

Indigenous Student Success Program

2020 Performance Report

Organisation	Swinburne University of Technology		
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1. Enrolments (Access)

HIGHER EDUCATION	2016	2017	2018	2019	2020
On Campus	34	43	43	56	86
Distance Learning	3	2	2	2	1
Hawthorn Online	4	5	3	6	7
Open Universities Australia (OUA)	17	22	46	35	33
Swinburne Online	208	248	254	269	304
Total (Headcount)	266	318	348	368	431
Total Indigenous EFTSL	112.28	148.52	164.52	166	207.62
Total Indigenous EFTSL Remote and Regional	46.18	56.50	60.23	59.41	69.74

Swinburne's 2020 – 2023 Reconciliation Action Plan (RAP) is the overarching strategy document for all Aboriginal and Torres Strait Islander matters. Contained within this document are the targets and key performance indicators for Aboriginal and Torres Strait Islander students, employment, research, teaching and learning, and engagement. It is available on Swinburne's website.

The whole of university approach that supports the increase of Aboriginal and Torres Strait Islanders students' access, is the inclusion of the following targets:

- Increase the number of Aboriginal and Torres Strait Islander student enrolments over three years to 1.3% of all HE enrolments.
- Increase the retention rates for Aboriginal and Torres Strait Islander students to 83% for on-campus students and 68% for online students (current retention rates for all Swinburne students).
- Develop an Aboriginal and Torres Strait Islander Student Recruitment Strategy
- Liaise with two schools annually regarding Aboriginal and Torres Strait Islander students
- Implement a range of more targeted Aboriginal and Torres Strait Islander students VE and HE scholarships.

Since the launch of the 2020-2023 Elevate RAP, 2020 has seen a 17.1% increase in student enrolments since 2019. In 2020 Indigenous student enrolments made up 1.12% of all HE enrolments, slightly below the 2023 target of 1.3%.

There were 431 Aboriginal and Torres Strait Islander students studying an undergraduate or postgraduate degree at Swinburne in 2020, with just over 80% studying remotely through distance learning, Hawthorn Online, Open Universities Australia and Swinburne Online.

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 through the Special Tertiary Admissions Test (STAT) and Mathslink, a Methods Bridging Program for those school leavers who did not study Mathematical Methods in Year 12.

To address the challenges as a result of COVID, the Swinburne Early Entry Program was implemented in 2020 for 2021 intake. Students were made early conditional offers from August 2020 based on school recommendation and completion of Year 12 with achieved specific subject study scores to receive full course offer, their offer did not depend on their final ATAR.

As a dual sector university, VET courses and the Swinburne Academy assist students reach entry requirements for a university pathway through foundation studies via Unilink Diplomas, professional year programs and associate degrees.

Swinburne offers the Victorian Government's *Free TAFE for Priority Courses* initiative which covers tuition fees for priority courses for students who are eligible for government-subsidised training plus the Indigenous Completions Initiative which subsidises 80% of the published tuition fees for all VE courses including Diplomas and Advanced Diplomas.

Girls Academy Partnership

The Girls Academy partnership, funded through HEPPP, is a registered not for profit organization supporting Aboriginal and Torres Strait Islander girls in secondary school throughout Australia. There are currently 45 Academies across Australia.

Swinburne's partnership provides Swinburne with a dedicated Girls Academy Post Schools Option Officer focusing on securing University pathways and promotes university pathways to over 2700 Indigenous girls nationally.

Due to COVID all engagement and outreach activities were adjusted to online and included:

- Tutoring program utilising Swinburne's existing student volunteer program to recruit tutors and match to Girls Academy students with a focus on Yr 11 & 12's
- Sponsored Shantelle Thompson-2019 NAIDOC Sports woman of the Year to deliver tailored online workshops to Girls Academy staff and students on behalf of the MTC and Swinburne.
- MTC Research Fellow submitted ARC Linkage Grant for a collaborative research project

Unfortunately, Girls Academy did not receive Government funding and has been dismantled.

Clontarf Foundation Partnership

The Clontarf Foundation partnership funded in 2020 through ISSP, is a not for profit organization supporting Aboriginal and Torres Strait Islander boys in Secondary schools throughout Australia. The Foundation partners with schools and communities to create 'Clontarf academies' which are embedded within the school grounds and education programme.

While the partnership between the Foundation and Swinburne has national application, during 2020 the relationship with Academies was focussed on a local level and engaged the Clontarf Academies in Victoria to include the following Academies:

- Bairnsdale Academy
- Mildura Academy
- Robinvale Academy
- Swan Hill Academy

- Warrnambool Academy

Due to COVID engagement and outreach activities were limited to online engagement activities.

In collaboration with Clontarf Academy staff, six online “on the couch” sessions were held with Clontarf Alumni, plus orientation sessions for new students joining Clontarf to introduce Swinburne and MTC Staff. Swinburne pathway sessions were held with year 11 and 12 students for each Victorian Academy. Now COVID has eased a comprehensive engagement plan has been developed for 2021.

Scholarships

Table 1 Scholarships - breakdown of 2020 payments^{1 2 3}

	Education Costs		Accommodation		Reward		Total ^{4 5}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁶	0	0	0	0	0	0	0	0
Undergraduate ⁷	70,252.50	28	35,828	7	0	0	106,080.50	35
Post-graduate ⁸	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0
Total	70,252.50	28	35,828	7	0	0	106,080.50	35

2. Progression (access and outcomes)

Moondani Toombadool Centre

The Moondani Toombadool Centre (MTC) is responsible for all Aboriginal and Torres Strait Islander matters at Swinburne, including governance, student services, teaching and learning, research, staff, culture and engagement. Since the establishment of the MTC in 2018 there has been an increase of just over 21% for Headcount, 14% Regional and Remote Students, just over 22% EFTSL with an increase of just over 9% in module completion rates.

The Moondani Toombadool Centre includes the following staff who are funded by ISSP, Wurreker (State), HEPPP and Swinburne recurrent funding:

- Executive Director, Reconciliation Strategy and Leadership (FTE 1.0)
- Indigenous Research Fellow (FTE 1.0)
- Indigenous Cultural Capability Lecturer (FTE 1.0)
- Research Assistant (FTE 1.0)
- Senior Events and Project Officer (FTE 1.0) (HEPPP)
- Executive and Administration Assistant (FTE 1.0) (HEPPP)

Indigenous Student Services Team

- Manager Indigenous Student Services (FTE 1.0) (ISSP)
- Indigenous Student Recruitment Officer (FTE 1.0) (HEPPP)
- Indigenous Student Advisor (FTE 1.0) (ISSP)
- Indigenous Student Advisor (FTE 1.0) (HEPPP 0.5 & ISSP 0.5)
- Koorie Liaison Officer (FTE 0.4) (State)

Due to COVID, planned on campus and outreach engagement activities were cancelled, postponed or modified to online delivery where possible. The MTC Indigenous Student Services team focused on student health and wellbeing throughout 2020 lockdown, offering the following online initiatives and programs to ensure student retention and success:

- Comprehensive online Orientation sessions
- NAIDOC Week Student Art Competition
- Online Wayapa Wurrk- Indigenous Mindfulness and Yoga Practice
- Online Friday night pizza making sessions supplied by PAWA Indigenous catering company
- Online Basket Weaving and Yarning sessions
- Poetry slam in collaboration with Headspace
- Regular check in surveys and pop polls to determine how students were tracking
- Observed and held online events for significant Cultural dates
- Online Career and Industry Panel sessions
- Provision of data packs to support students transitioning to online delivery
- Student “At Risk” strategy implemented

To increase and improve access for Aboriginal and Torres Strait Islander students during 2020, the following online outreach and engagement initiatives were implemented:

- Dedicated Indigenous Student Recruitment Officer role
- Continued major partnership with the Girls Academy
- Established partnership with Clontarf Foundation
- Review conducted of existing scholarships offered, 5 new scholarships developed to offer in 2021
- Continued partnership with Worawa Aboriginal College
- Promoted MTC via “Swintopia” an online Open Day platform
- Updated VTAC SEAS Application and information services to include MTC and Swinburne Indigenous Specific information
- Included Indigenous specific content across Swinburne promotion platforms
- Participation in the Victorian online Indigenous Tertiary Information Sessions (ITIS) as part of the Victorian Toorong Marnong Accord. (The Torong Marnong Higher Education Accord is jointly auspiced by VAEAI and the Victorian Vice-Chancellors’ Committee).

The Moondani Toombadool Centre also implemented the following initiatives to support retention and success rates of Aboriginal and Torres Strait Islander students:

- Indigenous Research Fellowships (future pathways)
- Indigenous Academic Success Program, one on one tutoring
- Strategic student communication plan implemented focussing on key times of a student lifecycle
- Aboriginal and Torres Strait Islander students funded and honoured at graduation ceremonies

Indigenous teaching and learning initiatives that were implemented as whole of university approach:

- Annual Aboriginal and Torres Strait Islander teaching grants program (\$25,000).
- 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.
- Online resources developed and available for all staff regarding the teaching of Aboriginal and Torres Strait Islander Studies.
- Offer the Indigenous Studies Major in the Department of Social Sciences in FHAD.

- Introduced an Aboriginal and Torres Strait Islander knowledge and cultural competence Swinburne Graduate Attribute.

Table 2a Tutorial assistance provided in 2020

Level of study	Number of students assisted	Total hours of assistance ⁹	Expenditure ¹⁰ (\$)
Enabling	1	61.5	\$ 5023.65
Undergraduate	15	540	\$ 43 067.72
Postgraduate	3	59	\$ 8050.98
Total	19	660.5	
Total			\$ 56 142.34

Table 2b Indigenous Support Activities provided in 2020¹¹

Activity [i] [ii]	Number of student participants
Student Engagement: <ul style="list-style-type: none"> • Face to face and Online Orientation programs • Poetry workshop in collaboration with Headspace • COVID Online Friday night pizza making sessions • Online Wayapa Wurrk Indigenous Mindfulness and Mediation Workshops • Online Bangarra Dance event 	69
Information sessions: <ul style="list-style-type: none"> • Online Career/Industry Panel sessions • Inclusive language Webinar in collaboration with Swinburne Safer Communities 	18
Cultural Events: <ul style="list-style-type: none"> • Online Weaving and Yarning workshop • NAIDOC Student Art Competition • Observed and held online events for significant Cultural dates 	70
Total Expenditure	\$ 8030.22

Cultural Competency of Staff

All cultural competence programs are funded by the university. It is compulsory for all Swinburne staff to complete the online Indigenous cultural competence module at the commencement of employment and repeated every two years. Over 2500 Swinburne staff have completed this training.

In addition, the current 2020 – 2023 RAP target is to deliver face-to-face cultural safety training to 70% of Swinburne staff and 100% of Swinburne staff who work with Aboriginal & Torres Strait Islander people. The Koorie Heritage Trust delivers the face to face cultural safety training which switched to online delivery due to COVID and currently approximately 15% of Swinburne staff have attended.

In 2020 a compulsory online Cultural Competency Module was launched, to be completed by all commencing HE Undergraduate and Postgraduate students and an online module for teachers focussed on teaching and engaging Indigenous students was also implemented in 2020.

3. Completions (outcomes)

Increasing completion rates is a priority with the following 2020 - 2023 RAP targets set:

- 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).
- All student-related administrative areas, including student services, recruitment, communication, engagement, and pathways to higher education and postgraduate, will report quarterly to the Moondani Toombadool Centre on Aboriginal and Torres Strait Islander student matters.
- Relevant Swinburne areas provide quarterly reports to the Moondani Toombadool Centre on Aboriginal and Torres Strait Islander students who are at risk of failing units, enabling targeted responses and support.

Since 2019 there has been a 37.5% increase in course completions and an increase of 4.69% in module completion rates of Aboriginal and Torres Strait Islander students.

Aboriginal and Torres Strait Islander higher education award course completions						
	2015	2016	2017	2018	2019	2020
Total	13	12	12	28	24	33

Student Module Completion Success Rates % (on-campus and online)		
Apportioned Years	Non-Indigenous Success Rate	Indigenous Success Rate
2017	82.77%	64.61%
2018	83.48%	67.07%
2019	84.76%	70.25%
2020	85.57%	73.63%

Connecting graduates with employment

Swinburne's overarching strategy, Horizon 2025, includes the implementation of 100% Work Integrated Learning (WIL) for all students.

MTC supports this target through maintaining a database of all industry connections offering opportunities for Indigenous students. Running online Career events to include industry panel experts in collaboration with Swinburne Employability.

The MTC develops and circulates a monthly student newsletter to promote both internal and external employment opportunities to all Indigenous students, as well as facilitate connections with several key university employment related areas which includes the Swinburne Careers Hub, SwinEmploy, Swinburne Emerging Leaders Program, Professional Placements, Professional Internships, Industry Study Tours and external companies Kinaway and Career Trackers.

4. Regional and remote students

There has been a 17.88% increase Indigenous EFTSL Remote and Regional students since 2019. Student specific strategies and supports outlined in Section 2.

Enrolments (Access)	2015	2016	2017	2018	2019	2020
Total Indigenous EFTSL Remote and Regional	31.88 %	49.89%	62.88%	59.85%	58.29%	69.74%

Table 4 Scholarship data for remote and regional students^{12 13}

	Education Costs		Accommodation		Reward		Total ¹⁴	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	46,359	17	40,920	7.5	0	0	87,279	24.5
B. 2020 Offers ¹⁵	38,584	12	33,060	7	0	0	71,644	19
C. Percentage ¹⁶ (C=B/A*100)							82%	78%
2020 Payments	24,795	9	33,072	6	0	0	57,867	15

5. Working with Vulnerable People Requirement¹⁷

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

6. Eligibility requirements

6.1. Indigenous Education Strategy

Swinburne's 2020 – 2023 Reconciliation Action Plan is the overarching strategy document for all Aboriginal and Torres Strait Islander matters. In this document are the targets and key performance indicators for Aboriginal and Torres Strait Islander teaching and learning over the next three years.

In 2020, the following targets were actioned

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

- Developed a compulsory Aboriginal and Torres Strait Islander Studies non-credit module to be taught to all HE Swinburne students.
- Implemented Aboriginal and Torres Strait Islander content across VE 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.
- All student-related administrative areas, including student services, recruitment, communication, engagement, and pathways to higher education and postgraduate, will report quarterly to the Moondani Toombadool Centre on Aboriginal and Torres Strait Islander student matters.
- Relevant Swinburne areas provide quarterly reports to the Moondani Toombadool Centre on Aboriginal and Torres Strait Islander students who are at risk of failing units, enabling targeted responses and support.

6.2. Indigenous Workforce Strategy

The Swinburne 2020-23 Indigenous Workforce Strategy (IWS) supports the 2020-2023 RAP. The IWS is jointly managed by the Moondani Toombadool Centre and People and Culture (HR). Listing key Indigenous employment targets in the RAP and the IWS ensures the targets are prioritised by People and Culture and the wider university. The strategy is available on Swinburne's website.

The 2020-2023 RAP focuses on achieving the following key employment targets:

- Employment of an Indigenous PVC by 2022
- Increase number of Identified positions advertised each year
- Increase the employment of Aboriginal and Torres Strait Islander staff:
 - General staff from 17 to 30 (2%5 of all Swinburne general staff) across all EG areas;
 - Continuing and fixed-term HE academics from 7 to 11 (1% of all Swinburne HE academics) across all the eight Schools;
 - Continuing and fixed-term VE teachers from 0 to 4 (1% of all Swinburne VE teachers) across PAVE.
- Ensure the retention rate for Aboriginal and Torres Strait Islander staff is at the same rate or higher as the retention rate for all Swinburne staff (85%).
- Maintain and resource 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 RSG.
- Continue a twelve month induction program for all Aboriginal and Torres Strait Islander staff and seek feedback for continuous improvement.
- Include paid Aboriginal and Torres Strait Islander cultural leave provisions in P&C policies and agreements.
- Engage with all Aboriginal and Torres Strait Islander staff regarding professional development planning, including funding professional development through the Aboriginal and Torres Strait Islander Staff Professional Development Fund.

Table 6.2 Indigenous workforce data (2020 breakdown)^{18 19 20 21}

Level/position	Permanent		Casual/contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
HEW 5				2
HEW 6		3		5
HEW 7		1		
HEW 8		2		
ACB	3		2	
ACC	1			
RSCHA			1(research officer)	
T1.1(PAVE)			1(teaching)	
Total	4	6	4	7
Grand Total	21			

6.3. Indigenous Governance Mechanism

Swinburne’s ISSP Indigenous Governance Committee is comprised of majority Indigenous staff and one non-Indigenous senior leader. The committee meets three times a year addressing the following key areas:

- Advise on use of ISSP resources
- Budget monitoring
- Employment
- Indigenous Procurement
- Tutoring and Scholarships

. The 2020 ISSP Governance Committee members:

- Dr Sadie Heckenberg, MTC Aboriginal and Torres Strait Islander Research Fellow (Chair)
- Mat Jakobi, Lecturer in Indigenous Cultural Capability
- Vicky Peters, Indigenous Student Services Manager
- Angie Martin, Indigenous Employment Officer
- Professor Andrew Gunstone, Executive Director, Reconciliation Strategy and Leadership; Professor, Indigenous Studies

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. There are seven-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 consults on and guides ethical research practices and engages the university in Indigenous knowledges and ways of doing. The committee has four Indigenous academic staff members and a position for an Indigenous HDR student. It is chaired by Dr Sadie Heckenberg, Aboriginal and Torres Strait Islander Research Fellow in the Moondani Toombadool Centre.
- Indigenous Teaching and Learning Committee – This committee engages the university in the Indigenisation of teaching and learning across higher education and vocational education. The committee has three Indigenous members. It is chaired by Mat Jakobi, Lecturer in Indigenous Cultural Capability in the Moondani Toombadool Centre.
- 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 2020-22 RAP and the implementation of the 2017-19 RAP.

6.3.1. Statement by the Indigenous Governance Mechanism

As Chair of the Swinburne ISSP Governance Committee, I fully support the 2020 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



Dr Sadie Heckenberg
Aboriginal and Torres Strait Islander Research Fellow
Moondani Toombadool Centre, Swinburne University of Technology

Additional information for completing the template

- ¹ Only payments made during 2020 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.
- ² Record the number of students (head count) not EFTSL.
- ³ Include both preserved and new ISSP scholarships.
- ⁴ This figures in this column should be the sum of the relevant row.
- ⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.
- ⁶ Include
- ⁷ Include payments to all undergraduate students, including remote and regional students.
- ⁸ Include payments to all postgraduate students, including remote and regional students.
- ⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).
- ¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- ¹¹ Add more rows if necessary.
- ¹² Only record amounts which would/did require payment during the 2020 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.
- ¹³ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- ¹⁴ This figures in this column should be the sum of the relevant row.
- ¹⁵ Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- ¹⁶ This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- ¹⁷ This section confirms that the provider complies with Section 35A of the Guidelines.
- ¹⁸ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
- ¹⁹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- ²⁰ The numbers recorded here should be a headcount of staff and not the full-time equivalent.
- ²¹ There is no longer a requirement to break up these by faculty. Please group together results by level.