

Indigenous Student Support Programme 2017 Performance Report

The Indigenous Student Success Programme (ISSP) provides supplementary funding to universities to assist Aboriginal and Torres Strait Islander students manage the demands of university and achieve success. This flexible funding assists universities to tailor their services to match the needs of their Aboriginal and Torres Strait Islander students.

At Swinburne University of Technology, the ISSP is one part of a range of support structures and initiatives that aim to grow the number of Aboriginal and Torres Strait Islander student enrolments, progressions and completions.

Aboriginal and Torres Strait Islander students is one of the key targets of the Swinburne 2017-2019 Reconciliation Action Plan (RAP) which was officially launched in August 2017. The RAP was developed after a broad consultative process with Aboriginal and Torres Strait Islander community members, the Swinburne Executive group, staff and students. The RAP was endorsed by Reconciliation Australia at Elevate status, which is the highest level of endorsement. Swinburne is the first university to have their RAP endorsed at Elevate status. For Swinburne, this endorsement has provided greater focus on Aboriginal and Torres Strait Islander issues and has encouraged a unified approach and shared accountability.

In regard to Aboriginal and Torres Strait Islander students, there are two key specific RAP actions, along with eleven targets;

- **Action 4.1:** Increase on-campus and online enrolments of Aboriginal and Torres Strait Islander students
- **Action 4.2:** Increase on-campus and online retention and completion of Aboriginal and Torres Strait Islander students

The RAP has been the driving force behind a number of new student-centered initiatives which aim to increase enrolment, engagement, progression and completion for Aboriginal and Torres Strait Islander students at Swinburne. These initiatives are funded by Swinburne, the ISSP, the Higher Education Participation and Partnerships Program (HEPPP) and state government programs.

This report will detail how Swinburne has progressed recommendations made in the 2016 Indigenous Education Statement and will articulate our continued commitment to Aboriginal and Torres Strait Islander students.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	Swinburne University of Technology		
Contact Person	Professor Andrew Gunstone		
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1. Enrolments (Access)

HIGHER EDUCATION	2015	2016	2017
On Campus	31	34	43
Distance Learning	2	3	2
Hawthorn Online	2	4	5
Open Universities Australia (OUA)	21	17	22
Swinburne Online	128	208	248
Total (Headcount)	183	266	318
Total Indigenous EFTSL	90.14	112.28	148.52
Total Indigenous EFTSL Remote and Regional	29.63	46.18	56.50

In 2017, there were 302 Aboriginal and Torres Strait Islander students studying an undergraduate or postgraduate degree at Swinburne. The greatest majority of these students (84%) were studying remotely through distance learning, Hawthorn Online, Open Universities Australia and Swinburne Online. This illustrates the importance of Swinburne's online course delivery in facilitating access to higher education for Aboriginal and Torres Strait Islander students.

There was a decrease in new Aboriginal and Torres Strait Islander student enrolments from 2016 (153) to 2017 (126). The number of online students decreased, whilst the number of on-campus students increased.

Swinburne facilitates access for Aboriginal and Torres Strait Islander students through modified entry requirements using VTAC's umbrella program, the Special Entry Access Scheme and direct entry special consideration processes.

As a dual-sector university, Swinburne has developed pathways from vocational to higher education which is important in improving access to further educational opportunities for Aboriginal and Torres Strait Islander people.

In 2017, through our 2017-19 Reconciliation Action Plan (RAP), the following initiatives and programs were implemented to increase enrolments:

- Indigenous Try Online scholarships (details listed below)
- SEED Outreach Project – Swinburne, Education, Excellence, Deadly (details listed below)
- Increased size and capacity of the Indigenous Engagement team, which provides support to Aboriginal and Torres Strait Islander students
- Automatic electronic communication to all new Aboriginal and Torres Strait Islander students upon enrolment
- An annual Aboriginal and Torres Strait Islander PhD Scholarship scheme
- An annual Aboriginal and Torres Strait Islander Academic Level B Research Fellowship scheme
- A range of scholarships, including Commonwealth scholarships, were promoted to current and prospective Aboriginal and Torres Strait Islander students
- Course information and support services for Aboriginal and Torres Strait Islander students were made accessible within one click of the relevant primary landing pages of Swinburne website

To further increase Aboriginal and Torres Strait Islander student access the 2017-2019 RAP has also included the following targets:

- Increase the number of Aboriginal and Torres Strait Islander student enrolments over three years to 0.7% of all higher education students
- Develop an Aboriginal and Torres Strait Islander student recruitment strategy
- Liaise with two schools annually regarding Aboriginal and Torres Strait Islander students
- Review existing Aboriginal and Torres Strait Islander student PAVE and HE scholarships
- Implement a range of more targeted Aboriginal and Torres Strait Islander student PAVE and HE scholarships

Indigenous Try Online scholarship

The Indigenous Try Online scholarship program provides financial assistance to Aboriginal and Torres Strait Islander people who are interested in studying an undergraduate degree through Swinburne Online. This innovative scholarship program is designed to limit many of the barriers to higher education; the mode of study is online, the scholarship is incremental, the study load is variable and the students are supported by Aboriginal and Torres Strait Islander staff. The scholarship funds the unit and amenities fees for two units from any of the five undergraduate degrees offered by Swinburne Online. If the student successfully completes the units, funding for a further two units is provided.

From 2015-2016, this successful program enabled 13 Aboriginal and Torres Strait Islander students to commence an undergraduate higher education degree. In 2017, the project was sustained through the allocation of HEPPP funding and resulted in an additional 7 student enrolments. In 2018, the scholarships will be readvertised, and further funding has been secured through HEPPP to sustain the program into the future.

SEED Outreach Project – Swinburne, Education, Excellence, Deadly

The (SEED) Project was conceived from the Swinburne HEPPP Indigenous Futures Project (2014-16) in collaboration with Tullawong State School principal Dr Iqbal Singh. This project acknowledges the achievements of high-achieving Aboriginal and Torres Strait Islander primary school students and encourages both the students, and parents to consider university as a viable future option.

After a successful pilot in 2016, this project continued to grow in 2017 with the involvement of an additional two schools. In 2018, supported by HEPPP funding, this project will be expanded to include high-school students. The project will link primary school and high-school aged Aboriginal and Torres Strait Islander students and will facilitate a mentoring relationship. In 2019 there is scope for further expansion to include university visits.

The Try Online Scholarship program and the SEED outreach program are funded by HEPPP and the PhD Scholarship and Research Fellowship programs are funded by Swinburne.

Swinburne Online

The emergence of Swinburne Online as a preferred institution of study for many Aboriginal and Torres Strait Islander students dictates the need for increased attention on existing engagement and support structures. In 2018, with the assistance of HEPPP funding, the Moondani Toombadool Centre will examine ways to enhance the online student experience for Aboriginal and Torres Strait Islander students.

1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote - undergraduate	9229.5	3.5	26380	5			35609.5	8.5
From Regional/ Remote - postgraduate							0	0
Undergraduate (non-regional/remote students)	15822	6					15822	6
Post-graduate (non-regional/remote students)							0	0
Other								
Total	25051.5	9.5	26380	5			\$51,431.5	14.5

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year	\$38,401
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year	\$35,609.50

2. Progression (access and outcomes)

Aboriginal and Torres Strait Islander success rates

	2015	2016	2017
Hawthorn	75%	80%	74%
Distance Learning	50%	60%	NA
Hawthorn Online	100%	67%	100%
Open Universities Australia	68%	79%	59%
Swinburne Online	69%	66%	66%
Total	70%	70%	66%

Over the past three-years the Aboriginal and Torres Strait Islander success rates have not significantly changed. Increasing success rates is a priority area and we are purposively addressing this, through bringing the Indigenous strategy and engagement teams together, implementing several related HEPPP programs, analysing examples of best practice, dedicating on-going attention to the area, and developing a range of innovative targets (see below). We expect these strategies will address these rates within two years.

In 2017, the following 2017-19 RAP targets were implemented to increase Aboriginal and Torres Strait Islander success rates:

- Increased advertising and expansion of the Aboriginal and Torres Strait Islander tutorial assistance program, which provides tutoring support for Aboriginal and Torres Strait Islander students
- Personal communications issued to all online and on-campus Aboriginal and Torres Strait Islander students advertising available support services
- Aboriginal and Torres Strait Islander support services communicated to all Swinburne on-campus and online staff
- Compulsory Aboriginal and Torres Strait Islander cultural competency online module for all staff
- Aboriginal and Torres Strait Islander students honoured at graduation ceremonies
- The first Swinburne Indigenous team participated at the Indigenous University Games
- Several Aboriginal and Torres Strait Islander student events, including a cultural walking tour
- Engagement in broader community and university events, including National Reconciliation Week, NAIDOC, and World Kitchen lunches
- Expansion of the Try Online Scholarships scheme
- Advocacy of Aboriginal and Torres Strait Islander students by the Indigenous Engagement team

To further increase Aboriginal and Torres Strait Islander success rates, the 2017-2019 RAP has also included the following targets:

- Establish Aboriginal and Torres Strait Islander spaces – including office spaces and support areas – at all Swinburne campuses for Aboriginal and Torres Strait Islander staff and students
- Increase the percentage of Aboriginal and Torres Strait Islander students participating in Swinburne academic skills programs from 1.2% to 3%
- Generate accurate and timely data identifying and tracking Aboriginal and Torres Strait Islander students throughout their academic career at Swinburne

In addition, 2018 HEPPP funding has been secured to develop an engagement and support strategy for Aboriginal and Torres Strait Islander students studying online.

Indigenous Engagement Team

- In 2017 the Indigenous Engagement Team consisted of:

- Indigenous Student Advisor (FTE 1.0)
- Administration Officer (FTE 0.4)
- Indigenous Liaison Officer (ILO) (FTE 0.8)
- Manager, Indigenous Engagement (FTE 0.6)

In the same year, two contract positions were converted to ongoing positions. These positions are all funded through ISSP, except the ILO, which is funded through state government funding.

Further, the Reconciliation Strategy team, funded by the university, consisted of the Executive Director, Reconciliation Strategy and Leadership (FTE 1.0), with three additional staff employed later in 2017: a Reconciliation Support Officer (FTE 0.5) (from August 2017); Reconciliation Support Officer (FTE 0.5) (from November 2017); and a Research Assistant (FTE 1.0) (from October 2017).

The tutorial support was funded by ISSP, the events were funded by Swinburne, HEPPP and ISSP and the scholarships were funded by HEPPP and ISSP.

Three key related changes have occurred in 2018. The position of Manager, Indigenous Engagement team, has been converted into a full-time role. An Aboriginal and Torres Strait Islander Employment Officer (funded by the university) has been appointed. The Indigenous Engagement team has joined the Reconciliation Strategy team, and the new overall area has been named the Moondani Toombadool Centre.

Cultural Competency of Staff

A 2017-19 RAP target that has been implemented is that all Swinburne staff complete an online Aboriginal and Torres Strait Islander cultural competence module at the commencement of employment and this is repeated every two years. Another 2017-19 RAP target is to deliver external face-to-face Aboriginal and Torres Strait Islander cultural safety training to Swinburne staff. These targets are both funded by the university.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	6	79	\$3720
	Post graduate			
	Other			
	total			3720
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)	322 students enrolled	ISA - 1824 hours (Full time for 48 weeks) ILO - 365 hours (0.2 for 48 weeks) Admin (0.1)	\$127,783
	total	328	2268	\$131,503
Add other categories as relevant				

3. Completions (outcomes)

Aboriginal and Torres Strait Islander higher education award course completions

	2015	2016	2017
Total	13	12	11

Over the past three-years the Aboriginal and Torres Strait Islander completion rates have not significantly changed. As with success rates, increasing completion rates is a priority area and we are purposively addressing this, through the above-mentioned strategies of bringing the Indigenous strategy and engagement teams together, implementing several related HEPPP programs, analysing examples of best practice, dedicating on-going attention to the area, and developing a range of innovative targets (see below). We expect these strategies will address these rates within two years.

The 2017-2019 RAP has included the following target:

- Ensure the retention rate for Aboriginal and Torres Strait Islander students is at the same rate or higher as the retention rate for all Swinburne students (83% for On-campus students, 63% for Swinburne Online students).

In 2017 the following initiatives and programs were implemented to increase completions:

- Increased the size and capacity of the Indigenous Engagement team
- Expansion of the Indigenous Try Online scholarship scheme
- An annual Aboriginal and Torres Strait Islander PhD scholarship scheme
- Several Aboriginal and Torres Strait Islander student events, including a cultural walking tour
- Engagement in broader community and university events, including National Reconciliation Week, NAIDOC, and World Kitchen lunches
- The first Swinburne Indigenous team participated at the Indigenous University Games
- An annual Aboriginal and Torres Strait Islander Research Fellowship scheme (future pathways)

Connecting graduates with employment

The Indigenous Engagement team have provided advice to Aboriginal and Torres Strait Islander students regarding employment and have developed partnerships with external organisations.

Additionally, the Indigenous Engagement team have facilitated connections for Aboriginal and Torres Strait Islander students with several key university funded employment related areas, including the Swinburne Careers Hub, SwinEmploy, Swinburne Emerging Leaders Program, Professional Placements, Professional Internships, and Industry Study Tours.

The 2017-2019 RAP contains the following targets to greater prepare Aboriginal and Torres Strait Islander students for employment;

- Increase the percentage of Aboriginal and Torres Strait Islander students participating in Swinburne career programs from 1.8% to 3%
- Create one industry employment-training partnership annually that will create training opportunities for Aboriginal and Torres Strait Islander people

The Swinburne alumni department are exploring ways to connect with past Aboriginal and Torres Strait Islander graduates whilst all recent graduates are invited to join the Swinburne alumni network.

The events were funded by Swinburne, HEPPP and ISSP, the scholarships were funded by Swinburne, HEPPP and ISSP, and the Fellowship was funded by Swinburne.

4. Indigenous Education Strategy accessible by public

Swinburne's 2017-2019 Reconciliation Action Plan is the primary strategy document for all Aboriginal and Torres Strait Islander policies and practices. Contained within this document are the targets and key performance indicators for Aboriginal and Torres Strait Islander teaching and learning over the next three years.

http://www.swinburne.edu.au/media/swinburneeduau/about-swinburne/docs/pdfs/RAP-2017-2019_Final.pdf

In 2017, the following Aboriginal and Torres Strait Islander teaching and learning initiatives were actioned:

- Annual Aboriginal and Torres Strait Islander teaching grants (\$25,000 in grant program)
- An annual Aboriginal and Torres Strait Islander teaching workshop
- An Indigenous Knowledge Hub webpage
- Provide online resources for all staff regarding the teaching of Aboriginal and Torres Strait Islander Studies
- Taught an Indigenous Studies minor study sequence, offered through the Faculty of Health, Arts and Design
- Taught compulsory Indigenous education units, offered through the Department of Education
- Taught many other units, across higher education and pathways and vocational education, that engage with Indigenous knowledges, pedagogies and curriculum

In 2018, the following targets will be actioned:

- Develop an Aboriginal and Torres Strait Islander Teaching and Learning Strategy, to be referred to in the university Teaching and Learning Strategy
- Develop a compulsory Aboriginal and Torres Strait Islander Studies non-credit module to be taught to all higher education Swinburne students
- Include Aboriginal and Torres Strait Islander knowledges, curriculum and pedagogy in the University's Learning Transformations' teaching and learning activities, including their Graduate Certificate of Learning and Teaching
- Develop a framework for the implementation of Aboriginal and Torres Strait Islander content across all pathways and vocational education programs
- Implement a major in Aboriginal and Torres Strait Islander Studies in the Faculty of Health, Arts and Design
- Introduce course approval processes that require the reporting on how Aboriginal and Torres Strait Islander pedagogy and content are included in the courses
- Introduce an Aboriginal and Torres Strait Islander knowledge and cultural competence Swinburne Graduate Attribute
- Develop Aboriginal and Torres Strait Islander Studies teaching expertise

5. Indigenous Workforce Strategy accessible by public

The Swinburne 2018-19 Indigenous Employment Strategy is derived from the 2017-2019 RAP. This Strategy is managed by the Moondani Toombadool Centre and People and Culture (HR). Listing key Aboriginal and Torres Strait Islander employment targets in both the RAP and the Indigenous Employment Strategy ensures that these targets are prioritised by both People and Culture and the wider university.

The public link to the Swinburne 2018-19 Indigenous Employment Strategy is <http://www.swinburne.edu.au/about/our-university/indigenous-matters/engagement/>

The primary actions in both the RAP and the IES regarding Aboriginal and Torres Strait Islander employment are:

- Increase the number of Aboriginal and Torres Strait Islander staff
- Support Aboriginal and Torres Strait Islander staff

In 2017, the following employment initiatives were actioned:

- Awarded one annual Aboriginal and Torres Strait Islander Research Fellowship through Swinburne Research
- Included Aboriginal and Torres Strait Islander staff on all committees interviewing Aboriginal and Torres Strait Islander applicants
- Included targeted advertising of positions in Aboriginal and Torres Strait Islander specific publications, such as the National Indigenous Times and the Koori Mail
- Appointed the inaugural Aboriginal and Torres Strait Islander Employment Officer (who commenced in January 2018)
- Improved HR data collection systems to better identify and support Aboriginal and Torres Strait Islander staff
- Provided specific professional development to Swinburne staff regarding Aboriginal and Torres Strait Islander cultural competency, including compulsory online training and cultural walking tours
- Implemented the Swinburne 2018-19 Indigenous Employment Strategy

In 2018, attention will be focused on achieving the following 2017-19 RAP targets:

- Engage with existing Aboriginal and Torres Strait Islander staff regarding appropriate employment strategies, including professional development
- Support an Aboriginal and Torres Strait Islander staff network to enable Aboriginal and Torres Strait Islander staff to share information, receive peer support and provide feedback to the RAP Steering Group
- Organise professional development for all Aboriginal and Torres Strait Islander staff
- Create targeted Aboriginal and Torres Strait Islander positions, in professional areas such as student and academic support services, and academic areas such as health and education
- Implement an Aboriginal and Torres Strait Islander Staff Professional Development Fund, which provides a one-off allocation equivalent to 20% of the staff member's salary for professional development activities
- Promote Aboriginal and Torres Strait Islander staff, through events, websites, publications, and awards
- Support Aboriginal and Torres Strait Islander staff in becoming members of national and international Indigenous networks
- Support Aboriginal and Torres Strait Islander staff regarding career, leadership, research and research training development

5a Indigenous workforce data (2017 breakdown)

Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
Health Arts & Design	Senior Lecturer	1			
IT	Senior Client Support Analyst		1		
PAVE	Indigenous Liaison Officer		1		
PAVE	Indigenous Student Advisor		1		
PAVE	Administrative Officer				1
Student Administration	Curriculum Implementation		1		
Student Engagement	Reconciliation Officers		2		
Swinburne Research	Postdoctoral Fellow	1			
Swinburne Research	Executive Director		1		
TOTAL		2	7	0	1

6. Indigenous involvement in decision-making

Swinburne has an ISSP Indigenous Governance Committee comprising four Indigenous staff and three non-Indigenous staff. The committee meets three times per year.

2017 membership

- Professor Glen Bates, Pro Vice-Chancellor, Student Engagement (Chair)
- Dr Andrew Peters, Senior Lecturer Indigenous Studies (Deputy Chair)
- Joel Boojers, Indigenous Student Advisor
- Lea Jones, Indigenous Liaison Officer
- Dr Justin Trounson, Aboriginal and Torres Strait Islander Research Fellow
- Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership; Professor, Indigenous Studies
- Sharon Rice, Executive Director, Major Projects, Pathways and Vocational Education

Agenda items

- Advising on use of ISSP resources
- Budget and budget monitoring
- Development of new positions
- Development of Terms of Reference
- Indigenous Procurements
- Tutoring and Scholarships

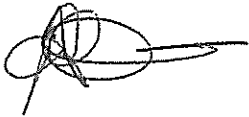
Other activities involving Indigenous people in university decisions

- RAP Steering Group: This committee provides governance and oversight of the RAP and reports to the Vice-Chancellor and University Council. It is chaired by Ian Hamm, a Yorta Yorta man and senior public servant in the Victorian Government. There are five member positions identified specifically for Indigenous community members and Swinburne Indigenous staff.
- RAP Working Group: This committee monitors the development and implementation of the RAP and engages the university in the RAP. The committee has six Indigenous members, including the chair, Dr Andrew Peters, a Swinburne Indigenous academic.
- RAP Action Group – This committee engages with the operationalisation of the RAP. The committee has six Indigenous members.
- Indigenous Research Committee – This committee monitors the development and implementation of the RAP research targets. The committee has three Indigenous members.
- There is an Indigenous representation on the Vice-Chancellors Awards selection panel.
- There were extensive consultations with Indigenous staff, students, communities and organisations regarding the development of the 2017-19 RAP.
- There are two Indigenous staff who are engaging with curriculum review of Indigenous studies units.

6a. Statement by the Indigenous Governance Mechanism

As Deputy Chair of the Swinburne University ISSP Governance Committee, I fully support the 2017 Performance Report and the accompanying Acquittal as a true and accurate reflection of the state and development of Indigenous education and associated programs at Swinburne University.

Sincerely

A handwritten signature in black ink, appearing to be 'A. Peters', with a long horizontal stroke extending to the right.

Dr. Andrew Peters
Senior Lecturer, Indigenous Studies
Deputy Chair
Swinburne University ISSP Governance Committee
May 3, 2018

A

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

Swinburne University of Technology

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	\$ 270,819		\$ 270,819
Preserved Scholarships	\$ 32,968		\$ 32,968
Rollover of funds from previous years	\$ 0		\$ 0
Interest earned/ royalties	\$ 0		\$ 0
Sale of assets	\$ 0		\$ 0
HEPPP (Tryonline and SEED Projects)		\$ 51,141	\$ 51,141
Mainstream funding		\$ 348623	\$ 348623
A. Total Income 2017	\$ 303,787	\$399,764	\$ 703,551

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	\$228,400	\$280,850	\$509,250
Administration	\$3,231	\$6,836	\$10,067
Travel – domestic	\$7,892	\$378	\$8,270
Travel – international	\$920	\$4	\$924
ISSP Asset purchases	\$0		\$0
Conference fees and related costs	\$1,169		\$1,169
Professional Service Fees	\$6,790		\$6,790
Consumables + events	\$9,195	\$30,793	\$39,988
Preserved Scholarships	\$30,331.50		\$30,331.50
Returned Preserved Scholarships to PMC	\$2,673		\$2,673
New Scholarships	\$13,185	\$30,903	\$44,088
Indigenous Teaching and Research Grants		\$50,000	\$50,000
B. Total Expenditure 2017	\$303,787	\$399,764	\$703,551
C. Unexpended funds PM&C agreed to rollover	\$ 0		
D. Unexpended Funds to be returned to PM&C			
E. TOTAL ISSP Funding use (B+C+D)	\$ 303,787		

Note: A-E must equal zero

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- If GST is not paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$	0
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$	0
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

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

Asset Description/ category	Adjustable Value	ISSP contribution
N/A		

4a ISSP Asset - acquisitions and disposals summary

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

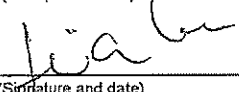
5. Financial Acquittal supported and initialled by:

Jenica Lee

(Print name of relevant officer)

Financial Controller

(Print position title)

 23/7/2019

(Signature and date)

Telephone contact: 03 9214 8352

E-mail: jslee@swin.edu.au

Note:

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

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

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

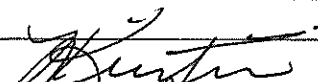
I understand that:

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

Certification recommended by university's Indigenous Governance:

Name:
Title:
Signed:  Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:
Signed:  Date: