

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation Swinburne University of Technology

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1. Enrolments (Access)

HIGHER EDUCATION	2016	2017	2018
On Campus	34	43	43
Distance Learning	3	2	2
Hawthorn Online	4	5	3
Open Universities Australia (OUA)	17	22	46
Swinburne Online	208	248	254
Total (Headcount)	266	318	348
Total Indigenous EFTSL	112.28	148.52	164.52
Total Indigenous EFTSL Remote and Regional	46.18	56.50	60.23

The whole of university approach to improve access to Swinburne for Aboriginal and Torres Strait Islander students is the inclusion of the following targets in the 2017-2019 Reconciliation Action Plan:

- 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 students 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 students PAVE and HE scholarships.

In 2018, there were 348 Aboriginal and Torres Strait Islander students studying an undergraduate or postgraduate degree at Swinburne. The greatest majority of these students (88%) were studying remotely through distance learning, Hawthorn Online, Open Universities Australia and Swinburne Online. This continues to illustrate the importance of Swinburne's online course delivery in facilitating access to higher education for Aboriginal and Torres Strait Islander students.

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 considerations processes.

As a dual sector university, Swinburne has developed pathways from vocational to higher education.

In 2018, the following initiatives and programs were implemented to increase access and enrolments of Aboriginal and Torres Strait Islander students:

- Indigenous Try Online Scholarships (see details below)
- SEED Outreach Project Swinburne, Education, Excellence, Deadly (see details below)
- Developed major partnership with the Girls Academy (see details below)
- Researched national and international best practice regarding: a) Indigenous Online Learners, and b) Indigenous Student Spaces
- Created the Moondani Toombadool Centre (MTC), including the Indigenous Student Services team (which was increased in staff and engagement)
- Continued annual Indigenous PhD Scholarship scheme and Indigenous Research Fellowship scheme
- Established culturally safe student spaces at Hawthorn and Wantirna Campuses
- Liaised with several primary and secondary schools regarding Aboriginal and Torres Strait Islander students

Indigenous Try Online Scholarship

Since 2015, the Indigenous Try Online scholarship program, funded through HEPP, provides financial assistance to Aboriginal and Torres Strait Islander people who are interested in studying an online undergraduate degree. This program is designed to limit many barriers to higher education; the mode of study is online, the scholarship is incremental, study load is variable and it is supported by Indigenous staff. The program 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. In 2018, the program supported three new Aboriginal and Torres Strait Islander students.

Expansion of the SEED Outreach Project-Swinburne, Education, Excellence, Deadly

Since 2016 the SEED project, funded through HEPPP, has recognised and rewarded Aboriginal and Torres Strait Islander students who are achieving above grade level standard to plant the seed of motivation and consider further education at a tertiary level. It acknowledges the significant impact that family has on student achievement and development and provides recognition to an often over-looked cohort of students and parents, who are potential higher education students of the future. In 2018, the program was expanded from primary schools to also include secondary schools. In total, the program engaged with 9 primary school students and 11 primary schools, and 36 secondary school students and 7 secondary schools.

HEPPP SEED Expansion funds also sponsored two Year 12 Indigenous female students from the Girls Academy, the leading provider of Indigenous girls' education in Australia, to attend a national summit and career expo in Canberra. A MTC staff member also attended the summit and participated in the Career Expo. Swinburne formalised a partnership with the Girls Academy in December 2018 and was the first University to do so. In 2019 the partnership will focus on developing outreach opportunities and on campus experiences, and participating at the annual Year 12 Girls Summit and Career Expo during NAIDOC week.

Also, in 2019, Swinburne will support youth forums for Aboriginal and Torres Strait Islander secondary school students, facilitated by the Victorian Youth Council, through the SEED project.

1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote- undergraduate	25,422	9.5	10,710	2			36,132	11.5
From Regional/ Remote- postgraduate								
Undergraduate (non- regional/remote students)	13,380	5	26,775	5			40,155	10
Post-graduate (non- regional/remote students)								
Other								
TOTAL	38,802	14.5	37,485	7			76,287	21.5

Value of Scholarships <u>awarded</u> by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$ 35,609.50
Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$ 36,132

2. Progression (access and outcomes)

	2016	2017	2018
Hawthorn	80%	74%	82%
Distance Learning	60%	NA	67%
Hawthorn Online	67%	100%	100%
Open Universities Australia	79%	59%	46%
Swinburne Online	66%	66%	71%
Total	70%	66%	70%

Over the past three years, the Aboriginal and Torres Strait Islander progression rates have not significantly changed. Increasing progression rates is a priority area and we are purposively addressing this, through a number of strategies, including the creation of the Moondani Toombadool Centre, implementing several HEPPP related programs, conducting research on examples of best practice, and developing several innovative targets. We expect these strategies will address these rates within two years.

In 2018, the following initiatives were implemented to increase Aboriginal and Torres Strait Islander student progression rates at both unit and course level:

- Increased advertising of Indigenous tutorial assistance program
- Personal communications issued to all online and on-campus students advertising available student services
- Aboriginal and Torres Strait Islander student services communicated to all Swinburne on-campus and online staff
- Compulsory online staff Indigenous cultural competency module
- Aboriginal and Torres Strait Islander students honoured at graduation ceremonies
- Involvement in Indigenous University Games
- Several Indigenous student events
- Engagement in broader university and community events, including Reconciliation Week and NAIDOC Week events
- Support to participate in International Indigenous Study Tour
- Online Scholarships: Try Online Scholarship; Indigenous Online Success award
- Student advocacy and referral service
- Cultural events

To further increase Aboriginal and Torres Strait Islander progression rates at both unit and course level 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.

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

Indigenous Student Space

A qualitative approach was used to conduct a literature review to understand the extent of analysis of Indigenous Education Centres both nationally and internationally to provide insight into how Swinburne can move beyond simple building capacity to establish a dynamic Indigenous space moving away from the traditional deficit model approach to engage, facilitate and innovate. This research, funded by HEPPP, will lead discussions throughout the wider university. The MTC successfully engaged with the Department of Business, Design, Media & ICT, and 47 Diploma of Interior Design students, to produce designs and costings for an MTC space.

Indigenous Online Learner Research

Research, funded through HEPPP, was conducted with Swinburne Online Indigenous Learners via an online survey and follow up phone interviews. The key themes of the research focussed on: Preparedness; Orientation; Community; Support; Success. Fifty nine Indigenous online learners completed the online survey and twenty six Indigenous online learners participated in follow up phone interviews. A literature review was also completed and findings will be presented in May 2019 as part of the Indigenous Studies Lecture Series. An Indigenous Research Assistant was employed to conduct literature reviews, complete ethics proposal and develop reports for the Indigenous Student Space and Indigenous Online Learner research. Findings from the project will assist in developing appropriate services for Indigenous online students.

Moondani Toombadool Centre (MTC)

The MTC was formed in April 2018. The MTC has responsibility for all Indigenous matters at Swinburne. The MTC includes the following staff in the Indigenous Student Services team, all funded through ISSP, except the ILO, who is funded through Wurreeker (Victorian) funding:

- Manager (FTE 1.0)
- Indigenous Student Advisor (FTE 1.0)
- Indigenous Student Advisor (FTE 0.4)
- Indigenous Liaison Officer (ILO) (FTE 0.8)

Other MTC staff are funded by the university:

- Executive Director, Reconciliation Strategy and Leadership (FTE 1.0)
- Manager, Indigenous Strategy (FTE 1.0)
- Research Assistant (FTE 1.0)

In 2019 the Indigenous Student Services team will increase through the addition of a third Indigenous Student Advisor (FTE 1.0).

Cultural Competency of Staff

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

2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	9	178	7,825.49
	Post graduate			
	Other			
	<i>total</i>	9	178	7,825.49
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)	348 students enrolled	ISA- 1976 hours (full-time for 52 weeks) ILO- 395 hours (0.2 for 52 weeks) Admin- 19 hours (0.1 for 5 weeks) Manager- 1292 hours (full-time for 34 weeks)	211,436.72
	<i>total</i>	357	3860	219,262.21
Add other categories as relevant				

3. Completions (outcomes)

Aboriginal and Torres Strait Islander higher education award course completions

	2015	2016	2017	2018
Total	13	12	12	23

Over the past three years, the Aboriginal and Torres Strait Islander student completion rates have not significantly changed. Increasing completion rates is a priority area and we are purposively addressing this, through the above-mentioned strategies, such as the creation of the Moondani Toombadool Centre, implementing several HEPPP related programs, conducting research on examples of best practice, and developing several innovative targets. We expect these strategies will address these rates within two years.

To action this, 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 2018 the following initiatives and programs were implemented to increase completions:

- Increase size and capacity of the Indigenous Student Services team in the MTC
- Indigenous Try Online scholarships and Indigenous Online Success Award
- An annual Indigenous PhD scholarship scheme
- Engagement in Indigenous student events and broader university and community events, including Reconciliation Week and NAIDOC Week events
- A Swinburne Indigenous team participated at the Indigenous University games
- An annual Indigenous Research Fellowship scheme (future pathways)

Connecting graduates with employment

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

Additionally, the Indigenous Student Services 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, Career Trackers 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 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/swinburne.edu.au/about-swinburne/docs/pdfs/RAP-2017-2019_Final.pdf

In 2018, the following Indigenous teaching and learning initiatives were actioned;

- An annual Aboriginal and Torres Strait Islander teaching grants (\$25,000) program.
- An annual Aboriginal and Torres Strait Islander teaching workshop.
- An Indigenous Knowledge Hub webpage.
- Learning Transformations unit include Aboriginal and Torres Strait Islander knowledges, curriculum and pedagogy in their teaching and learning activities, including their Graduate Certificate of Learning and Teaching.
- Provide online resources for all staff regarding the teaching of Aboriginal and Torres Strait Islander Studies.
- Implemented major in Aboriginal and Torres Strait Islander Studies in FHAD.
- Introduced an Aboriginal and Torres Strait Islander knowledge and cultural competence Swinburne Graduate Attribute.

In 2019, 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 HE Swinburne students.
- Develop a framework for the implementation of Aboriginal and Torres Strait Islander content across all PAVE programs.
- Introduce course approval processes that require the reporting on how Aboriginal and Torres Strait Islander pedagogy and content are included in the courses.
- Develop Aboriginal and Torres Strait Islander Studies teaching expertise.

5. Indigenous Workforce Strategy accessible by public

The Swinburne 2018-19 Indigenous Employment Strategy (IES) is derived from the 2017-2019 RAP. The IES is managed by the Moondani Toombadool Centre and People and Culture (HR). Listing key Indigenous employment targets in the RAP and the IES ensures the targets are prioritised by 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 Indigenous employment are:

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

In 2018, the following employment initiatives were actioned;

- Award one annual Aboriginal and Torres Strait Islander Research Fellowship through Swinburne Research.
- Include Aboriginal and Torres Strait Islander staff on all committees interviewing Aboriginal and Torres Strait Islander applicants
- Appointed the inaugural Aboriginal and Torres Strait Islander Employment Officer (who commenced in January 2018)
- Implemented the Swinburne 2018-19 Indigenous Employment Strategy

In 2019, 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.
- 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
- Organise professional development for all Aboriginal and Torres Strait Islander staff
- 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 (2018 breakdown)

Faculty	Level/position	Permanent		Casual/contract	
		Academic	Non-academic	Academic	Non-academic
Health Arts and Design	Senior Lecturer	1			
Health Arts and Design	Lecturer	1			
Swinburne Research	Research Fellow			2	
Swinburne Research	Executive Director		1		
IT	Senior Client Support Analyst		1		
Engagement	Manager		2		
Engagement	Project Officer				1
Engagement	Indigenous Student Advisors		2		1
Engagement	Research Assistant			1	
Student Administration	Curriculum Implementation		1		
People and Culture	Indigenous Employment Officer		1		
	TOTAL	2	8	3	2

6. Indigenous involvement in decision-making

Swinburne has an ISSP Indigenous Governance Committee comprising four Indigenous staff and one non-Indigenous senior leader. The committee meets three times per year. The membership for 2018 was:

- Angela Burt, Manager Indigenous Strategy (Chair)
- Dr Andrew Peters, Senior Lecturer Indigenous Studies (Deputy Chair)
- Vicky Peters, HEPPP Project Officer
- Dr Justin Trounson, Inaugural Aboriginal and Torres Strait Islander Research Fellow
- Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership; Professor, Indigenous Studies

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 Indigenous committees

- 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.
- 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 and implementation of the 2017-19 RAP.
- There are two Indigenous staff who are engaging with curriculum review of Indigenous studies RAP Steering Group

6a. Statement by the Indigenous Governance Mechanism

As Deputy Chair of the Swinburne ISSP Governance Committee, I fully support the 2018 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.

Sincerely

A handwritten signature in black ink, appearing to be 'A. Peters', with a stylized, cursive script.

Dr Andrew Peters
Senior Lecturer, Indigenous Studies
Deputy Chair, Swinburne ISSSP Governance Committee

May 20, 2019

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 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 2018** as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2018	337,526	0	337,526
Rollover of funds from previous year Email approval date:/....../2017	0	0	0
(include other categories as appropriate e.g. HEPP for other funds)	0	448,735- SUT MTC 125,931- Wurreker & KLO 265,978 – HEPPP 65,445- SUT ISAS 1,455- Views (UOM)	899,648
A. Total Income 2018	\$ 337,526	\$ 906,089	\$1,245,070

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	268,765	612,378	896,245
Administration	2,890	68,536	71,426
Travel – domestic	2,934	6,353	11,021
Travel – international	0	6,513	6,513
ISSP Asset purchases	1,241	11,524	12,765
Conference fees and related costs	4,530	19,530	24,060
Rollover of funds for approved activity ^	0	0	0
Preserved scholarships	13,516	5,220	18,738
Returned Preserved Scholarships to PMC	0	2,676	2,676
New scholarships	0	57,549	57,549
(other major expenditure categories ensuring breakdown sums to total at B below)	3,650	72,465	76,115
Indigenous Teaching and Research Grants	0	44,800	44,800
B. Total Expenditure 2018	\$297,526	\$ 907,544	\$1,205,070
C. Unexpended funds PM&C agreed to rollover	40,000		
D. Unexpended Funds to be returned to PM&C	0		
E. TOTAL ISSP Funding use (B+C+D)	337,526		

Note: A-E must equal zero

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

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

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

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

Asset Description/ category	Adjustable Value	ISSP contribution

4a ISSP Asset - acquisitions and disposals summary

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

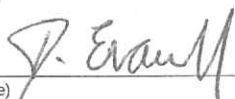
5. Financial Acquittal supported and initialled by:

Philippe Evaux

(Print name of relevant officer)

Financial Controller Swinburne University

(Print position title)

(Signature and date)  30/04/2019

Telephone contact: 03 9214 8617

E-mail: pevau@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 – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 Financial Acquittal for the Indigenous Student Success Programme.


I certify that:

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


I understand that:

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

Certification recommended by university's Indigenous Governance:

Name: ANDREW PETERS
Title: DEPUTY CHAIR, ISSP GOVERNANCE COMMITTEE
Signed:  Date: 20/5/19

Certification made by Vice-Chancellor or equivalent delegate:

Name: Professor Linda Kristjanson, AO
Title: Vice-Chancellor and President
Signed:  Date: 22.5.19