

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation	University of Newcastle		
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### 1. Enrolments (Access)

The University of Newcastle is committed to the advancement of Indigenous education. We are proud of our leading role over more than 30 years and we will continue building on this success with the support of our Indigenous staff, communities and Elders.

Through the Wollotuka Institute (Wollotuka), we have consolidated Indigenous education, research, and engagement activities under one strategic and operational body that represents and supports all Indigenous Australians studying at university. Our enrolment of Indigenous students is significantly higher than the national average, with students studying in all program areas and levels of our University.

There was a 3.1% increase of Indigenous student EFTSL from 2017 to 2018 (787.8 in 2017 and 812.2 in 2018, an increase of 24.5 - Data source: UON Data Warehouse 8/3/2019).

Regional and remote Indigenous enrolments have remained at 290 from 2017 to 2018. (Data source: UON Data Warehouse 8/3/2019).

Almost 75% Indigenous students at the University of Newcastle are drawn from our catchment areas of Newcastle, Central Coast, Lake Macquarie and the Lower Hunter. Approximately 60% of students are aged under 24 and approximately 40% are aged 25 and over. Approximately 64% are "first in family".

#### **Student Recruitment and Outreach** (funded by ISSP)

The University of Newcastle has a dedicated Indigenous Student Recruitment team housed within the Wollotuka Institute. The team undertakes outreach, enrichment and engagement activities with primary and secondary schools in the Port Macquarie, Hunter and Central Coast regions. Schools to University (S2U) is the core program delivered by the team. The S2U Program was established as a strength-based program, to engage with and provide further understanding of opportunities and pathways available to Aboriginal and Torres Strait Islander students in transitioning from secondary study to tertiary education. It also contributes to the development of key attributes that are valuable at a tertiary level, including cultural, emotional, social and academic skills.

In 2018, a total of 755 Indigenous students within the three catchment areas participated in the S2U program. The University will evaluate the S2U program in 2019 to ensure it continues to improve.

In 2018, 15 Indigenous Higher School Certificate (HSC) students from Newcastle's National Rugby League School-2-Work program participated in an on campus visit to discuss their post-school education choices. Students participated in a range of activities from various faculty areas, including *TEACHlive* - a virtual classroom that involved an Aboriginal archaeology and a science discovery virtual reality activity. The students were also provided with further information regarding the University Application Centre (UAC), the admissions process and Wollotuka support services.

The Student Recruitment and Outreach team hosted an event for 18 Indigenous students in years 6-8 who are participating in the *Galupa* scholarship program. The program aims to build confidence and motivation, increase knowledge of career pathways and improve educational outcomes for gifted Aboriginal students. The Upper Hunter *Galupa* scholarship participants visited Wollotuka to gain an insight into the life of a university student. They experienced augmented and virtual reality, learnt about the history of the Wollotuka Institute, participated in an Engineering Challenge activity and discussed their career aspirations and goals with one of our student recruitment officers.

### **Enabling Pathways**

The University of Newcastle has a range of pathway programs to support entry into undergraduate studies, including YAPUG, which is specifically for Aboriginal and/or Torres Strait Islander people aged 18 years or over. There were 42 Indigenous students enrolled in an undergraduate degree in Semester 1 2019 who had completed an enabling program in 2018 (Data Source: UON Data Warehouse 19/3/19).

### **UON Aboriginal and Torres Strait Islander Admissions Scheme** (funded by ISSP)

The Aboriginal and/or Torres Strait Islander Admission Scheme assesses the applications of Aboriginal and Torres Strait Islander people for admission to all undergraduate programs [other than the Bachelor of Medicine – Joint Medical Program (JMP) or the Bachelor of Medical Science/Doctor of Medicine JMP]. This scheme has been in existence for over 10 years and is embedded in the University's special entry policies. In 2018, 15 applicants who participated in the Aboriginal and Torres Strait Islander interview process were recommended to receive an offer for their chosen programs. The remaining were encouraged to enrol in the enabling programs.

### **Miroma Bunbilla** (partially funded by ISSP)

The Wollotuka Institute and the Indigenous Health Unit within the School of Medicine and Public Health jointly provided the Miroma Bunbilla program, an initiative under the JMP. The program is designed to give future Aboriginal and Torres Strait Islander students insight into studying medicine, develop the skills required in the program, and participate in problem-based and group-based learning. In December 2018, 26 prospective students attended the 5-day program at Wollotuka.

### **UON Newcastle Law School Early Entry Scheme**

The Newcastle Law School (NLS) provides an early entry scheme for Year 12 Indigenous students. The NLS recognised the need to increase the representation of Aboriginal and Torres Strait Islander people in the Australian legal profession and allied fields, and invited Indigenous students currently preparing for their Higher School Certificate to apply for entry to the Bachelor of Laws (Honours) Combined. The Scheme offers a guaranteed place in a Law program at the University of Newcastle before beginning final HSC exams. The scheme was a success, with six Indigenous HSC students offered a place in the 2018 program.

## Community Engagement and Partnerships

**Ooralla Centre, University of New England** – The University of Newcastle Indigenous Health Unit and the University of New England Ooralla Aboriginal Centre partner to deliver the JMP and the Miroma Bunbilla pre entry program. Two applicants of Aboriginal and Torres Strait Islander descent were admitted into the JMP through this partnership in 2018.

**CSIRO** – The Wollotuka Institute partners with the CSIRO to deliver the Aboriginal Summer School for Excellence in Science and Technology (ASSETS) in Newcastle. The ASSETS camps have been held through this partnership for the past 4 years. In 2018, 36 Indigenous high school students from across Australia participated in the UON ASSETS Camp.

**MOUs** – The University of Newcastle (Wollotuka Institute) has engaged with the Central Coast Aboriginal Education Consultative Group, Murabuy Language Centre and CareerTrackers, through formal Memorandums of Understanding.

### 1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote (undergraduate)	117,000	39	174,185	36	NA	NA	291,185	39
Undergraduate (non R&R)	197,136	83	NA	NA	NA	NA	197,136	83
Post-graduate (non R&R)	3,000	1	0	0	NA	NA	3,000	1
Other (Enabling)	33,000	11	16,500	3	NA	NA	49,500	11
<b>Total</b>	<b>350,136</b>	<b>134</b>	<b>190,685</b>	<b>39</b>	<b>0</b>	<b>0</b>	<b>540,821</b>	<b>134</b>

Value of Scholarships <i>awarded</i> by the university to <b>remote or regional students</b> in the <b>2017</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$248,125</b>
Value of Scholarships <i>offered</i> by the university to <b>remote or regional students</b> in the <b>2018</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$293,946</b>

## 2. Progression (access and outcomes)

The success/progression rate for Indigenous undergraduate students fell by 2.9% and for postgraduate 12.3% over the 2017 to 2018 period (Data source: UON Data Warehouse 8/3/2019).

The University is committed to addressing the fall in progression rate for Indigenous students, and has, or will be, implementing multiple initiatives and ongoing activities including those described below.

During 2018, the University implemented a restructure to establish the Wollotuka Indigenous Engagement and Advancement Unit (WIEA) as a sub-division of the Wollotuka Institute. This Unit (funded by ISSP) employs 21 dedicated Indigenous staff, incorporates the Student Advancement and Operational Units, and is responsible for Indigenous student participation, progression and advancement, as well as developing and maintaining industry, international and community partnerships.

The Student Advancement Unit has 10 Indigenous staff who are aligned to each campus and provide a touchpoint for Indigenous students studying within the faculty. The Student Advancement Officers (SAOs) monitor student attainment throughout the semester and provide ongoing guidance and advice on support mechanisms available to the students. They work closely with the student to create an academic plan for their semester.

### **Indigenous Tutorial Program (ITP)** (funded by ISSP)

Wollotuka offers Indigenous undergraduate and postgraduate students assistance through our Indigenous Tutorial Program (ITP). The support provided under the program is on a needs basis, with students allocated an appropriate number of hours per subject per week up to a total of 8 hours. The tutoring support consists of one-on-one support as well as group tutoring settings. The primary goal of the tutorial program is to assist Aboriginal and Torres Strait Islander students to participate equitably and to compete at the level of their peers in their chosen program of study. Importantly, priority is given to Indigenous students who are at risk of (a) failing a course of study, or an element of the course; or (b) not completing a course of study to a required level.

In 2018, Wollotuka implemented a virtual learning space through Blackboard (the University's learning management system) which provides students with further academic support. Students can access online resources, submit their assessments for comment and book online sessions with our Turukilliko Learning Advisor (see below). A significant function of the Learning Advisor's role is to promote effective and transferable skills to students, chiefly through the masterclass program of workshops. Masterclasses are small group sessions covering a range of different academic skills such as writing, referencing, time management and exam preparation.

### **Turukilliko – Academic Tutoring** (funded by ISSP)

Wollotuka partnered with the University's Centre of Teaching and Learning to provide a Learning Development Advisor for Indigenous students. An outcome of the partnership has been the development of a new student tutorial mentoring program called Turukilliko. (Turukilliko is an Awabakal word meaning 'grow'). The program provides integrated academic and social activities and support for Aboriginal and Torres Strait Islander students. Turukilliko will help new students engage in a series of academic, social and cultural programs during their first semester of study. Each component of the program is designed to give new students knowledge and skills that will help them succeed. Current students will also have the opportunity to develop leadership skills through mentoring new students.

### **Case study: Turukillko**

Maddie P, a student who benefited from a virtual consultation in 2018, described the experience as a 'great confidence boost – I learnt how to edit my own work, I can see the problems and even better, I know how to fix them'. After using the virtual consult service, Maddie achieved her first distinction in her program, and as she is now in the third year of her four year teaching degree, Maddie is certain that she will be able to use the strategies she learnt in her upcoming tasks.

### **Cultural Competency**

Staff new to the University of Newcastle are required to undertake the *Welcome to Wollotuka* workshop, which is led by a Wollotuka employee. Participation in the workshop is incorporated into the induction to the University program. This workshop helps staff gain a deeper appreciation of the University's commitment to Indigenous education and assists in the implementation of inclusive Indigenous curriculum across all programs of the University. These workshops are run once a month.

The Wollotuka Institute is undertaking a refresh of the Cultural Competency Program. The new program aims to expand knowledge and understanding about Aboriginal and Torres Strait Islander peoples and cultures. It supports development of skills, values and critical reflection to enable positive changes in professional practice and capacity building, for staff and students, in working effectively with inter-cultural contexts.

### **Scholarships**

Wollotuka provides assistance to both prospective and current Aboriginal and Torres Strait Islander students in locating and applying for scholarships. The University's scholarship staff also provide assistance, particularly with Commonwealth Scholarships and applications submitted via the Universities Admissions Centre (UAC).

During 2018, a total of 114 scholarships were awarded to undergraduate Indigenous students at the University of Newcastle to assist with financial costs of study and support their university journey. Examples of scholarships targeted to Indigenous students:

- Aboriginal and Torres Strait Islander Scholarship – valued at \$10,000pa for up to four years
- Dr Beryl Collier Scholarship – valued at \$15,000 over 3 years
- Essential Energy Aboriginal and Torres Strait Islander Scholarship – valued at \$10,000pa for three years
- Friends of the University Scholarship for Studies in Education – valued at \$4,000 – specific to School of Education
- Hunter Water Corporation Indigenous Community Leader Scholarship – valued at \$7,500pa for three years
- Ma & Morley Scholarships (Indigenous category) – six scholarships valued at \$10,000pa for up to four years
- Larapinta – supporting Indigenous future leaders – valued at \$10,000 - supporting PhD students undertaking research at the University of Newcastle.

In 2018, Wollotuka awarded two Aboriginal and Torres Strait Islander Scholarships – valued at \$10,000pa for up to four years. The recipients were Taylah Gray (Bachelor of Aboriginal Professional Practice and Bachelor of Laws (Honours)), and James Ballangarry (Bachelor of Education).

**Student Experience and Wellbeing** (funded by ISSP)

The Wollotuka Student Advancement Team engage with students to ensure their cultural, personal and professional objectives are being addressed. Specific activities that support the students to feel culturally safe, welcomed and confident in the university environment include:

- Indigenous student groups for women and men;
- Weekly student BBQs;
- Indigenous student participation in University sporting competitions and Indigenous Unigames
- Indigenous student participation in University student events such as O-Week and Harmony Day; and
- University Open Day events (across all campuses) -a prospective student/community event.

**2a Tutorial and other assistance provided (2018 breakdown)**

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial Assistance	Undergraduate <b>(Semester 1)</b>			
	Individual Tutoring	142	1,356	
	Group Tutoring	0	0	
	<b>(Semester 2)</b>			
	Individual Tutoring	148	2,234	
	Group Tutoring	Not recorded*	14	
	Post Graduate <b>(Semester 1)</b>			
	Individual Tutoring	1	52	
	Group Tutoring	0	0	
	<b>(Semester 2)</b>			
	Individual Tutoring	5	129	
	Group Tutoring	0	0	
	Other			
	<b>TOTAL</b>	<b>296</b>	<b>3,771</b>	<b>\$245,402</b>
Indigenous Support Unit or other Indigenous student support activities	<b>Miroma Bunbilla</b> (Pre-entry Medical Program)	26	110	
	<b>ICAPS Mentoring</b> (Semester 1)	20	52	
	(Semester 2)	16	52	
		26	48	

	<b>Enabling Drop-In Sessions</b> (Semester 1) (Semester 2)	<b>30</b>  <b>79</b>	<b>62</b>  <b>158</b>	
	<b>Turukilliko:</b> Masterclasses Online tutoring			
	<b>TOTAL</b>	<b>98</b>	<b>324</b>	
Add other categories as relevant –				
	<b>Total number of Indigenous Tutors employed in ITP</b>	<b>16</b>	<b>896</b>	

In 2018, the Student Advancement team initiated a communication and engagement plan aimed at increasing the number of Indigenous tutors employed through the tutoring program. The plan, which included reaching out to Indigenous Alumni and community, resulted in an increase of 8% of Indigenous tutors employed within the program. In 2017, the ITP employed 5 Indigenous tutors, by 2018 this number increased to 16.

\* New reporting and monitoring processes have been implemented.

### 3. Completions (outcomes)

Overall, Indigenous student completions fell from 227 in 2017, to 204 in 2018. (Data source: UON Data warehouse 7/3/2019).

As set out in Section 2 (Progression – Access and Outcomes), the University of Newcastle is committed to increasing Indigenous completions and has initiatives and ongoing activities in place to achieve this outcome.

The University recognises the importance of all its schools engaging with Aboriginal and Torres Strait Islander knowledge. Our policy on program reviews requires that consideration be given to Indigenisation:

“Indigenisation – that the program/s adequately supports Indigenous students and appropriately promotes Indigenous content and values.”

Specifically, program reviews will consider whether:

- i. specific processes are in place to recruit and support Indigenous students; and
- ii. students are engaged with Indigenous perspectives and values throughout the programs.”

Indigenous curriculum is strongly linked to employment competencies and is overseen through a range of program committees, which include industry stakeholders. Additionally, Indigenous curriculum and student engagement is a mandatory component of all external program reviews and an Indigenous representative sits on all program review panels.

In addition to the activities of the Wollotuka Student Advancement Unit outlined in Section 2, Wollotuka provides significant outreach to individual and school requests for assistance. Other support mechanisms available include:

- The Faculty of Health and Medicine has an Indigenous Health Unit, which provides academic and pastoral support to Indigenous undergraduates in the Joint Medical Program. The Faculty has employed two Indigenous doctors to help facilitate the academic needs of the Indigenous students. Once a week students are invited to academic sessions that go through each week’s content. This not only assists Indigenous students with their understanding of course concepts, but also creates a network and a sense of belonging for Indigenous students.
- The Faculty of Business and Law has an Indigenous contact within the faculty. This non-Indigenous Faculty representative supports Indigenous students and provides high-level advice and feedback to the SAOs.
- Other roles such as the Indigenous Collaborations Convenor in the School of Humanities and Social Science, the Indigenous Student Support Academic in the Newcastle Law School, and the School of Psychology Equity and Diversity Committee are all localised responses to the Indigenisation of curriculum. The newly formed Student Equity and Social Justice Committee has an institution-wide remit and also contributes to monitoring this area.

**CareerTrackers Partnership** – The University of Newcastle hosts an incredible cohort of CareerTrackers participants with 56 Indigenous students engaged. To date, 29 students in the CareerTrackers program have graduated and 27 of them are currently engaged in full-time employment.

The University of Newcastle’s students are achieving great success, such as Lucy Nichols. Lucy achieved two High Distinctions in Semester 2, 2018, to cap off a Distinction average for the year. Through her ongoing internship at Westpac’s Hamilton office, Lucy has been able to build confidence and apply her problem solving and analytical skills to assist the Commercial Banking team in closing business deals and making sound recommendations to customers.

## Leadership and Alumni

Through the Wollotuka Institute, the University of Newcastle aims to encourage leadership opportunities for Indigenous students by supporting them to attend professional development activities such as conferences, leadership workshops and international student exchange programs. Programs which students were sponsored to attend in 2018 include:

- Australian Indigenous Doctors Association Conference, Perth, 2018 - We sponsored 12 Medicine students to attend (funded by ISSP).
- Indigenous Allied Health Conference, Perth, 27-29 November 2018 – We sponsored three students to participate in this conference (funded by ISSP).
- 2018 Shohoku Study Tour to Japan – We sponsored a student to participate on this tour (Partially funded by ISSP).
- 2nd Asia-Pacific Symposium on Higher Education of Indigenous People and Minorities held at the University of Nankai, China. - We sponsored one undergraduate and one PhD student to attend the symposium (funded by Wollotuka).
- National Indigenous Legal Conference, Perth - We sponsored a PhD student to attend (funded by Wollotuka).
- National Aboriginal and Torres Strait Islander Education Conference (NATSIEC), Glenelg, South Australia – we sponsored two students to attend (funded by Wollotuka)
- 17th Symposium on Indigenous Music and Dance, Perth. - We sponsored a PhD student to attend (funded by Wollotuka).
- PRIDoC (Pacific Region Indigenous Doctors Congress) Conference, Hawaii - We sponsored a student to attend (funded by Wollotuka).
- Student Engagement Officers also supported Indigenous student representation of student clubs and societies such as the Newcastle Law Students Association and the new Indigenous Business School Network.

### Case Study: Wollotuka Alumni Inspire Panels



As a leader in Indigenous education, a number of our alumni have gone on to become the first in their field. Following on from the 2018 Alumni Awards Gala, Wollotuka hosted two Inspire Q&A sessions within the Birabahn building. This was a great opportunity for us to showcase our unique learning environment to the wider UON communities and to welcome three of our Indigenous Alumni back to Wollotuka to share their stories with current staff and students. Throughout the Q&A session, students and staff heard of the amazing achievements of our Alumni since completing their studies.

The University of Newcastle is committed to a whole-of-university approach to Indigenous higher education and has several strategic documents which outline commitments to Indigenous higher education:

1. University of Newcastle - NeW Futures Strategic Plan 2016-2025: As part of our enduring commitment to equity and social justice, a measure of success is achievement of parity in enrolments, retention, and success for Indigenous students and a rate of 3.9% Indigenous employment. The NeW Futures Strategic Plan is accessible via the link below:  
[https://www.newcastle.edu.au/data/assets/pdf\\_file/0005/225680/2015-1050-NeW-Futures-A4Program\\_06\\_Print\\_WEB.pdf](https://www.newcastle.edu.au/data/assets/pdf_file/0005/225680/2015-1050-NeW-Futures-A4Program_06_Print_WEB.pdf) .

Senior managers have shared responsibility for achieving these targets through faculty and divisional strategic plans. Performance is addressed through dynamic performance measures and strategies, accountability and institutional reporting.

2. Indigenous Higher Education Strategy: The Pro Vice-Chancellor (Indigenous Education and Research) completed the foundation work for the inaugural Indigenous Higher Education Strategy in 2017. The Strategy is being further developed through consultation and feedback with key stakeholders, including the University's senior executive. The draft Indigenous Higher Education Strategy will be supported by high level administrative and governance arrangements once activated, and will be the key reference document for University planning, performance and evaluation in Indigenous higher education. The development of the Strategy is supported by the Sub-Committee for Indigenous Higher Education (SCIHE), which was formed in 2017 under the University's Executive Committee to provide periodic advice to the Vice-Chancellor. SCIHE is comprised of selected Pro Vice-Chancellors of the University and was initiated by the Pro Vice-Chancellor, Indigenous Education and Research.
3. Reconciliation Action Plan: The University's Reconciliation Action Plan is currently under review with the process being led by Mrs Leah Armstrong, Director of the Wollotuka Institute (previously Chief Executive Officer of Reconciliation Australia). A revised plan will reinvigorate the University's formal commitment to Reconciliation.
4. Enterprise Agreement: The University's newly approved Enterprise Agreements contain specific clauses that articulate the practical ways that we support Aboriginal and Torres Strait Islander employment, including a commitment to values, consultation, and recruitment targets and strategies.

In 2018, the UON domestic Indigenous student participation rate was 3.8% of total domestic student enrolments. (Data source: UON Data warehouse 19/3/19).

#### **4. Indigenous Education Strategy accessible by public**

The University of Newcastle's approach is closely aligned with the Universities Australia Indigenous Strategy 2017-2020. We have developed a draft framework that incorporates plans for Indigenous Education and Research, Engagement and Empowerment, and Reconciliation. The Framework and related plans will be published on approval.

## 5. Indigenous Workforce Strategy accessible by public

The Indigenous Workforce Strategy – Maligagu Aboriginal and Torres Strait Islander Employment Strategy is a standalone document (currently being updated) with related strategies and targets embedded in the NeW Futures Strategic Plan 2016-2025. NeW Futures Strategic Plan is accessible via the link below:

[https://www.newcastle.edu.au/\\_data/assets/pdf\\_file/0005/225680/2015-1050-NeW-Futures-A4Program\\_06\\_Print\\_WEB.pdf](https://www.newcastle.edu.au/_data/assets/pdf_file/0005/225680/2015-1050-NeW-Futures-A4Program_06_Print_WEB.pdf)

The revised Workforce Strategy takes into consideration the National Indigenous Higher Education Workforce Strategy (NIHEWS, 2011) and developed 4 priority areas: Retention, Recruitment, Engagement and Governance.

Performance against key indicators are reported quarterly at institution and faculty level. Targeted recruitment of Indigenous staff is supported by plans at Faculty and Divisional level. The University of Newcastle is currently ranked first in New South Wales, and second in Australia, as a workplace provider of choice for Indigenous academic and professional staff.

The University has set a target of 3.9% employment participation 'parity' which reflects the Indigenous population percentage rates for Newcastle City / Lake Macquarie, the broader Hunter Region (excluding Newcastle City), the Central Coast, and the Mid-North Coast (the University's 'footprint area'). In 2018, the University's Indigenous workforce was 2%.

The University has a designated Indigenous Employment Partner position (funded by ISSP). The Indigenous Employment Partner, with high-level support from the Equity, Diversity and Inclusion Team in Human Resource Services, the Wollotuka Institute, and with assistance from other teams in Human Resource Services such as Recruitment and the HR Business partners, leads activities to achieve our Indigenous employment target. These include:

1. Update of the Maligagu Aboriginal and Torres Strait Islander Employment Strategy for the period 2019 – 2021.
2. Launch of the Maligagu Strategy to the University community along with a campaign aimed at ensuring that all staff who identify as Indigenous have recorded this with HR for statistical purposes.
3. Engaging with faculty PVCs and division directors, and their executive teams, faculty assistant Deans, Equity Diversity and Inclusion (EDI) and EDI committees, and HR Business Partners in order to develop faculty and division specific Indigenous employment plans.
4. Development of a registered network of Indigenous staff at the University in order to receive notification of development opportunities, provide peer support and mentoring for Indigenous staff during induction and beyond, and participate on committees, as well as recruitment selection panels.
5. Events promoting the University's commitment to Indigenous employment arranged with invitations to members of the local Indigenous community to visit University campuses and explore possible employment opportunities and the benefits of working for UON.
6. Re-establishment of the Aboriginal and Torres Strait Islander Employment Committee to regularly review the implementation of the ATSIES and monitor progress towards achievement of the employment target.
7. Increase to the Indigenous Cadetship Support (ICS) program, which aims to improve the professional employment prospects for Aboriginal and Torres Strait Islander students. In 2018, there were eight cadets engaging in the ICS program. One of our Indigenous cadets graduated in 2018 and successfully gained a permanent position in his field within 3 months.

### 5a Indigenous workforce data (2018 breakdown)

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

<b>UON INDIGENOUS EMPLOYMENT</b>						
<i>(Source UON Data warehouse as at 7/3/19)</i>						
		<b>Ongoing</b>		<b>Fixed Term</b>		<b>Total</b>
<b>FACULTY/DIVISION</b>	<b>Level</b>	Academic	Professional	Academic	Professional	
<b>Faculty of Education and Arts</b>	Level A			1		1
	Level B	2		1		3
	HEW 04		2			2
<b>Faculty of Engineering and Built Environment</b>	Level C			1		1
	Level A	1		1		2
<b>Faculty of Health and Medicine</b>	Level C			1		1
	Level D	1				1
	HEW 02				1	1
	HEW 04		1			1
	HEW 05				1	1
	HEW 06		2		3	5
	HEW 07				1	1
	Level B				1	
<b>Faculty of Science</b>	HEW 05		1			1
	Level A			4		4
<b>Academic Division</b>	Level B	3		1		4
	Level C	3				3
	Level D	1		1		2
	Level E	1				1
	HEW 04		3		1	4
	HEW 05				3	3
	HEW 06		4		5	9
	HEW 07		5		2	7
	HEW 08		1		1	2
	<b>Research and Innovation Division</b>	HEW 04		1		
HEW 05			1			1
<b>Resources Division</b>	HEW 04		2			2
	HEW 05		2			2
	HEW 06		1			1
	HEW 07		1			1
	HEW 05		1			1
<b>Vice-Chancellor's Division</b>	HEW 05		1			1
<b>Grand Total</b>		<b>12</b>	<b>28</b>	<b>12</b>	<b>18</b>	<b>70</b>

## **6. Indigenous involvement in decision-making**

The University's Indigenous Governance Mechanism (IGM) consists of the following:

1. The University of Newcastle has the designated position of Pro Vice-Chancellor, Indigenous Education and Research (currently vacant with recruitment in process). The PVC Indigenous Education and Research reports to the Deputy Vice-Chancellor (Academic).
2. Head of School, the Wollotuka Institute (Associate Professor, Kathleen Butler), Deputy Head of School, the Wollotuka Institute (Dr Ray Kelly Snr),
3. Director, Wollotuka Indigenous Engagement and Advancement (Leah Armstrong),
4. Director, Purai Global Indigenous and Diaspora Research Centre (Professor John Maynard).
5. The Board of Aboriginal and Torres Strait Islander Education and Research (BATSIER) - an independent advisory committee to the Vice-Chancellor with a membership that is drawn from the Indigenous community and University staff.

All persons in the Indigenous Governance Mechanism are Aboriginal and/or Torres Strait Islander.

The IGM's role is to support the Vice-Chancellor and senior management on matters relating to development and implementation of policy concerning Aboriginal and Torres Strait Islander Education and Research, and to ensure that these meet the needs identified by Aboriginal and Torres Strait Islander communities.

In addition, the University's Academic Senate and its committees all include Aboriginal and Torres Strait Islander representation.

### **6a. Statement by the Indigenous Governance Mechanism**

The ISSP 2018 performance and the financial acquittal report has been reviewed and authorised by the Director, the Wollotuka Institute, as per the delegation in the Indigenous Governance Mechanism.

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

**Organisation**

University of Newcastle

The following tables have a dual purpose of itemising actual income and expenditure associated with the **ISSP in 2018** 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.

### 1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2018	\$3,738,726		\$3,738,726
Rollover of funds from previous year Email approval date: 09/04/2018;	\$488,200		\$488,200
Interest earned/ royalties	\$19,957		\$19,957
Sale of assets	\$8,000		\$8,000
Other Income - Donations		\$346,264	\$346,264
Other Income – RTP, RSP		\$50,211	\$50,211
<b>A. Total Income 2018</b>	<b>\$4,254,883</b>	<b>\$396,475</b>	<b>\$4,651,358</b>

### 2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	\$2,121,366	\$1,053,295	\$3,174,661
Administration	\$323,155	\$50,954	\$374,109
Travel – domestic	\$23,803		\$23,803
Travel – international	\$14,402		\$14,402
ISSP Asset purchases	\$28,548		\$28,548
Conference fees and related costs	\$13,179		\$13,179
Rollover of funds for approved activity ^	\$467,652		\$467,652
Other – Student Support Commonwealth Scholarships	\$217,717		\$217,717
Other – Student Support Industry Scholarships		\$346,264	\$346,264
Other – Research Support		\$50,211	\$50,211
<b>B. Total Expenditure 2018</b>	<b>\$3,209,822</b>	<b>\$1,500,724</b>	<b>\$4,710,546</b>
<b>C. Unexpended funds PM&amp;C agreed to rollover</b>	<b>\$887,061</b>		
<b>D. Unexpended Funds to be returned to PM&amp;C</b>	<b>\$158,000</b>		
<b>E. TOTAL ISSP Funding use (B+C+D)</b>	<b>\$4,254,883</b>		

**Note:** A-E must equal zero

^ Please provide a note on the progress of activity agreed under a roll over. Please delete this box if no roll-over was agreed.

A request was submitted to roll \$208,610 2017 funds to 2019. This will be used to complete:

- Student recruitment program evaluation;
- Develop and implement Wollotuka digital roadmap; and
- Replace student recruitment vehicle.

**3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018**

- If GST is not paid to you, do not complete the table in this 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.

1. If applicable, GST received by you in 2018 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).		\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

**4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)**

Asset Description/ category	Adjustable Value	ISSP contribution
Holden Commodore LT Wagon	\$36,548	\$28,548

**4a ISSP Asset - acquisitions and disposals summary**

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age
Subaru Forester Wagon	\$28,344	\$8,000	8 years
Holden Commodore LT Wagon	\$36,548		

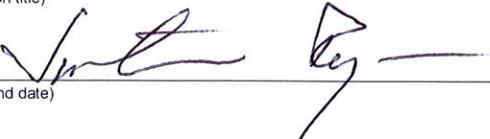
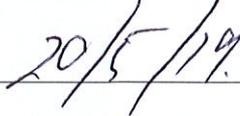
**5. Financial Acquittal supported and initialled by:**

**Justin Ryan**

(Print name of relevant officer)

**Acting Chief Financial Officer**

(Print position title)

(Signature and date)

Telephone contact: (02) 4913 8170

E-mail: [Justin.Ryan@newcastle.edu.au](mailto:Justin.Ryan@newcastle.edu.au)

Note:

- *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.*

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 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 2018 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2018 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

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

### Certification recommended by university's Indigenous Governance:

Name:

Title:

Signed:  Date:

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

Name:

Title:

Signed:  Date: