



Charles Sturt  
University

# Indigenous Education Statement 2019



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# Indigenous Student Success Program - 2019 Performance Report

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## 1. Enrolments (Access)

We have implemented a range of successful strategies to improve access to Charles Sturt University for Aboriginal and Torres Strait Islander students through:

- the Future Moves Danygamalanha Program,
- Diploma in General Studies,
- Indigenous Access Officers, and
- Indigenous Access Program.

We are pleased to report a rise in Indigenous Equivalent Full-Time Student Loads (EFTSL)

### Indigenous EFTSL

Row Labels	2015	2016	2017	2018	2019
<b>Metro</b>	<b>116</b>	<b>142</b>	<b>153</b>	<b>147</b>	<b>164</b>
(0) Major Cities of Australia	116	142	153	147	164
<b>Regional / Remote</b>	<b>418</b>	<b>453</b>	<b>467</b>	<b>474</b>	<b>525</b>
(1) Inner Regional Australia	211	231	241	233	269
(2) Outer Regional Australia	169	185	187	210	214

(3) Remote Australia	29	27	31	27	33
(4) Very Remote Australia	9	9	8	5	8
<b>Other</b>	<b>1</b>				<b>0.375</b>
Overseas	1				0.375
<b>Grand Total</b>	<b>536</b>	<b>595</b>	<b>620</b>	<b>621</b>	<b>689</b>

### Future Moves Danygamalanha Program - building aspiration and confidence in young Indigenous people

The Danygamalanha program specifically targets Aboriginal and Torres Strait Islander students in years 9 and 10, with the aim of building aspiration for university study and building students' confidence to consider higher education as an achievable option. Danygamalanha is part of Charles Sturt University's *Future Moves* program.

Danygamalanha activities allow school students to interact with current CSU students, academics and mentors. Students are also given the opportunity to experience life on a University campus. The Danygamalanha program includes a number of cultural elements that are presented in collaboration with the Indigenous Student Centre teams and local Elders.

In 2019, there were 13 Indigenous specific events delivered through the Danygamalanha program, involving 26 partner schools, and 897 attendees. Danygamalanha activities are fully funded by ISSP and supported by overall resources of the *Future Moves* program.

2019 Danygamalanha Activity	Number of activities	Number of students	Number of schools*
Custom on Campus Danygamalanha Activity	1	2	1
Strong Moves	6	239	12
Sky Stories	2	400	7
NISEP	2	136	3
NAIDOC activities	1	84	6
Strong Moves Camp	2	38	6
<b>Total</b>	<b>14</b>	<b>899</b>	<b>35</b>

\*This figure includes repeat interactions with schools. The number of individual schools participating in Danygamalanha in 2019 is 26

In 2019, in addition to the Danygamalanha activities, Future Moves had 14,497 points of contact with school students. 16.5% of these student contacts (2,392) were with students who identified as Aboriginal or Torres Strait Islander.

Future Moves delivered Strong Moves as part of the Danygamalanha program. This is an intensive Aboriginal and Torres Strait Islander student program involving attendance for one day per week over four weeks, followed by an on campus, overnight camp at the end of the year. Approximately 239 students from twelve partner schools participated in the Strong Moves program in 2019, concluding with two overnight camps (at the Wagga and Port Macquarie campuses). The focus of the camps was *Leadership*.

In collaboration with Macquarie University, Future Moves also delivered two National Indigenous Science Education Programs (NISEP) involving 136 participants. Two Sky Stories events were also delivered, attended by seven schools with 400 community participants.

Danygamalanha program outcomes are evidenced by surveys completed by participants pre and post workshops and events. Positive shifts were recorded for Indigenous participants who indicated a 27% positive shift in their aspiration to attend university, and a 26% shift in their belief that they would gain a place. These figures appear to be reflected in the number of Indigenous students enrolling at Charles Sturt University, highlighting the contribution that both mainstream Future Moves programs and Danygamalanha activities are having on access levels among Aboriginal and Torres Strait Islander students.

### **Diploma in General Studies**

The Diploma in General studies program is a key pathway course enabling students to gain the pre-requisites for entry in to Bachelor degree courses at Charles Sturt University. In 2019, 8 students who attended the Diploma in General Studies identified as Aboriginal or Torres Strait Islander.

### **Indigenous Access Officers**

Charles Sturt University has introduced Indigenous Access Officer roles. Since early October 2019, contact has been established with several local Aboriginal organisations, services and other community groups. The regions covered include both cities and towns across the Central West, Riverina and Northern NSW areas. Approximately 114 Aboriginal organisations were contacted within the Central West region, including cities such as Bathurst, Dubbo and Orange; towns such as Cowra, Mudgee and Parkes; and smaller rural and remote communities such as Condobolin, Bourke, Walgett, Nyngan and Brewarrina. The primary organisations contacted within these communities have included Aboriginal Medical Services and Local Land Councils. The current ARGOS report includes 229 Aboriginal and/or Torres Strait Islander individuals who applied to gain entry into a CSU program and were deemed ineligible. The application dates range from May to September 2019. As of November 2019, 191 individuals on the list were contacted inviting the individual to participate in an upcoming *Indigenous Access Program*, as a pathway to future study at Charles Sturt University.

### **Indigenous Access Program**

The Indigenous Access Program (IAP) is an alternative entry program aimed at both school leavers and mature-aged Aboriginal and Torres Strait Islander participants wanting to gain entry into Charles Sturt University.

The program entails a range of intensive testing and assessments to determine the participants' academic capabilities, conducted over five days. Participants are assessed on their literacy,

numeracy, communication skills and overall attitude. These determinants will then be the measurement of success in gaining an offer into Charles Sturt University.

The program also involves a wide range of culturally appropriate components including Welcome Ceremonies, Cultural Workshops, student support information sessions and a chance to meet and mingle with current Indigenous students. The aim is to facilitate Indigenous student success through targeted access to University and services for Indigenous students and strategies tailored to improve academic confidence and to reduce attrition.

The IAP was held throughout the year at the following locations:

Bathurst Campus – 4 to 8 February 2019

Dubbo Campus – 8 to 12 July 2019

Wagga Wagga Campus – 18 to 22 November 2019

Port Macquarie Campus – 2 to 6 December 2019

Through these programs, 74 students received offers into Charles Sturt University. 71 of these students earned offers into a Bachelor degree, with 3 students receiving offers into the Diploma of General Studies or Charles Sturt University Pathway course which commenced in 2020.

The program is a collaborative effort across numerous teams, divisions and faculties of Charles Sturt University.

**We have successfully issued a range of scholarships for Indigenous students in 2019**

The university scholarship program under ISSP funding was created in consultation with key stakeholders. This program was implemented to allow for a holistic assessment of each student's individual needs to be able to provide personalised support to attend university.

### **External scholarships and grants**

In 2018 Charles Sturt University administered a successful pilot program in partnership with the NSW Department of Family and Community Services Aboriginal Housing Office (AHO). The university was successful in the 2019 tender and will be able to award 10 students a grant towards housing costs in 2020.



**Table 1 ISSP Scholarships - breakdown of 2019 payments<sup>i ii iii</sup>**

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>iv</sup>	0	0	0	0	0	0	0	0
Undergraduate <sup>v</sup>	\$116,060	53	\$93,912	18	\$155,000	208	\$364,972	279
Post-graduate <sup>vi</sup>	2800	1	0	0	\$30,800	40	\$33,600	41
Other	\$19,045.00	35	0	0	0	0	\$19,045	35
<b>Total</b>	<b>\$137,905</b>	<b>89</b>	<b>\$93,912</b>	<b>18</b>	<b>\$185,800</b>	<b>248</b>	<b>\$417,617</b>	<b>355</b>

- a) Number of enabling Indigenous students that received any form of ISSP scholarship:
- b) Number of undergraduate Indigenous students that received any form of ISSP scholarship:
- c) Number of post-graduate Indigenous students that received any form of ISSP scholarship:
- d) Number of other students that received any form of ISSP scholarship:
- e) Total number of Indigenous students that received any form of ISSP scholarship<sup>vii</sup>:



<sup>i</sup> Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

<sup>ii</sup> Record the number of students (head count) not EFTSL.

<sup>iii</sup> Include both preserved and new ISSP scholarships.

<sup>iv</sup> Include payments to all enabling students, including remote and regional students.

<sup>v</sup> Include payments to all undergraduate students, including remote and regional students.

<sup>vi</sup> Include payments to all postgraduate students, including remote and regional students.

<sup>vii</sup> Total of the four questions above.

## 2. Progression (access and outcomes)

### Progress Rates for CSU Australian Indigenous Students

The below tables show that in 2019 74.9% of Indigenous students were successful in their subjects, down from 75.3% in 2018. Both undergraduate and postgraduate student progress rates are stable compared to the previous year's results, with the overall (marginal) decline being the result of a drop in Non Award student results. When considering attendance mode, Internal students do significantly better (80% compared to online students at 70%).

Indigenous Australian attendance rates by course level

	2015	2016	2017	2018	2019
<b>Undergrad</b>					
Base Load	432.500	454.063	489.500	506.469	547.844
Progress Rate	76.07%	74.51%	74.41%	75.89%	75.99%
<b>Postgrad</b>					
Base Load	45.375	54.188	56.906	53.688	54.719
Progress Rate	72.59%	80.16%	76.72%	79.34%	79.90%
<b>Non Award</b>					
Base Load	12.375	33.359	23.328	19.969	29.438
Progress Rate	27.53%	54.43%	48.02%	49.30%	45.44%
<b>Total Base Load</b>	<b>490.250</b>	<b>541.609</b>	<b>569.734</b>	<b>580.125</b>	<b>632.000</b>
<b>Total Progress Rate</b>	<b>74.52%</b>	<b>73.84%</b>	<b>73.56%</b>	<b>75.29%</b>	<b>74.91%</b>

CEP (Constable Education Programs ie Policing Courses) include the Associate Degree in Policing Practice and the University Certificate in Workforce Essentials. The below table shows Indigenous Australian progress rates by policing/not policing courses.

	2015	2016	2017	2018	2019
<b>CEP</b>					
Base Load	35.500	68.875	72.750	79.250	86.563
Progress Rate	90.85%	84.94%	90.21%	93.06%	89.31%
<b>not CEP</b>					
Base Load	454.750	472.734	496.984	500.875	545.438
Progress Rate	73.25%	72.22%	71.13%	72.48%	72.62%
<b>Total Base Load</b>	<b>490.250</b>	<b>541.609</b>	<b>569.734</b>	<b>580.125</b>	<b>632.000</b>
<b>Total Progress Rate</b>	<b>74.52%</b>	<b>73.84%</b>	<b>73.56%</b>	<b>75.29%</b>	<b>74.91%</b>

Indigenous Australian progress rates by attendance mode

	2015	2016	2017	2018	2019
<b>Internal</b>					
Base Load	248.484	283.031	289.625	283.500	288.844
Progress Rate	80.13%	77.56%	78.84%	81.04%	80.05%



## Online

Base Load	241.766	258.578	280.109	296.625	343.156
Progress Rate	68.76%	69.76%	68.10%	69.80%	70.58%
<b>Total Base Load</b>	<b>490.250</b>	<b>541.609</b>	<b>569.734</b>	<b>580.125</b>	<b>632.000</b>
<b>Total Progress Rate</b>	<b>74.52%</b>	<b>73.84%</b>	<b>73.56%</b>	<b>75.29%</b>	<b>74.91%</b>

We have implemented a range of successful strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students including:


- Indigenous Student Centres,
- Orientation Week,
- Study Sessions,
- Indigenous Nationals,
- Ngiyambalgarra Program, and
- Away from Base programs.






## Indigenous Student Centres

The Indigenous Student Centres (ISC) are located on Albury, Bathurst, Dubbo, Goulburn, Orange, Port Macquarie and Wagga Wagga campuses. Student Liaison Officers (Indigenous) are located in each Centre.

The Centres provide a comfortable and culturally appropriate environment for students to work on their studies with access to computers and printing. Support is also provided for online students. Staff in a student facing role are the first point of contact and provide support in a number of areas linking students with key academic and emotional support teams across Charles Sturt University. Regular contact is made both in person and online to ensure student awareness of all services available to them.

A number of activities and events occur throughout the year with a focus on engagement, leadership and culture.

Symbols	ISC and Location	Meaning	Staffing
	<b>Winan Gidyal</b> Albury Wodonga Campus	Learning/ Knowledge	<ul style="list-style-type: none"> <li>• Student Liaison Officer (Indigenous)</li> <li>• Learning Adviser (Indigenous)</li> <li>• Administrative Assistant</li> </ul>

	<b>Wammarra</b> Bathurst Campus	To build one's education	<ul style="list-style-type: none"> <li>• Student Liaison Officer (Indigenous)</li> <li>• Learning Adviser (Indigenous)</li> </ul>
	<b>Barraameilinga</b> Dubbo Campus	To provide	<ul style="list-style-type: none"> <li>• Student Liaison Officer (Indigenous)</li> <li>• Learning Adviser (Indigenous)</li> </ul>
	<b>Maliyan</b> Goulburn Campus	Symbol of law and justice	<ul style="list-style-type: none"> <li>• Student Liaison Officer (Indigenous)</li> </ul>
TBC	<b>TBC</b> Orange Campus	TBC	<ul style="list-style-type: none"> <li>• Student Liaison Officer (Indigenous)</li> <li>• Learning Adviser (Indigenous)</li> </ul>
	<b>Ngarralbaa</b> Port Macquarie Campus	Place of learning and knowledge	<ul style="list-style-type: none"> <li>• Student Liaison Officer (Indigenous)</li> <li>• Learning Adviser (Indigenous)</li> </ul>
	<b>Ngunggilanha</b> Wagga Wagga Campus	To exchange/give to one another	<ul style="list-style-type: none"> <li>• Manager</li> <li>• Student Liaison Officer (Indigenous)</li> <li>• Student Liaison Officer (Indigenous) - Online</li> <li>• Learning Adviser (Indigenous)</li> </ul>

In 2019, Charles Sturt University opened an Indigenous Student Centre in Orange. The space is currently set up in a temporary location with a new centre to be part of new developments in 2020.

### Orientation Week

The Indigenous Student Centre team conducted a variety of orientation activities during the Orientation Week period. The intended outcomes of these activities were to introduce new students to the ISC, the services provided and support available.

Activities included:

- Welcome email and phone call campaigns – New students were greeted and welcomed to Charles Sturt University and informed of the support available.
- Participation in CSU Market Day – Welcomed new Aboriginal and Torres Strait Islander students who participated in Market Day. Students were informed of support available.
- Welcome Events – Held in our ISC's, all new Aboriginal and Torres Strait Islander students were invited to a welcome event at their local ISC. Community representatives were present, creating opportunity to form strong bonds for students relocating for study.

### Study Sessions

Study Sessions is a program run across each ISC, in a partnership between the Indigenous Student Centre team and Indigenous Academic Success Program teams. Study Sessions consist

of workshops to assist academic improvement and improved general wellbeing. Students are also provided with a meal.

The vision of the program is to foster an environment that encourages the development of students' skills to complement their academic journey, through mentoring and support, that leads to an improvement in student success.

The Study Sessions are conducted on a weekly basis during sessions. Workshops were delivered to meet student's needs. It also acts as an opportunity to promote other available services such as Student Counselling, Disability services and Library, and to break down barriers for access.

### Indigenous Nationals

The Indigenous Nationals is a week-long multisport competition for indigenous student-athletes. The annual event aims to bring together student-athletes from universities across Australia to compete in a variety of sports and ultimately crown one university team the champion of the games. Indigenous Nationals is an amazing environment to not only celebrate the rich sporting culture of Indigenous Australia but to also acknowledge the heritage and history of the participating student-athletes

In 2019 12 Indigenous students represented Charles Sturt University. Students reported that they enjoyed the event and would be interested in attending again if given the opportunity.

### Ngiyambalgarra Program

The Ngiyambalgarra Program is an early engagement, pro-active approach to improve learning outcomes of our students entering into their first year studies.

Ngiyambalgarra is a Wiradjuri word meaning "speak together, to converse, to reply as an ongoing action."

The key focus is to initiate early conversations with our commencing students, using our knowledge of barriers facing successful completion of higher education, and assisting in a holistic manner to overcome these barriers. Students are contacted on a regular basis to update progress and ensure the student, supported by the Student Liaison Officer (Indigenous) are taking a proactive approach toward success. This has led to better informed students.

### Away From Base

The Away From Base program is a grant legislated by The Indigenous Education Act 2000 and provides financial assistance to Aboriginal Australian and Torres Strait Islander students who are studying by mixed mode; are enrolled in an AFB approved course' and who are required to attend compulsory residential schools and/or professional placements.

Through 2019, the AFB program supported 99 students with travel costs associated with residential blocks and professional placements.

Course	Course Name	Headcount
1708PQ	Master of Social Work (Professional Qualifying)	4
3314WJ	Graduate Certificate in Wiradjuri Language, Culture and Heritage	25
4409MH	Bachelor of Health Science (Mental Health)	57
4415NS	Bachelor of Nursing	11

<b>4418PM</b>	Bachelor of Paramedicine	2
<b>Grand Total</b>		<b>99</b>

The employees responsible for administering the program and its associated costs are part-funded through ISSP funds.

### **Our Indigenous students were supported through the Indigenous Academic Success Program.**

The Indigenous Academic Success Program (IASP) is funded by ISSP and offers a suite of academic services to Indigenous students studying at Charles Sturt, including content specific tutorial assistance; general academic support provided by Learning Advisors (Indigenous students); Personal Success Plans (PSP) aimed at assisting students identified as 'being at risk'; and premium memberships to Grammarly.

#### **Student outcomes:**

##### **1. Tutoring**

Among the 380 participants who received tutoring, progress rates are 81%, compared with 72% of Indigenous non-participants, a difference of 9%. These differences are most apparent in online students, with figures of 78% progress among participants against 67% among non-participants.

##### **2. Learning Advisors (Indigenous Students)**

The IASP Learning Advisors (Indigenous students) work mostly with students who have a lower progress rate, assisting our most vulnerable cohort to improve academic skills. 337 students accessed a Learning Advisor (Indigenous students) in 2019. For participants who accessed a Learning Advisor (Indigenous students) progress stands at 77%, compared with 73% of Indigenous students who did not access Learning Advisors (Indigenous students), a difference of 4%.

##### **3. Personal Success Plans (PSP)**

PSPs were initially piloted in the IASP in session 2, 2018 and the program was continued throughout 2019, working with students deemed to be 'at risk' of exclusion should their academic performance not improve. 23 students commenced a PSP in 2019.

- Of these, 12 students actively worked towards achieving the goals they set
- 11 PSPs lapsed as students did not respond to outreach from Learning Advisors (Indigenous students) after setting their initial goals.
- Outcomes:
  - For students with an active or resolved PSP, progress stands at 76%
  - For students with a lapsed PSP, the progress rate is 34%
  - For Indigenous students who did not commence a PSP, progress rate is 76%.
  - The difference for students with resolved PSPs and students with thwarted PSPs is 42 percentage points. The difference for students with resolved PSPs and Indigenous students who did not commence a PSP is less than 1 percentage point.

IASP also funds premium memberships to Grammarly, helping students to make their writing shine. Grammarly is available for all Indigenous students enrolled at Charles Sturt. Grammarly corrects spelling mistakes, checks for more than 250 grammar errors and enhances vocabulary usage.

All registered IASP tutors have access to and are encouraged to complete Charles Sturt's Indigenous Cultural Competency Program. Those who have completed the Program are flagged and prioritised when staff allocate tutors to students.

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance <sup>i</sup>	Expenditure <sup>ii</sup> (\$)
Enabling	1	10.00	
Undergraduate	292	6310.31	
Post graduate	0	0	
Other	88	1253.80	
<b>Total</b>	<b>381</b>	<b>7574.11</b>	<b>675,417.46</b>

Table 2b Indigenous Support Activities provided in 2019<sup>iii</sup>

Activity <sup>iv v</sup>	Number of student participants	Expenditure (\$)
Appointments with Learning Adviser (Indigenous Students)	337	643, 020.71
Developed Personal Success Plans	23	
Study sessions, academic workshops and Indigenous Access Program		
Program administration, tutor allocation and overall team management		

### 3. Completions (outcomes)

Completions by Indigenous Australian students were slightly down in 2019 with 156 Indigenous students completing their course compared to 162 the previous year.

Australian Indigenous completions

	2015	2016	2017	2018	2019
<b>not CEP</b>	<b>131</b>	<b>141</b>	<b>151</b>	<b>139</b>	<b>138</b>
<b>Undergrad</b>	<b>86</b>	<b>98</b>	<b>86</b>	<b>86</b>	<b>89</b>
Faculty of Arts and Education	37	39	30	29	27
Faculty of Business, Justice and Behavioural Sciences	10	12	17	18	6
Faculty of Science	37	41	36	38	50
Division of Student Services	2	6	3	1	6
<b>Postgrad</b>	<b>45</b>	<b>43</b>	<b>65</b>	<b>53</b>	<b>49</b>
Faculty of Arts and Education	25	28	30	22	25
Faculty of Business, Justice and Behavioural Sciences	9	11	20	18	15
Faculty of Science	9	4	14	10	9
Division of Learning and Teaching	2		1	3	
<b>CEP</b>	<b>25</b>	<b>14</b>	<b>26</b>	<b>23</b>	<b>18</b>
<b>Undergrad</b>	<b>25</b>	<b>14</b>	<b>26</b>	<b>23</b>	<b>18</b>
Faculty of Business, Justice and Behavioural Sciences	25	14	26	23	18
<b>Grand Total</b>	<b>156</b>	<b>155</b>	<b>177</b>	<b>162</b>	<b>156</b>

We have successfully implemented strategies to improve award course completion of Aboriginal and Torres Strait Islander students including the Ngiyambalgarra Program and Personal Success Plans.

### Ngiyambalgarra Program

As per above in section 2, The Ngiyambalgarra Program is an early engagement, pro-active approach to improve learning outcomes of our students entering into their first year studies.

The key focus is to initiate early conversations with our commencing students, using our knowledge of barriers facing successful completion of higher education, and assisting in a holistic manner to overcome these barriers. Students are contacted on a regular basis to update progress and ensure the student and Student Liaison Officer (Indigenous) are taking a proactive approach toward success. Further support mechanisms are put in place by the Student Liaison Officer (Indigenous) in consultation with the student to ensure the student has access to the appropriate support services. Strong, professional, culturally appropriate relationships are developed between students and staff, ensuring improved confidence to address issues as they arise over the course of their degree.

### Personal Success Plans

IASP's Personal Success Plans (PSP) are aimed at assisting students identified as being 'at risk' to map an individual pathway to success. Charles Sturt University's Academic Progress Policy defines 'at risk' as a student who:

"At the completion of each session of their enrolment in a course, a student who has not passed at least 50 per cent of their subject points for which they have been awarded a substantive grade in that session will be notified by the Executive Director, Division of Student Administration that they are "at risk" of exclusion from the course.

Waiting for students to be 'at risk' is a reactive process with a significant time delay for students to receive the additional support they need. By waiting for students to meet the formal criteria of being

identified as 'at risk', students may have already taken on the mindset that they have 'failed' and have already 'given-up'. This is reflected in the high rate of lapsed PSPs. Progress data (in section 2) shows that students actively participating in the PSP process have a higher likelihood of getting their studies 'back on track', suggesting the PSP is an effective tool in supporting students.

In 2020, with a change in name to Personal Success Pathway (PSP), the aim is to take a proactive approach. Students will be provided the opportunity to set up a pathway to success with the intention being to avoid students becoming 'at risk'. The criteria for offering Indigenous students a PSP has been broadened in 2020 to include all:

- Commencing students, especially those admitted through the Indigenous Access Program (IAP)
- Students preparing to go on their first work placement,
- As well as 'at risk' students.

Another new development for 2020 is to work with faculty staff to develop and deliver course specific Workshops. Learning Advisers (Indigenous students) will identify the courses offered from their campus with high enrolments of Indigenous students. Using course requirements and subject outlines, and in consultation with faculty staff, Learning Advisers will plan and develop workshops to align with course requirements. These workshops will be promoted to specific cohorts. Workshops will also be offered to online cohorts. In the event an online workshop cannot be scheduled, presentations will be recorded to be available for online students. Initially, Learning Advisers (Indigenous students) will target specific courses and cohorts to ensure this is manageable and to build up resources.

## 4. Regional and remote students

We have successfully offered support to regional and remote students during the 2019 year.

In addition to the dedicated support provided by the Learning Advisers (Indigenous Students), all Charles Sturt University students can access academic and online study support services, including workshops, appointments, online study guides, assignment feedback, online chat, and a discussion forum.

### Indigenous Access Program

As part of Charles Sturt University's commitment to the Indigenous Access Program (IAP), student's travel and accommodation costs are supported when traveling for over one and a half hours is required. This requirement may be reviewed based on individual circumstances. This commitment ensures travel related barriers to access Charles Sturt University are adequately addressed for prospective students from regional and remote areas.

### Online Support

The Student Liaison Officer (Indigenous – Online) is responsible for the pastoral support of all online students, with the support of the Indigenous Student Centre team. Communication is established through various mediums, improving connection between distance students and the support services available.



In addition to the dedicated support provided by the Learning Advisers (Indigenous Students), all Charles Sturt University students can access academic and online study support services, including workshops, appointments, online study guides, assignment feedback, online chat, and a discussion forum.

### Away from Base

For eligible students studying approved courses, Away From Base funding support is provided through the Indigenous Programs Team. This supports attendance at residential school blocks and professional placements.

For students who are studying courses that are not eligible through the Away From Base funding, the Indigenous Student Centres will support students through their submissions to Centrelink for ABSTUDY support to attend residential school blocks and professional placements.

### Indigenous Access Officers

Charles Sturt University has introduced Indigenous Access Officer roles. Since early October 2019, contact has been established with several local Aboriginal organisations, services and other community groups. The regions covered include both cities and towns across the Central West, Riverina and Northern NSW areas. Approximately 114 Aboriginal organisations were contacted within the Central West region, including cities such as Bathurst, Dubbo and Orange; towns such as Cowra, Mudgee and Parkes; and smaller rural and remote communities such as Condobolin, Bourke, Walgett, Nyngan and Brewarrina. The primary organisations contacted within these communities have included Aboriginal Medical Services and Local Land Councils. The current ARGOS report includes 229 Aboriginal and/or Torres Strait Islander individuals who applied to gain entry into a CSU program and were deemed ineligible. The application dates range from May to September 2019. As of November 2019, 191 individuals on the list were contacted inviting the individual to participate in an upcoming *Indigenous Access Program*, as a pathway to future study at Charles Sturt University.

**Table 4 Scholarship data for remote and regional students<sup>vi vii</sup>**

	Education Costs		Accommodation		Reward		TOTAL (of preceding columns) <sup>viii</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	\$99,126	46	\$150,480.50	29	0	0	\$249,606.50	75

B. 2019 Offers +continuing commitments <sup>ix</sup>	\$125,995	51	\$134,280	26	\$133,200	180	\$393,475	256
C. Percentage <sup>x</sup> (C=B/A*100)							158%	
<b>2019 Payments</b>	\$137,905	89	\$93,912	18	\$185,800	248	\$417,617	255

4a. Number of Remote and Regional students that received a scholarship in 2019<sup>xi</sup>:

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

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

## 6. Eligibility requirements

### 6.1. Indigenous Education Strategy

Charles Sturt University (CSU) is guided by the Wiradjuri phrase 'Yindyamarra Winhanganha' meaning, 'the wisdom of respectfully knowing how to live well in a world worth living in'. It's a sentiment at the heart of CSU's approach to education, and reflects the University's ethos 'for the public good'. CSU remains steadfast in its ongoing commitment to enhancing participation outcomes for Aboriginal and Torres Strait Islander people in higher education. This commitment is congruent with the Closing the Gap initiative addressing Aboriginal and Torres Strait Islander disadvantage. The Indigenous Education Strategy was revised in 2017, and a full review of the Strategy was undertaken in 2018 by the Office of Indigenous Affairs. This Review included surveying past and present Indigenous students, and holding consultations with Indigenous community organisations across CSU's footprint to assess the impacts of previous and current strategies, as well as to inform future strategic efforts. It is anticipated that, following the presentation of the Review, the Pro Vice-Chancellor (Indigenous Education) will work to create a fully updated Strategy in line with the Universities Australia Indigenous Education Strategy.

The current revised Strategy is publicly available here:

[https://www.csu.edu.au/data/assets/pdf\\_file/0018/144414/csu-indigenous-education-strategy.pdf](https://www.csu.edu.au/data/assets/pdf_file/0018/144414/csu-indigenous-education-strategy.pdf)

Charles Sturt University has met the requirements of section 13 of the ISSP Guidelines through this Strategy, which contains key performance indicators in a variety of areas including participation, incorporation of Indigenous content in curriculum, cultural competency, Indigenous research, and Indigenous employment.

KPI 1 relates to CSU's priority of increasing Indigenous enrolments, when it states: Charles Sturt University to increase the total number of Indigenous Australian students participating in higher education at Charles Sturt University to at least 3% by 2015 and thereafter at a rate greater than 50% above growth rate of non-Indigenous student enrolments. The Incorporating Indigenous Australian Content in CSU Courses policy was ratified by Academic Senate in October 2015 and provides the framework for the classification of Indigenous Australian content and the responsibilities of Faculties and Schools in developing and delivering this content. This Policy confirms the 2008 Indigenous Education Strategy (IES) as the foundation of current strategic directions and initiatives in Indigenous Education. There are 36 recommendations and five institutional Key Performance Indicators in the Strategy which continue to provide a comprehensive framework for a whole-of-institution approach to Indigenous education founded upon the principles of cultural competence, social justice and reconciliation; thus positioning Charles Sturt University as a lead Institution in the higher education sector in this regard.

The four key performance indicators relevant to this report are:

KPI 1. Charles Sturt University to increase the total number of Indigenous Australian students participating in higher education at Charles Sturt University to at least 3% by 2015 and thereafter at a rate greater than 50% above growth rate of non-Indigenous student enrolments.

KPI 2. All Charles Sturt University undergraduate programs incorporate Indigenous Australian content by 2020 in accordance with the Indigenous Australian Content in Courses Policy.

KPI 3. Charles Sturt University continues to build a national and international reputation for its scholarship and success in embedding cultural competence within all its undergraduate professional programs.

KPI 4. Under the Charles Sturt University Research Narrative (revised 2017) deliver sustainable research programs that will empower Indigenous people through high-quality education and ground Charles Sturt University, Indigenous Education Statement 2018 Page 26 of 50 breaking research. The Research Narrative will underpin strategies to enable Indigenous health and education research, Indigenous self-determination research and a focus on Indigenous knowledge and connection to Country. The research programs will be inclusive of Indigenous researcher staff and Higher Degree by Research students, and non-Indigenous researchers with expertise that can strengthen these focus areas.

KPI 5. Consistent with the Charles Sturt University Indigenous Employment Strategy the University increase the number of Indigenous staff employed in continuing and training positions at Charles Sturt University to at least 3% by 2017 and specifically beyond 2% for Indigenous Academic Staff.

**The University delivers an online Cultural Competency Program (ICCP) to all staff.**

The ICCP is made up of three components:

- **Stage 1: The Individual Cultural Competency Program** is available for all staff. This individual component of the journey to cultural competence has as its learning outcomes increased cultural awareness and cultural sensitivity and should be completed by staff before progressing to Stage 2.
- **Stage 2:** A team based discussion with a new trigger resource **Cassie's Story 2: Mingaan Migay Yalblinya** which can be used as a tool to engage staff in further discussion with staff across the University. Guidelines and support materials for Stage 2 are available on the ICCP website.
- **Stage 3:** the creation by staff of a Community of Practice to share achievements and challenges and to build institutional capacity.

The University commenced its Reconciliation Action Plan Journey with the appointment of a part time RAP Project Coordinator in mid 2016. To date, the process has resulted in the development of a RAP Steering Committee and RAP Co-Leads and volunteers across campuses to support the development of activities and consultation with Communities.

Staff changes in this space have impacted on the timeframe of completion, however, the RAP has a proposed completion for July 2020.

## 6.2. Indigenous Workforce Strategy

### Indigenous Workforce Strategy

The Charles Sturt University Indigenous Australian Employment Strategy was first implemented in 2005 with reviews taking place in 2008, 2011, 2015 and 2018. The most recent review returned the Strategy to measurable outcomes, and includes reference to the development of the Reconciliation Action Plan currently being developed. The Strategy exists in line with the University Strategy which will remain until 2022. Charles Sturt University's Indigenous Australian Employment Strategy already reflects the requirements of section 12 of the ISSP funding guidelines. The appointment of a Pro-Vice Chancellor took place in January 2014 (recruitment for this role to replace the previous PVC is currently under way) and the Strategy remains focused on increasing the

proportion of Indigenous Australian staff to a representation of 3% of the total staff population and the proportion of Indigenous academic staff to 2%. Under the 2018 – 2022 strategy the key objectives focus on:

- **Objective 1: Recruitment = Impactful**

*Increase the number of Indigenous Australian staff at CSU across all levels and occupations*

- **Objective 2: Career Development = Impactful, Inclusive**

*Increase career development opportunities for Indigenous Australian staff*

- **Objective 3: Retention = Inclusive, Impactful, Inspiring**

*Develop strategies and policies to retain Indigenous Australian staff*

- **Objective 4: Workplace Culture = Inclusive, Insightful**

*Create a workplace culture that acknowledges, values and respects Indigenous Australians culture and knowledge*

Charles Sturt University's Indigenous Australian Employment Strategy can be accessed here:

[https://cdn.csu.edu.au/\\_data/assets/pdf\\_file/0010/3339847/Indigenous-Australian-Employment-Strategy-2018-2022-V2.pdf](https://cdn.csu.edu.au/_data/assets/pdf_file/0010/3339847/Indigenous-Australian-Employment-Strategy-2018-2022-V2.pdf)

With regard to reporting on objectives and key indicators, formal reports are submitted quarterly to the Indigenous Employment Committee, who oversee the Strategy and provide advice on Indigenous Australian employment matters; quarterly reports also go to the Equity and Diversity Committee who report directly to the Vice-Chancellor; and informally, verbal reports are presented to the Indigenous Australian staff cohort within the University on a monthly basis.

At this stage, many of the activities in the Indigenous Employment Strategy sit with the Indigenous Employment Coordinator who will ultimately be responsible for carrying out many of the activities. However, all areas within the University have been given verbal direction by the Vice-Chancellor, that each area has a responsibility to reach and maintain a 3% target of Indigenous Australian Employees.

As at March 31 2019, the percentage of Indigenous Australian staff represented across the Charles Sturt University Community were as follows:

- Total of ALL Indigenous Australian Staff represented across the Charles Sturt Community = **2.52%**
- Total of Indigenous Australian Academic Staff represented across the Charles Sturt Community = **1.29%**

Under the 2018 – 2022 Indigenous Australian Employment Strategy, we will look more towards recruitment of Indigenous Australians across various areas and work with internal stakeholders to develop recruitment strategies to work to attract more Indigenous Australians. There are also significant reviews in place, which long term will create a more culturally supportive and respectful environment in which Indigenous Australians will feel more comfortable in.

These include:

- Review of the current Academic Promotions process to recommend practices that recognise and acknowledge traditional and cultural knowledge and expertise;
- Development of a policy around additional workloads for Indigenous Australian staff, and;
- The recruitment of an Cultural Safety Strategy Officer who will be responsible for consulting with staff, students and communities to develop a cultural safety Strategy, which will inform a policy to support the development of a culturally safe environment for Indigenous Australian staff, students and Communities.

During 2019 an Indigenous Cadetship Project Officer was employed within the Division of Human Resources. The scope of the role was to source potential cadetship opportunities within the University professional areas for Indigenous Australian Students to undertake. To date seven opportunities have been identified across various sectors of the University and the program was promoted to the Indigenous Student Centre Staff. The program aims are to provide students who are currently studying, either in their second or third year of University the opportunity to take on a role that will provide them with hands on skills and experience to match their area of study.

The end goal, ultimately, is to look at a possible pathway into University employment professional areas for students who are successful in completing their studies and the cadetship. While ongoing employment is not guaranteed, the opportunity to gain the experience provides a stronger basis for future employment of graduating students.

An Indigenous Cadetship Coordinator will be appointed in 2020 to get the program underway and commence recruitment of Indigenous cadets. The Vice Chancellor's Leadership Team has proposed we aim for 12 Indigenous cadets across campus locations and various areas of study.

**Table 6.2 Indigenous workforce data (2019 breakdown)<sup>xiii xiv xv xvi</sup>**

Level/position	Permanent		Casual* and contract	
	Academic	Non-academic	Academic	Non-academic
<b>Level 3</b>				
Grounds Person		1		
Office Assistant		1		
Office Assistant (Trainee)				1
<b>Level 4</b>				
Administrative Assistant		5		1
Dental Assistant				1

Operations Assistant				1
Community Relations Officer		1		
<b>Level 5</b>				
Administrative Officer/Assistant		3		1
Information Technology Support Officer		1		
Media Technologist (Indigenous Resources)		1		
Residence Life Coordinator/Financial Officer		1		
Programs Officer				1
<b>Level 6</b>				
Student Liaison Officer (Indigenous)		4		2
Content Marketing Officer		1		
Student Liaison Officer (Engagement)		1		
Indigenous Academic Success Tutorial Coordinator		1		
Educational Support Coordinator		1		
Diversity and Equity Project Support Officer				1
Learning Adviser (Indigenous)				3
Indigenous Health Success Officer				1
<b>Level 7</b>				
Indigenous Employment Coordinator		1		
Sales Coordinator		1		
Indigenous Liaison Coordinator		1		
Team Leader, Indigenous Academic Success		1		
<b>Level 8</b>				



Manager, Indigenous Student Centres		1		
Indigenous Health and Pathway Lead				1
<b>Level 9</b>				
Manager, Quality and Finance		1		
<b>Miscellaneous Level 4</b>				
Painter (Leading Hand)		1		
Grounds Supervisor		1		
<b>Academic A</b>				
Assoc. Lecturer in Education	1			
Assoc. Lecturer in Paramedicine	1			
Indigenous Engagement and Research Associate			1	
<b>Academic B</b>				
Lecturer in Indigenous Mental Health	1			
Lecturer in Nursing	1			
Indigenous Academic Fellow			1	
Lecturer in Rural Indigenous Health			1	
<b>Academic C = no appointments</b>				
<b>Academic D</b>				
Director, Djirruwang Program and Assoc. Professor in Indigenous Health/Mental Health	1			
<b>Academic E</b>				
Professor of Indigenous Studies	1			
Professor in Indigenous Australian Studies GCWLCH	1			
<b>Senior Level 4</b>				
Head of School, Indigenous Australian Studies			1	
<b>Senior Level 5</b>				

Director, Indigenous Student Success				1
<b>Totals</b>	<b>7</b>	<b>30</b>	<b>4</b>	<b>15</b>
<b>TOTAL NUMBER OF INDIGENOUS AUSTRALIAN STAFF @ 31/3/2019 = 56 (head count)</b>				

**\*Please Note: Charles Sturt University does not collect EO data for casual staff, only continuing and fixed term/contract staff.**

### 6.3. Indigenous Governance Mechanism

Charles Sturt University is proactive in creating effective relationships with senior Indigenous staff and community members to that ensure the participation and representation of Indigenous affairs through active engagement in leadership forums within the University.

Indigenous people actively participate in the Charles Sturt University Council, Academic Senate, Vice-Chancellor's Forum, Faculty Boards, Faculty Courses Committee, Learning and Teaching Committee, and senior manager forums across the University. The establishment of these relationships has allowed Charles Sturt University Indigenous leaders to contribute to and participate in decision making at all levels of the University.

#### Indigenous Education Steering Committee

*During the 2019 year, two Indigenous leadership roles were vacated. These were the Pro Vice Chancellor Indigenous Engagement, and the Director Indigenous Student Success. Both positions were key roles on the University's Indigenous Education Steering Committee and the vacancies caused delays in convening meetings of this group in 2019. Recruitment action was taken on both roles in 2019, and in both cases an appointment was not possible until 2020. The Director position was filled in February 2020 and the newly appointed Pro Vice Chancellor Indigenous Engagement is expected to commence by June 2020.*

*A decision was taken to pause the operation of the Indigenous Education Steering Committee in the interim, rather than have non Indigenous staff pre-empt the directions to be taken by the newly appointed Indigenous leadership roles. There were, however a range of other ways in which Indigenous staff were actively involved in decision making across Charles Sturt University operations in 2019, as detailed below.*

The Indigenous Education Steering Committee was established in 2016. The purpose of this Committee is to assist the Deputy Vice-Chancellor (Research, Development and Industry) to monitor and provide strategic leadership as it relates to Indigenous peoples' access, participation and success in education at Charles Sturt University (the University), and their engagement as leaders in education at the University.

The Indigenous Education Steering Committee was scheduled to be restructured in 2019, to ensure that it best represents the range of Indigenous voices and other stakeholders in the University.

Membership includes the Deputy Vice-Chancellor (Research, Development and Industry) as Presiding Officer; Pro Vice-Chancellor (Indigenous Education); Representative of the Executive Deans; Director, Indigenous Student Success; Manager, Indigenous Student Centres; and Head of School of Indigenous Australian Studies. As its Principal Responsibilities, the Deputy Vice-Chancellor (Research, Development and Industry) through the Indigenous Education Steering Committee will:

1. Monitor and evaluate the quality of and efficacy of strategies used to enhance Indigenous people's access, participation and success in the University's educational programs and initiatives;
2. Monitor and evaluate the quality of and efficacy of strategies used to enhance Indigenous people's access, participation and success through diversity of employment opportunities offered at the University;
3. Direct and monitor the strategic use of government Indigenous funds, and compliance with government requirements associated with the use of those funds;
4. Receive regular, detailed reports outlining continuing progress and ongoing development concerning outcomes relevant to Indigenous education including significant: a. deviations from strategic intent and standards; b. corrective and preventative actions; and c. other matters deemed relevant by the Committee;
5. Receive reports as frequently as appropriate summarising significant activities undertaken to enhance Indigenous Education, including the results of internal quality compliance audits conducted;
6. Invite and receive discussion or proposal papers from the University community and external stakeholders towards informing the work of the Committee;
7. Receive a report at least once a year on the strategic use of funds in support of research or Indigenous issues, research relevant to Indigenous communities, and research conducted by Indigenous researchers; Provide advice or recommendations to the Vice-Chancellor's Leadership Team on strategic directions for Indigenous education.

#### **The Indigenous Employment Strategy Advisory Committee**

Membership includes the Presiding Officer (Pro-Vice-Chancellor-Indigenous Education); Indigenous Academic representative (appointed by the Committee); Head, School of Indigenous Australian Studies; Manager, Diversity & Equity; Manager, Indigenous Student Centres (or nominee); Director, Indigenous Student Success; One Head of School nominated by the Heads of Schools; One representative from the employment sector (appointed by the Committee); Two members from the Indigenous Australian community external to the University; One member nominated by the Wiradjuri Council of Elders; Indigenous Employment Coordinator (Executive Officer).

#### **The Equity and Diversity Committee**

Membership includes the Deputy Vice-Chancellor (Students) (Presiding Officer); Executive Director, Human Resources; Executive Director, Student Success; Head, School of Indigenous Australia Studies Right of audience and debate; Director, Workplace Relations and Policy; Manager, Diversity and Equity

#### **Indigenous Board of Studies**

The Indigenous Board of Studies (the Board) is a sub-committee of the Academic Senate's Curriculum, Learning and Teaching Committee. The Board advises on and guides the development, design, and approval of Indigenous Australian content at Charles Sturt University. As an authority of Academic Senate the board can approve/reject applications for classification of

Indigenous Australian studies and content. Membership includes Head, School of Indigenous Australian Studies – Presiding Officer; All School of Indigenous Australian Studies staff at Level B or above; Two Indigenous Australian academic staff at Level B or above (or nominated delegates) from each of the Faculties; and, One Faculty Manager, nominated by the Deputy Vice-Chancellor (Academic). Right of Audience and Debate include Indigenous Academics at Level A; Faculties presenting subjects to the Board will have the right of attendance and debate to present subject material, either by course or subject co-ordinator; and, Indigenous Curriculum and Pedagogy Co-ordinator. Distribution list for minutes include members and the following Senior Executive: Deputy Vice-Chancellor (Academic) Pro Vice-Chancellor (Learning and Teaching) Associate Deans, Academic Sub-Deans, Teaching and Learning; Systems and Policy Officer

#### **Office of Academic Governance Indigenous Curriculum Working Party**

Chaired by the Pro-Vice Chancellor (Learning and Teaching), membership of the Indigenous Curriculum Working Party includes Associate Deans Academic from each Faculty; an Indigenous academic; Head of School of Indigenous Australian Studies/Chair of Indigenous Board of Studies who is Indigenous; From the Division of Learning & Teaching: Director, Learning Academy; Indigenous Curriculum and Pedagogy Coordinator; Indigenous Courses and Resources Lead; Director of Learning Design; Course Design Lead.

#### **The following Indigenous people held key roles in decision making in 2019**

##### **Mr Jamie Newman Charles Sturt University Council**

Mr Jamie Newman is the CEO of Orange Aboriginal Medical Services, Chairperson, Bila Muuji Aboriginal Health Services Incorporated and Chairperson, Orange Local Aboriginal Land Council, and Director, Kenjarhy Aboriginal Mining Services. He has extensive experience in Indigenous health. Mr Newman is a descendant of the Kalar tribe, of the Wiradjuri Nation, has over twenty years' experience working with and for Aboriginal communities at all levels of the Government and Non-Government sector, and is a well-respected leader in the Aboriginal community. Mr Newman holds a Bachelor of Health Science, Community and Public Health degree from Charles Sturt University. He lives in Orange, New South Wales.

##### **Professor Jeannie Herbert AM: Pro-Vice Chancellor (Indigenous Education) and Foundation Chair of Indigenous Studies**

For part of the year in 2019, Professor Herbert held two roles concurrently: Pro-Vice-Chancellor-Indigenous Education (PVCIE), Foundation Chair of Indigenous Studies. The Pro-Vice-Chancellor, Indigenous Education (PVC-IE) provides strategic leadership for the Indigenous Education Strategy and Sub-Plan, external and community relations, and institution wide alignment and coordination of key elements of work in areas such as employment of Indigenous staff, building load and improving retention and success of Indigenous Australian students. In 2015, the reporting lines for the PVC-IE changed from the Deputy Vice-Chancellor (Academic) to the Deputy Vice-Chancellor (Research Development & Industry) (DVC-RDI). The DVCRDI is responsible to the Vice-Chancellor for the administration of research and research training at CSU, which includes governance of six University Research Centres, the Research Office; the Pro-Vice-Chancellor International, Education and Partnerships; and the Pro Vice-Chancellor Indigenous Education. This change is designed to

strengthen the connectivity across the University around Indigenous Research and Education, and acknowledge that it is a whole-of university approach as opposed to simply a faculty or curriculum based approach. The DVC-RDI is currently working on the development of the Reconciliation Action Plan that will reflect the university's Indigenous Education Strategy and commitment to meaningful engagement with local Indigenous communities and organisations. The Foundation Chair of Indigenous Studies is a role that fosters Indigenous research at Charles Sturt University. Professor Herbert was engaged in various external research activities, including submissions for an OLT Grant led by Monash University with CSU, ECU and JCU in “Engaging and partnering with Aboriginal and Torres Strait Islander parents and community to improve student outcomes project”.

Professor Herbert also supervised students and examined research theses. Professor Herbert had a significant voice in the University, in part through her involvement in key University committees and working parties, including: Academic Senate; Planning and Strategy Group; Indigenous Education Steering Committee; Course and Curriculum related committees: School of Indigenous Australian Studies; Graduate Certificate Wiradjuri Language, Culture and Heritage Forums: Vice Chancellor’s Forum; Executive Leaders’ Forum; Senior Women’s Forum; Professorial Forum; Pedagogy Education and Praxis (PEP) Research Network Externally: Professor Herbert was also actively involved in research activities and community activities that are critical to educational decision making. For example: Research: Collaborative Conversations – Is a collaborative process used by the PVC-IE to engage in collaborative conversations, with a diversity of CSU stakeholders: students (potential and existing); staff, families and communities; and other organisations with a similar interest such as schools, local government bodies, Aboriginal organisations, health facilities, business and industry groups etc. • OLT - Engaging and partnering with Aboriginal and Torres Strait Islander parents and community to improve student outcomes project. Community: • Dubbo regional Aboriginal Education Consultative Group Committee meetings. • WLCHRP Steering Committee - co-chaired by DVC (Academic) and Aunty Flo Grant – the CSU nominee on Wiradjuri Elders Council.

### **Associate Professor Jay Phillips: Head of School of Indigenous Australian Studies**

Associate Professor Jay Phillips is the Head of School of Indigenous Australian Studies. Originally educated as a primary school teacher, she has been teaching, researching, and advocating for Indigenous students and communities in universities for over 20 years. She is particularly interested in the interaction between Indigenous knowledge systems and western colonial traditions with regard to colonial identity construction and intellectual authority, and teaching for optimal learning in contested spaces. Assoc Prof Phillips has presented nationally and internationally on curriculum development for face-to-face and online contexts in universities. She has also taught and presented on Indigenous and Indigenist research Charles Sturt University, Indigenous Education Statement 2018 Page 37 of 50 methodologies, and the ways in which Indigenist pedagogies can mobilise student resistance to deepen learning by authorising Indigenous peoples and knowledges as empowered subjects, rather than objects. Leadership by Assoc Prof Phillips is provided through membership and chairing of Charles Sturt University committees, boards, and forums, including: University level membership and leadership • Academic Senate • Indigenous Education Steering Committee • Indigenous Board of Studies – Presiding Officer • Indigenous Curriculum Working Party • Research Management Committee • Equity and Diversity Committee • Curriculum, Learning and Teaching Committee • Forum

membership: Vice Chancellor's Forum; Executive Leaders' Forum; Senior Women's • Forum; Head of School Forum. Faculty level membership • Faculty of Arts and Education Board and Research and Graduate Committee Faculty Leadership Committee School level membership leadership • School of Indigenous Australian Studies Board and Research Management Committee

**Mr Michael Peachey: Director, Indigenous Student Success**

Mr Michael Peachey is a Wiradjuri man from the Wellington/Dubbo region and was appointed as Director of Indigenous Student Success in February 2018. He continued in the role for part of 2019. Michael was with the University of New South Wales for 13 years before moving to Charles Sturt University. He has been involved with education since 1994 and has had a great journey from being an Aboriginal Education Assistant, to teaching in both Primary and High schools before working in the university sector. Michael brought a wealth of experience from his work across Indigenous education and community engagement striving for better outcomes for Indigenous students.

**Mr Blake Dunn: Manager, Indigenous Student Centres**

Mr Blake Dunn is the current Manager, Indigenous Student Centres after commencing in July 2018. Blake has come to Charles Sturt University from the Police Citizens Youth Clubs NSW (PCYC NSW) organisation where he was Regional Club Manager. Through numerous government and non-government roles he has worked with numerous Indigenous communities to achieve positive outcomes in the areas of youth development, sport development and crime prevention. A passion for Indigenous education, leadership and success has led Blake to Charles Sturt University.

**Ms Shaarn Hayward: Team Leader, Indigenous Academic Success**

Ms Shaarn Hayward is a Wiradjuri woman who has grown up in Birpai Country. Shaarn was appointed as the Team Leader, Indigenous Academic Success in July 2016 and has been at Charles Sturt University for 5 years. Shaarn holds a Bachelor of Arts (Majoring in Indigenous Studies) and a Bachelor of Laws. She has a passion for Indigenous Education and the success of Indigenous students.

**Dr Faye McMillan: Director, Djirruwang Program**

Associate Professor Faye McMillan is a Wiradjuri yinaa (woman) from Trangie, NSW. Faye is the Director of the Djirruwang Program – Discipline Lead for the Bachelor of Health Science (Mental Health) degree program and is an inaugural Atlantic Fellow for Social Equity and was a founding member of Indigenous Allied Health Australia (IAHA) and was a board member of IAHA from 2009-2017 (and chairperson from 2010-2016). Faye holds a Doctor of Health Science, a Master of Indigenous Health Studies, Bachelor of Pharmacy and is Australia's first registered Aboriginal Pharmacist, Faye also holds a Graduate Certificates in Indigenous Governance from the University of Arizona (USA) and Wiradjuri Language Culture and Heritage. In 2017 alongside of the Atlantic Fellowship Faye is continuing studies at the University Melbourne in the Graduate Certificate of Education. Faye has been recognised in the Who's Who of Australian Women in 2017.

### 6.3.1. Statement by the Indigenous Governance Mechanism

Charles Sturt University meets the requirement of the guidelines with Indigenous Governance Mechanism by having the following in place. The Indigenous Employment Strategy Advisory Committee, which is responsible for overseeing the Indigenous Education Strategy does consist of Indigenous community members who are involved in the decision making around employment activities at CSU. Membership includes two Elders, one a member of the Wiradjuri Council of Elders and the other a member of the Aboriginal Education Consultative Group (AECG) in Dubbo and two Indigenous staff from TAFE NSW (one from Wagga Wagga and one from Bathurst). Charles Sturt University is constantly in consultation with a number of prominent Indigenous community members and Indigenous staff. For example Charles Sturt University has an Indigenous Board Member, a Chair of Indigenous Affairs, a Pro Vice-Chancellor (Indigenous Education) for part of 2019, an Indigenous Head of School, 7 Academics and 2 Directors (Senior Professional staff) who are all involved in the decision making discussions at a higher level within the university. There is also a high number of Indigenous community and staff members sitting on both the Indigenous Education Steering Committee and the Equity and Diversity Committee as well. While the monitoring of the allocation and spend of ISSP funds at Charles Sturt University is being led by a Senior Indigenous Staff Member.



## Additional information for completing the template

- 
- <sup>i</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).
  - <sup>ii</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
  - <sup>iii</sup> Add more rows if necessary.
  - <sup>iv</sup> Include a brief description of the activity.
  - <sup>v</sup> Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
  - <sup>vi</sup> Only record amounts which would/did require payment during the 2019 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.
  - <sup>vii</sup> Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
  - <sup>viii</sup> This figures in this column should be the sum of the relevant row.
  - <sup>ix</sup> Record the value of all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships). The recording of offers recognises provider efforts to support regional and remote students but also that universities cannot control whether students choose to accept offers of assistance.
  - <sup>x</sup> This data confirms the provider's compliance with Section 21(3) of the Guidelines.
  - <sup>xi</sup> This question provides information on how many regional and remote students received scholarships rather than the total number of scholarships awarded or offered for 2019 (which is recorded in Table 4 above). This is required because a student can receive more than one scholarship in a year.
  - <sup>xii</sup> This section confirms that the provider complies with Section 35A of the Guidelines.
  - <sup>xiii</sup> While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
  - <sup>xiv</sup> Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
  - <sup>xv</sup> The numbers recorded here should be a headcount of staff and not the full-time equivalent.
  - <sup>xvi</sup> There is no longer a requirement to break up these by faculty. Please group together results by level.

# Indigenous Student Success Program 2019 Financial Acquittal

Organisation

CHARLES STURT UNIVERITY

## 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)<sup>1</sup>**

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2019 (flexible component)	3,910,485.35
ISSP Grant 2019 for preserved scholarships	38,184.00
<b>Subtotal ISSP Grant</b>	<b>3,948,669.35</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2018	400,000.00
Interest earned/royalties from ISSP funding	-
Sale of ISSP assets	-
<b>Subtotal other ISSP related income</b>	<b>400,000.00</b>
<b>Grand total</b>	<b>4,348,669.35</b>

**Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)<sup>2</sup>**

Item	(\$)
<b>A. Other non-ISSP funds</b>	
Other funding provided under HESA <sup>3</sup>	5,064,762.00
Other Commonwealth Government funding	707,156.00
Funds derived from external sources <sup>4</sup>	98,000.00
<b>Total of other non-ISSP funds</b>	<b>5,869,918.00</b>

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

Item	Actual ISSP (\$) <sup>6</sup>	Estimate other funds (\$) <sup>7</sup>	TOTAL (\$) <sup>8</sup>
Preserved scholarships	24,547.00		24,547.00
“New” scholarships from flexible ISSP funding	393,070.00	146,947.00	540,017.00
Teaching and learning <sup>9</sup>		5,065,962.00	5,065,962.00
Salaries for staff working on ISSP activities <sup>10 11 12</sup>	2,630,602.77	-	2,630,602.77
Administration for staff working on ISSP activities <sup>13</sup>	271,082.42	-	271,082.42
Travel – domestic (airfares, accommodation & meals)	226,831.72	456,681.00	683,512.72
Travel – international (airfares)		-	-
Travel – international (accommodation and meals)	-	-	-
Conference fees and related costs <sup>14</sup>	2,535.44	-	2,535.44
ISSP Asset purchases made during 2019 <sup>15</sup>	-	-	-
Other (Incl. Rollover spend)	261,952.63	200,328.00	462,280.63
<b>A. Total Expenditure 2019</b>	<b>\$3,810,621.98</b>	<b>\$5,869,918.00</b>	<b>\$9,680,539.98</b>
<i>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</i>	<i>400,000.00</i>		
<b>2019 ISSP funding committed (A + B)</b>	<b>4,210,621.98</b>		
<i>D. Other unexpended 2019 ISSP Funds to be returned to PM&amp;C<sup>16</sup></i>	<i>138,047.37</i>		
<i>C. Unexpended 2019 preserved scholarships funds to be returned to PM&amp;C</i>	<i>-</i>		

## 2. Rollovers

**Table 2 Rollovers agreed**

	Rolled over (\$) (A)	Expended/committed <sup>17</sup> (\$) (B)	Excess to be returned to the Department <sup>18</sup> (C) (C = A – B)
2018 funds rolled over into 2019	400,000.00	261,952.63	138,047.37
2019 funds agreed for rollover into 2020	400,000.00	-	

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

The expenditure of 2018 ISSP funds rolled over into 2019

Capital works project to establish an on-campus engagement space for the Wiradyuri Elders Group at the Bathurst campus for the purposes of student learning and facilitating greater involvement of the Indigenous community.

Capital Development Project \$257,796.95

Fees for Services \$3,256,68

Stores and Provisions \$900.00

Progress towards expenditure of 2019 funds rolled over into 2020

- A. Outdoor learning and reflective space on Bathurst campus – extension to the 2019 Bathurst Cultural Hub project;
- B. Progress an Elders’ cultural hub on the Wagga Wagga Campus; and
- C. Pilot the role of a Cultural Safety Strategy Development Officer

### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019<sup>19</sup>**

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>20</sup>		\$Nil
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>		\$Nil
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

### 4. ISSP Assets

**Table 4a ISSP Assets inventory<sup>22</sup>**

Asset Description/ category	Adjustable Value	ISSP contribution
N/A		

**Table 4b ISSP Assets - acquisitions and disposals during 2019**

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age
N/A			

### 5. Endorsement of the Financial Acquittal<sup>23</sup>

Financial Acquittal supported and initialled by:

**Mr Paul Dowler**

(Print name of relevant officer)

**Chief Financial Officer**

(Print position title)



(Signature and date)

Telephone contact: (02) 6933 2255 E-mail: pdowler@csu.edu.au

## INDIGENOUS STUDENT SUCCESS PROGRAMME 2019 CERTIFICATION

*Complete this certification after reading the completed 2019 Performance Report and 2019 Financial Acquittal for the Indigenous Student Success Programme.*

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2019 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.


I understand that:

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

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

Name: Jenny Roberts


Title: Deputy Vice-Chancellor (Students)

Signed:  Date: 28/04/2020

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

Name: Jenny Roberts

Title: Deputy Vice-Chancellor (Students)

Signed:  Date: 28/04/2020

## Additional information for completing the template

- <sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2019 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional “item” lines as required.
- <sup>2</sup> Please estimate the funds available.
- <sup>3</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>4</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>5</sup> Where applicable, figures provided in this table must be consistent with the figure provided in the institution’s 2019 Performance Report.
- <sup>6</sup> List the expenditure of the income listed in Table 1a above.
- <sup>7</sup> List the expenditure of the income listed in Table 1b above.
- <sup>8</sup> Sum ISSP expenditure and other funds expenditure.
- <sup>9</sup> Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of Commonwealth Grants Scheme funding.
- <sup>10</sup> If the staff member works on non-ISSP specific activities (for example, mainstream tutoring or lecturing), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- <sup>11</sup> Include expenditure on salaries for staff that provide tutorial assistance.
- <sup>12</sup> May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>13</sup> This could include minor equipment, consumables and other non-staff costs associated with administering ISSP activities, but cannot include contributions to savings or corporate dividends. If the staff member works on non-ISSP specific activities (for example, entering student data for non-Indigenous students), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- <sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>16</sup> Include unspent 2018 funds that were rolled over into 2019 but were not expended during 2019 (ie the amount recorded in Table 2, column C).
- <sup>17</sup> For 2018 funds rolled into 2019, the amount included here should be the amount expended in 2019. For 2019 funds agreed for rollover into 2020, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2020.
- <sup>18</sup> This amount should be included in the total unspent 2019 amount listed in Table 1c, Section D.
- <sup>19</sup> If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- <sup>20</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>21</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>22</sup> Record assets acquired using ISSP funding prior to 2019.
- <sup>23</sup> If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for 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.