compliance with Section 21(3) of the Guidelines.

¹⁶ While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

¹⁷ While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

Indigenous Student Success Program 2021 Financial Acquittal

Organisation

University of Technology Sydney

1. Financials – income and expenditure

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

Item	(\$)
A. ISSP Grant	
ISSP Grant 2021 (flexible component)	\$ 1 658 321
ISSP Grant 2021 for preserved scholarships	\$ 0
Subtotal ISSP Grant 2021	\$ 1 658 321
B. Other ISSP Related Income	
Rollover of ISSP funds from 2020 (and earlier years)	\$ 0
Interest earned/royalties from ISSP funding ²	\$ 0
<u><i>If no interest has been earned briefly state why</i></u>	The university is required to maintain a level of liquidity for its daily operations and in many cases (including ISSP funded programs) expenditure occurs before grant income is received therefore the funds are kept within the Universities transacting account and we do not allocate out the interest to individual grants. Furthermore, we do not allocate interest to the ISSP funds because we also do not charge any overhead costs (e.g. building and occupancy costs, electricity, bank fees etc).
Sale of ISSP assets	\$ 0
Subtotal other ISSP related income	\$ 0
Grand total for 2021	\$ 1 658 321

Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)³

Item	(\$)
A. Other non-ISSP funds⁴	
Other funding provided under HESA ⁵	\$ 150 707
Other Commonwealth Government funding	\$ 159 334
ATO cash flow boost voluntarily allocated by you to this activity	\$ 0
Funds derived from external sources ⁶	\$ 360 741
UTS funding (refer to note 13)	\$ 2 428 171
Total of other non-ISSP funds for 2021	\$ 3 098 953

Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)⁷

Item ⁸	Actual ISSP (\$) ⁹	Estimate other funds (\$) ¹⁰	TOTAL (\$) ¹¹
Preserved scholarships	\$0	\$0	\$0
Scholarships from flexible ISSP funding	\$ 159 066	\$ 710 767	\$ 869 833
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ¹²	\$ 1 499 255	\$ 731 922	\$ 2 231 177
<i>Teaching and Learning</i> ¹³		\$ 2 428 171	\$ 2 428 171
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	\$0	\$0	\$0
Travel – domestic (airfares, accommodation & meals)	\$0	\$ 19 722	\$ 19 722
Travel – international (airfares) ¹⁴	\$0	\$0	\$0
Travel – international (accommodation and meals)	\$0	\$0	\$0
Conference fees and related costs ¹⁵	\$0	\$171	\$171
ISSP Asset purchases made during 2021 ¹⁶	\$0	\$0	\$0
Other (including other ATO cash flow boost expenditure not included in above figures)	\$0	\$ 118 396	\$ 118 396
A. Total Expenditure 2021	\$ 1 658 321	\$ 4 009 149	\$ 5 667 470
B. Unexpended 2021 ISSP funds approved for rollover into 2022 grant year¹⁷	\$0		
C. Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component	\$0		
D. Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships	\$0		
2021 ISSP funding committed (A + B + C + D)¹⁸	\$ 1 658 321		

For NIAA information only

JobKeeper payment/s received and expended on this activity (value \$)	\$0
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2. Rollovers

Table 2 Rollovers ¹⁹

	Rolled over (\$) (A)	Expended/committed ²⁰ (\$) (B)	Excess to be returned to the NIAA ²¹ (\$) (C) (C = A – B)
2019 funds rolled over into 2021	\$0	\$0	\$0
2019 funds approved for roll over into 2022 (if applicable)	\$0		
2020 funds rolled over into 2021	\$0	\$0	\$0
2020 funds approved for roll over into 2022 (if applicable)	\$0		
2021 funds approved for roll over into 2022	\$0		

Please provide details of rollovers outlined in Table 2:

- The grants approved and the expenditure of 2019 ISSP funds rolled over into 2021.
- The grants approved and the expenditure of 2020 ISSP funds rolled over to 2021

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

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021²²

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> ²³	\$ 0	
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ 0	
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²⁴

Asset Description/ category	Adjustable Value ²⁵	ISSP contribution ²⁶
N/A		

Table 4b ISSP Assets - purchases during 2021²⁷

Asset Description/ category	Purchase Value	ISSP contribution
N/A		

Table 4c ISSP Assets - disposals during 2021

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁸	ISSP component ²⁹	Disposals Age ³⁰
N/A				

5. Endorsement of the Financial Acquittal³¹

2021 Financial Acquittal supported and initialled by:

Name:

Title:

Phone:

Email:

Signed: 

Date:

INDIGENOUS STUDENT SUCCESS PROGRAM 2021 CERTIFICATION

Complete this certification after reading the completed 2021 Performance Report and 2021 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2021 Indigenous Student Success Program 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 Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2021 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program 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) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by the university's Indigenous Governance Mechanism:

Name: Michael McDaniel
Title: Pro-Vice-Chancellor (Indigenous Leadership and Engagement)

Signed:  Date: 29.04.2022

Certification made by Vice-Chancellor or equivalent delegate³²:

Name: Lesley Hitchens
Title: Acting Provost and Senior Vice-President

Signed:  Date: V. V. 2022

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2021 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA 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.
- ² Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ³ Please estimate the funds available if exact amounts are not known.
- ⁴ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁵ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁶ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁷ Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2021 Performance Report.
- ⁸ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁹ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹⁰ List the expenditure of the income listed in Table 1b.
- ¹¹ Sum ISSP expenditure and other funds expenditure.
- ¹² If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and ^{student} withdrawals.
- ¹³ Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.
- ¹⁴ Note that only airfares for international travel for students can be funded under ISSP.
- ¹⁵ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹⁶ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁷ This should match the figure in Table 2.
- ¹⁸ This figure should equal the Grand total in Table 1a
- ¹⁹ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your roll over information.
- ²⁰ For 2019 funds rolled into 2021 and 2020 funds rolled in to 2021, the amounts included here should be the amount expended in 2021.
- ²¹ This is the amount of the rollover not expended. NIAA will issue an invoice for any amounts listed in this column.
- ²² 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.
- ²³ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²⁴ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁵ 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.
- ²⁶ 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).
- ²⁷ Include any assets purchased during 2021 using ISSP funding that are valued over \$5,000, any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁸ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁹ 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.
- ³⁰ Where groups of assets are disposed of, an average age can be provided.
- ³¹ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2022 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.

³² For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.