

Indigenous Student Success Program

2024 Performance Report

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1. Declaration

In providing this Performance Report, it is acknowledged that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2. Enrolments (Access)

In 2024, the number of Indigenous student enrolments at Charles Sturt University had a slight decline of 0.25% compared to 2023, reaching 1,201 enrolments (refer to Table 1). The proportion of enrolled First Nations students within the overall student body (domestic students only) has remained consistent with 2023 at 4% (refer to Table 3). Note, enrolments in the School of Policing are excluded from the below analysis. School of Policing figures are reported separately in Table 2 as there are several unique features of these courses and participation profile.

Table 1 Charles Sturt University Domestic Student Enrolments 2021-2024

Australian First Nations Group	2021	% Change to 2021	2022	% Change to 2022	2023	% Change to 2023	2024	% Change to 2024
Australian First Nations	1,236	-6.93%	1,168	-5.50%	1,204	3.08%	1,201	-0.25%
Not Australian First Nations	31,014	-1.96%	29,658	-4.37%	29,251	-1.37%	28,817	-1.48%
Unknown First Nations Status	5	66.67%	10	100.00%	13	30.00%	23	76.92%
Grand Total	32,255	-2.16%	30,836	-4.40%	30,468	-1.19%	30,041	-1.40%

Data Source: Indigenous Australian (First Nations) All Students, Charles Sturt University's Tertiary Collection of Student Information (TCSI) student data collection. Enrolment data provided by the Office of Planning and Analytics. Excludes School of Policing Students (reported in Table 2)

Table 2 Charles Sturt University School of Policing Enrolments 2021-2024

Australian First Nations Group	2021	% Change to 2021	2022	% Change to 2022	2023	% Change to 2023	2024	% Change to 2024
Australian First Nations	203	-8.14%	152	-25.12%	107	-29.61%	152	42.06%
Not Australian First Nations	4991	-8.12%	3869	-22.48%	2697	-30.29%	3216	19.24%
Grand Total	5194	-8.12%	4021	-22.58%	2804	-30.27%	3368	20.11%

Data Source: Indigenous Australian (First Nations) All Students, Charles Sturt University's Tertiary Collection of Student Information (TCSI) student data collection. Enrolment data provided by the Office of Planning and Analytics.

Certification

Table 3 Proportion of enrolled First Nations students within the overall student body (domestic students only)

Australian First Nations Group	2020	2021	2022	2023	2024
Australian First Nations	1,328	1,236	1,168	1,204	1,201
Not Australian First Nations	31,635	31,014	29,658	29,251	28,817
Unknown First Nations Status	3	5	10	13	23
Grand Total	32,966	32,255	30,836	30,468	30,041
Proportion of First Nations enrolled students within the overall student body (domestic students only)	4.03%	3.83%	3.79%	3.95%	4.00%

Data Source: Indigenous Australian (First Nations) All Students, Charles Sturt University's Tertiary Collection of Student Information (TCSI) student data collection. Enrolment data provided by the Office of Planning and Analytics.

In 2024, the university implemented a range of new and existing strategies, activities and programs to support and improve access for Indigenous students.

Scholarships for First Nations students

Three forms of financial assistance funded through ISSP were available to First Nations students:

- The First Nations Education Costs Scholarship to assist students with the cost of study (compulsory textbooks, study equipment and laptops).
- The First Nations Accommodation and Relocation Scholarship to assist students with relocation and accommodation costs (removalists hire, bond payment, rent assistance).
- First Nations Emergency Equity Grant

These scholarships were promoted through a range of channels, and First Nations Student Advisers are available to assist students in understanding the application process and providing general assistance for submissions. In addition, a page is also available to provide an aggregated display of a range of wider scholarships for First Nations students.

Table 4 ISSP Scholarships - breakdown of 2024 payments¹

	Education Costs		Accommodation		Emergency Equity Grant		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³								
Undergraduate ⁴	\$332,500.00	66	\$451,289.00	53	\$12,640.00	23	\$796,429.00	142
Post-graduate ⁵	\$47,000.00	19					\$ 47,000.00	19
Other								
Total	\$379,500 .00	85	\$451,289 .00	53	\$ 12,640.00	23	\$843,429.00	161

Connections First Nations Direct Entry Program

The university continued the Connections First Nations Direct Entry Program, focused on building peer connections, social and cultural activities, and a series of academic benchmarking activities. There are no costs to the participants, ensuring no financial barriers are in place. Applicants indicate their preference from a range of included undergraduate degrees. On successful completion of program activities, applicants gain direct entry to an undergraduate degree or recommendation to start with an enabling course which offers guaranteed entry and in some cases credit into the degree of their choice. Two Connections Programs were delivered in 2024, with 33 participants receiving an offer into an undergraduate degree. Course areas of interest for Connections participants were Nursing, Physiotherapy, Psychology, Social Work, Veterinary Technology, Agriculture, Exercise and Sports Science and Paramedicine.

Deadly Pathways festivals (funding contribution from ISSP)

The university continued to host Deadly Pathways Festivals in 2024, offering First Nations high school students a chance to explore facilities on a university campus, discover career and study pathways (in health, education, community services, technology and science), engage in hands-on workshops, engage with First Nations role models and explore a range of support services and enabling courses.

400 secondary school students attended the festivals, hosted on Port Macquarie, Dubbo and Albury Charles Sturt campuses. Festivals included local Elders and performers, and activities were delivered with partner organisations including DeadlyScience, Orange Aboriginal Medical Service and Microsoft.

Other University activity (non-ISSP funded)

Across Charles Sturt University a range of broader activities promote visibility of the overall university, study options and available support.

- The Charles Sturt Advantage early offer program provides access to students who are progressing from high school to university. By admitting students based on both their year 11 results and their soft skills, consideration is given to a range of factors, skills and experiences that may not be captured in a student's ATAR. Last year 153 offers were made to First Nations students with 32 converted enrolments at census date. This conversion from offer to converted enrolment (20.92%) was approximately 3% higher than the conversion for non-First Nations students.
- First Nations activations are also built into Explore Days, Open Days, and Orientation.

3. Progression (outcomes)

In 2024, the University continued the following existing ISSP funded services to support commencing and continuing students to complete units.

First Nations Student Centres on seven campuses

There are seven First Nations Student Centres at Charles Sturt campuses in Wagga Wagga, Albury-Wodonga, Bathurst, Dubbo, Port Macquarie, Orange and Goulburn. Students are welcome to visit the Centres for a culturally safe option to access computers, printers, kitchen facilities, connect with other students, and seek advice or support from staff. A round of upgrades to the centres were

completed in 2024, including furniture to promote cultural identity and safety and a consistent visual identity across the seven locations.

First Nations Student Connect

First Nations Student Connect continued to offer a seamless touchpoint for First Nations students to access tailored support services across the student lifecycle. First Nations Student Connect is designed to provide access to culturally safe support to improve First Nations students' participation and educational success.

In 2024, 745 First Nations students registered with First Nations Student Connect, which was an increase from 731 in 2023. Registered students can access ongoing appointments with First Nations Student Advisers, access the First Nations Tutor Program, receive supported referrals to a range of services internal and external to the university, gain support to access financial assistance for intensives and placements through the Away from Base program, and receive support to navigate university processes.

Connect Sessions

Throughout 2024, numerous Connect Sessions were conducted at our campuses, fostering a sense of belonging by supporting connection between First Nations students and their peers, university staff and community members, and engagement in cultural activities relevant to their local communities.

First Nations Student Experience Principles

Throughout 2024, First Nations Student Experience Principles were developed for implementation in 2025, which will ensure consistency to service delivery, while providing opportunity for customisation across specific courses of interest.

First Nations Tutor Program

Offered as a component of First Nations Student Connect, the First Nations Tutor Program is promoted to all First Nations students at key points in the year. Communication and engagement are managed with both tutors and students, in collaboration with key internal stakeholders. Students can access ten hours of one-to-one tutor support per enrolled subject.

In 2024, 239 students accessed 6277.4 hours of tutorial assistance, up from 212 students accessing 5,010 hours of assistance in 2023. Student feedback is generally very positive and indicates students value the tutoring program.

Table 5 **Tutorial assistance provided in 2024**

Level of study	Number of unique students assisted ⁶	Total hours of assistance ⁷	Expenditure ⁸ (\$)
Enabling	3	13.5	
Undergraduate	219	5958.4	
Post-graduate	17	305.5	
Other			
Total	239	6277.4	\$850,813

The university recognises there are many factors that impact First Nations student progression and does not attribute positive or negative trends to any single service or intervention.

The university is pleased with trends in progress rates for First Nations students at Charles Sturt. In 2024, the progress rate for First Nations students, excluding the School of Policing, was 79.2%, up from 75.6% in 2023 (refer to Table 6).

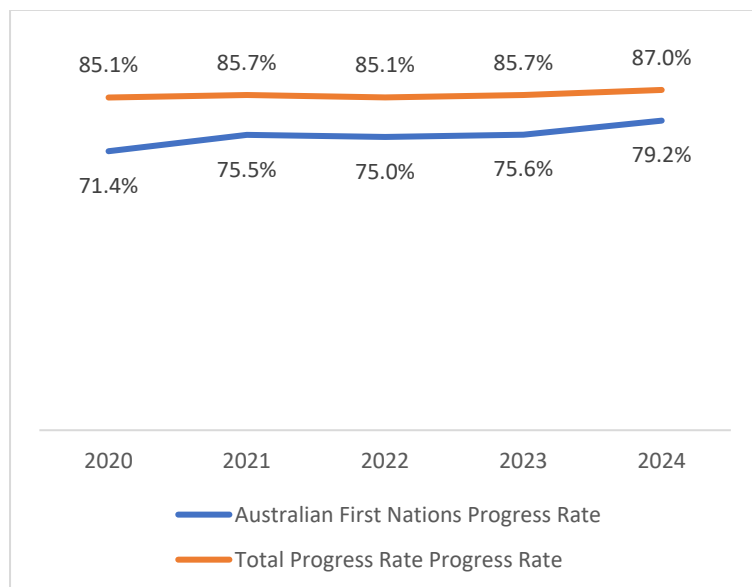
Table 6 Charles Sturt University First Nations Student Progress Rate, Domestic Students, 2020 – 2024

Australian First Nations Group	Values	2020	2021	2022	2023	2024
Australian First Nations	Unique Student Count	1,247	1,175	1,135	1,145	1,146
	EFTSL	688.063	641.344	588.281	653.344	696.469
	Progress Rate	71.4%	75.5%	75.0%	75.6%	79.2%
Not Australian First Nations	Unique Student Count	29,747	29,361	28,234	27,870	27,495
	EFTSL	15,094.156	15,178.656	14,349.563	14,804.156	15,287.500
	Progress Rate	85.7%	86.2%	85.6%	86.2%	87.4%
Unknown First Nations Status	Unique Student Count	3	5	7	9	18
	EFTSL	1.125	.813	2.094	6.500	11.313
	Progress Rate	50.0%	53.8%	58.2%	98.1%	95.4%
Total Unique Student Count		30,997	30,541	29,376	29,024	28,659
Total EFTSL		15,783.344	15,820.813	14,939.938	15,464.000	15,995.281
Total Progress Rate		85.1%	85.7%	85.1%	85.7%	87.0%

Data Source: Indigenous Australian (First Nations) All Students, Charles Sturt University's Tertiary Collection of Student Information (TCSI) student data collection. Progress data provided by the Office of Planning and Analytics.

This result also represents the continuing trend of closing the gap between First Nations student and the overall student cohort, as demonstrated in Figure 1.

Figure 1 Charles Sturt University Student Progress Rates 2020 - 2024



Student feedback is monitored via First Nations customer relationship management activity, First Nations Student Adviser team debriefing on de-identified information shared in their appointments, and an annual forum for First Nations students and alumni known as the Big Deadly Yarn Up.

University investment in cultural competency of staff and students

The University has a First Nations Cultural Awareness Journey program which explores the cultural practices, government policies and real-world issues affecting First Nations peoples in Australia. Participants gain skills and nuanced critical thinking to enhance their personal and professional engagement with First Nations people.

From time to time, additional purpose-based sessions or local immersion activities are arranged around business needs. One example is Courageous Conversations convened for the University's Executive Leadership Team and Senior Indigenous Staff with expert facilitation from an Indigenous consultancy in 2023, which was followed up in 2024 with regular scheduled Executive Leadership Team meetings with a First Nations focus.

The University has a strong track record in contributing to the cultural competency of all students, through the inclusion of Indigenous knowledges in curricula, graduate attributes, and teaching practices, noting the previously reported *Indigenous Australian Content in Courses and Subjects Policy* which has a governance mechanism for approvals and endorsement of Indigenous studies content across courses and in subjects. The Indigenous Board of Studies is chaired by the Head of School of Indigenous Australian Studies who is an Indigenous person, and the board follows a collaborative, university-wide approach with a representative committee of Indigenous and non-Indigenous academic leaders.

Other broad University strategies to support student progression (non-ISSP funded)

All services of Charles Sturt are designed with diversity and inclusion in mind and particular attention is paid to ensuring appropriateness to First Nations students, low SES, regional, remote and first-in-family. As such, the University provides careers and employability learning, academic skills by appointment, embedded academic skills support in subjects, embedded tutors program, proactive contact with students exhibiting indicators of being at risk of completion, Study Link skill building modules, Studiosity services, counselling services, support for accessibility and inclusion, social connections through clubs and student representative groups and a range of scholarship options.

4. Completions (outcomes)

In 2024, Charles Sturt had 185 First Nations students completed their course, up from 178 in 2022 and 2023 (refer to Table 7).

Table 7 Charles Sturt University Course Completion, Domestic Students, 2020 - 2024

Course Completion Count	2020	2021	2022	2023	2024
Australian First Nations	117	217	178	178	185
Not Australian First Nations	5,483	5,748	5,726	5,449	5,791
Unknown First Nations Status	2			1	6
Grand Total	5,602	5,965	5,904	5,628	5,982

Data Source: Indigenous Australian (First Nations) All Students, Charles Sturt University's Tertiary Collection of Student Information (TCSI) student data collection. Completion data provided by the Office of Planning and Analytics.

Table 8 Charles Sturt University Course Completion 2020 – 2024, School of Policing

Course Completion Count	2020	2021	2022	2023	2024
Australian First Nations	42	28	34	36	21
Not Australian First Nations	902	850	1,068	884	558
Grand Total	944	878	1,102	920	579

Data Source: Indigenous Australian (First Nations) All Students, Charles Sturt University's Tertiary Collection of Student Information (TCSI) student data collection. Completion data provided by the Office of Planning and Analytics.

5. Regional and remote students

In 2024, 850 Charles Sturt First Nations students were from regional or remote areas, accounting for 70.8% of all First Nations students.

Due to this high percentage, the considerations of rural and remote students are incorporated into the overall design of services at Charles Sturt. Unlike some universities who offer a consolidated and highly visible First Nations centre/institute, Charles Sturt University has established First Nations Student Centres across seven campuses. The centres and services, including online touchpoints, are joined through a First Nations sub brand and associated visual identity. These centres offer both in-person and online appointments to ensure accessibility across extensive geographic regions.

Additionally, efforts are made to foster a sense of connection and cultural safety through initiatives like Connect sessions and regular communication.

Table 9 Charles Sturt University Regional and Remote, Domestic Students, 2020 - 2024

First Reported Residential Remoteness	2020	2021	2022	2023	2024
Major Cities of Australia	390	390	392	359	348
Inner Regional Australia	660	586	526	582	602
Outer Regional Australia	223	221	212	220	206
Remote Australia	38	34	28	36	35
Very Remote Australia	14	2	7	6	7
Unknown Remoteness	2	2	3	1	3
Offshore	1	1			
Grand Total	1,328	1,236	1,168	1,204	1,201

Data Source: Indigenous Australian (First Nations) All Students, Charles Sturt University's Tertiary Collection of Student Information (TCSI) student data collection. Data provided by the Office of Planning and Analytics.

Travel and Accommodation support for First Nations Direct Entry Program

As part of Charles Sturt University's commitment to the Connections First Nations Direct Entry Program, students' travel and accommodation costs are supported when traveling to the program location. This commitment ensures travel-related barriers to access Charles Sturt University are adequately addressed for prospective students from regional and remote areas.

Support for students studying Online

The University's First Nations Student Connect service includes pastoral support of First Nations students studying Online. Communication is established through various mediums, improving connection between distance students and the support services available. 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.

Support to attend intensives and professional placements

For eligible students studying approved courses, Away From Base funding support is also provided through First Nations Student Connect. This supports attendance at intensives and professional placements.

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

ISSP Scholarships

In 2024, 161 scholarships were awarded to regional and remote First Nations students.

Table 10 ISSP Scholarship data for remote and regional students⁹

	Education Costs		Accommodation		Emergency Equity Grant		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2023 Payments	\$441,750.00	142	\$133,000.00	22			\$574,750.00	164
B. 2024 Offers ¹⁰	\$379,500.00	85	\$451,289.00	53	\$12,640.00	23	\$843,429.00	161
C. Percentage ¹¹ (C=B/A*100)							146%	
2024 Payments	\$379,500.00	85	\$451,289.00	53	\$12,640.00	23	\$843,429.00	161

6. Eligibility criteria

6.1. Indigenous Education Strategy

The University is committed to improving our enrolment, retention and completion rates for First Nations students. The University published a [First Nations Strategy 2023-2025](#). This overarching strategy includes many commitments relating to attraction and support of First Nations students and supported pathways in priority areas; as well as commitments in broader contexts.

Aligned to the strategy, in 2024 the University has:

- Progressed implementation of a suite of First Nations Pathways activities to engage with future students, with a focus on schools, vocational education and training (VET), and mature aged people through three aspiration building festivals held in Dubbo, Port Macquarie and Albury with around 400 attendees, and direct entry programs with 33 offers made.
- Progressed implementation of targeted engagement and support in relation to social work, community services, nursing, education (birth to five) and health science (mental health). This has included video stories, customised welcome packs developed with course delivery teams, bespoke Connect sessions and collaboration arrangements with two First Nations Registered Training Organisations.
- Improved cultural safety, retention, and completion for current students through First Nations Student Connect and other programs, including refurbishment of First Nations Student Centres and expansion of Connect Sessions.
- Launched a new First Nations Alumni Connect network.

The University has a strong track record in promoting the inclusion of Indigenous knowledges in curricula, graduate attributes, and teaching practices, noting the previously reported *Indigenous Australian Content in Courses and Subjects Policy* which has a governance mechanism for approvals and endorsement of Indigenous studies content across courses and in subjects. The Indigenous Board of Studies is chaired by the Head of School of Indigenous Australian Studies who is an Indigenous person, and the board follows a collaborative, university-wide approach with a representative committee of Indigenous and non-Indigenous academic leaders.

In addition to the First Nations Cultural Awareness Journey program, the University actively celebrates NAIDOC Week with student and staff facing engagement; and encourages a strong University presence at a range of NAIDOC celebrations in communities across its footprint.

A performance reporting framework for the First Nations Strategy and First Nations engagement framework were also progressed in 2024.

6.2. Indigenous Workforce Strategy

Charles Sturt is committed to providing meaningful and diverse employment opportunities of First Nations people across occupational and discipline groups, levels and work areas. There are various University strategies policies and procedures that support this including the [First Nations Strategy 2023-2025](#) and [First Nations Employment Strategy 2024-2025](#).

Employment of Indigenous staff

The First Nations Employment Strategy included a performance target to achieve 4% First Nations staff representation in total staff numbers by 31 December 2024. The University reported a 3.4% total First Nations staff representation and whilst this fell short of the desired target, there has been opportunities and engagement with First Nations staff to conduct in-depth exploration of various employment life-cycle issues, including attraction, retention, professional and career development, cultural safety, and cultural load. This will support planning for the 2025 focus areas.

Employment of senior Indigenous staff

In 2024, the University employed six senior First Nations staff, including one Pro Vice-Chancellor First Nations Strategy; one Pro Vice-Chancellor of Student Success; one Level E academic, and three Directors across the Division of Student Success, and Office of the Pro Vice-Chancellor First Nations Strategy.

Indigenous Employment Strategy

Following extensive face-to-face and online consultation with First Nations staff and other stakeholders, a new employment strategy was developed in 2023 and launched in February 2024. The [First Nations Employment Strategy 2024-2025](#) is built upon key themes that emerged from staff consultation, along with a review of best practice across the sector and progress against the previous strategy. Actions have been identified to address three priority areas:

1. Attract and Recruit
2. Develop and progress
3. Engage and support

Key actions currently being implemented and progressed include:

- Enhance our talent attraction strategy and onboarding of First Nations staff
- Develop a framework to recognise and value cultural load of First Nations staff informed by consultation with First Nations staff
- Continuous improvements of the First Nations Cadetship Program
- Foster opportunities for First Nations Staff to engage with each other
- Host monthly First Nations staff network meetings
- Support annual Nguluway conference
- Foster opportunities for First Nations staff to engage in professional development
- Provide a voice for First Nations staff by facilitating engagement and consultation on matters that affect them
- New Terms of Reference for the First Nations Staff Network and Network refresh
- Provide First Nations staff with access to cultural advice and employment guidance

First Nations Cadetship program

The University operates a First Nations Cadetship program to provide First Nations students with hands on paid work experience in a professional area of the University that complements their studies. This is on a part time basis, while completing a degree. This opportunity aims to enhance the education journey for First Nations students and support First Nations employment at Charles Sturt. The cadetship involves up to 2 years of part time paid work placement within a professional unit at the University (usually the last 2 years of a degree) totalling 420hrs/year. Hours are negotiated between the professional area and the Cadet (with milestones set at the end of each quarter requiring a minimum of 105 hours to be worked). In 2024, 7 First Nations students participated in the program.

6.3. Indigenous Governance Mechanism

Implementation of Indigenous Governance Mechanism

Funds were allocated and expended in accordance with university policy and procedure relating to approval delegations and procurement.

As such, allocation and expenditure of ISSP funds at Charles Sturt is regularly monitored by the Pro Vice-Chancellor (Student Success) and Director, First Nations Student Connect (both Indigenous staff) and the Manager, Finance Liaison (Divisions and Programs), in consultation with leaders of relevant functions such as Executive Director, Student Experience (regarding scholarship administration), Executive Director, Customer Experience (regarding activity relating to future students and admissions), Director, Strategy Partnerships and Inclusion (regarding cadetships and professional development).

Overall updates were provided to the Deputy Vice-Chancellor Academic through established approval and reporting processes of the University.

Other activities involving Aboriginal and Torres Strait Islander people in the decisions of the University

As part of the [First Nations Strategy 2023 – 2025](#) Charles Sturt University will *Commit to appropriate and diverse involvement of First Nations people in decision making.*

Across the University, there are a broad range of activities involving Aboriginal and Torres Strait Islander people in university decisions.

Executive Leadership

- First Nations Focus Executive Leadership Team meetings

Governance Committees

The following Charles Sturt Governance Committees have First Nations peoples appointed in both general and First Nations identified positions specified in the Membership and Terms of Reference:

- University Council – two First Nations people were appointed onto Council in 2023
- Academic Senate – Chair, Indigenous Board of Studies; Pro Vice-Chancellor (Student Success); Pro Vice-Chancellor (First Nations Strategy)
- University Courses Committee – Chair, Indigenous Board of Studies; Pro Vice-Chancellor (Student Success)
- Academic Quality and Standards Committee - Pro Vice-Chancellor (Student Success)
- University Research Committee – Member with experience in Indigenous-focused research (not an identified First Nations role)
- Indigenous Board of Studies – Two academic staff at Level B or above (Indigenous Australian where possible) from each of the faculties and an Indigenous student enrolled in a course of the University.

Business development and partnerships framework for First Nations priorities

The Office of External Engagement has established processes within their partnering framework to ensure appropriate First Nations involvement from the outset of new business development and/or partnership opportunities. This has been formalised in the University's Partnerships Procedure.

Divisions

- **Facilities Management** activities described in the 2023 report continued into 2024, and also included consultation and engagement on Wagga Wagga Campus regarding trees and revegetation, and engagement with First Nations Groups to identify culturally significant sites on all Campuses and add the locations into the Facilities Management database.
- **Student Experience** - The University's Student Experience Survey includes a question about the First Nations Student Connect services and the information gathered will be used to inform and improve the service for students.
- **People and Culture:** The First Nations Staff Network meets monthly to discuss matters relating to First Nations employees' experiences at work. Senior leaders of the University are regularly invited to attend the Network meeting to consult with First Nations staff on decisions relevant to them, as well as provide an opportunity for First Nations staff to ask questions of senior leadership.

Faculties and Schools

- **School Rural Medicine (SRM)**

The SRM has recently created and recruited to the position of Associate Head of School (Indigenous Health). The successful candidate will commence in June 2025. The staff member will be part of the School's Executive Committee and therefore involved in all decisions regarding the SRM's programs and governance.

Sub-committee overseeing Indigenous Health Curriculum chaired by the Head of Indigenous Curriculum, with First Nations student membership. The Head of Indigenous Curriculum also sits on a number of other School committees including the executive committee and the interview panel as part of the admissions process for the First Nations Pathway.

- **School of Nursing, Paramedicine and Healthcare Sciences**

Multiple leadership positions in the school are held by First Nations staff, including: Associate Head of School (Staff Supervision and Development) – Healthcare Sciences; Head of Discipline (First Nations Mental Health); Workplace Learning Lead – First Nations Mental Health; and Campus Engagement Academics (Nursing).

- **Three Rivers**

Three Rivers Department of Rural Health includes First Nations membership on the Advisory Board, a Rural Allied Health Advisory committee and Aged Care committee.

6.3.1. Statement by the Indigenous Governance Mechanism

We are pleased to observe positive trends in outcomes for First Nations students at Charles Sturt. Specifically, there has been a marked improvement in the progress and completion results of our Indigenous students in 2024. This data reflects multiple efforts across the University, as our overall efforts to boost progress and retention are inclusive of Indigenous students; and our dedicated services funded through ISSP provide important para-academic support, financial assistance and cultural connection for Indigenous students, all of which are important to their success. We are particularly pleased to see evidence of closing the gap between Indigenous and non-Indigenous student outcomes in the University, and a steady increase in our engagement with community, future students and alumni.

Professor Graham Brown, Deputy Vice-Chancellor (Academic)

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2024. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2024 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² These figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

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

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

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

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

⁷ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁸ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

⁹ Only record amounts which required payment during the 2024 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹⁰ Record all verbal and written scholarship offers for the 2024 calendar year, including those offers that were not accepted by the student. Record the 2024 component of new scholarship offers and the planned 2023 value of previously awarded scholarships (including continuing scholarships).

¹¹ This data confirms the university's compliance with Section 21(3) of the Guidelines.