

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

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1. Enrolments (Access)

Data provided by Department of the Prime Minister and Cabinet (DPM&C) to the Vice Chancellor in February 2017 identified Notre Dame as ranking 37 or 38 out of 40 institutions in relation to Indigenous EFTSL between 2013 to 2015. Strategies to improve access for Aboriginal and Torres Strait Islander students, including outreach activities, resides with the University's Prospective Students Offices (PSO) on both the Sydney and Fremantle Campuses.

On the Sydney Campus in 2017, a member of staff from the PSO was allocated to identifying and exploring Indigenous student engagement strategies. The Sydney PSO have identified relevant schools with Aboriginal and Torres Strait Liaison Officers in the Sydney region and held discussions about student interests and activities and where Notre Dame may be able to make a contribution to school-based activities. Invitations to schools to experience Campus life were extended for 2018.

During 2017, (the Fremantle Campus) PSO hosted a number of high schools and other institutions who brought groups of Indigenous students to the Fremantle Campus for three new events specifically for Indigenous students:

- 'Have a Yarn' – an event to promote studying at the university for Year 11-12 students. This event was run for the first time in 2017. The total number of attendees was 40 people;
- Aboriginal and Torres Strait Islander Admission Information Evening – an event to assist Indigenous prospective students to apply for courses at Notre Dame. This event was run for the first time in 2017. Its aim was to allow Indigenous students to come and talk to Prospective Student Advisors about applying to the university and being taken through the application process step by step; and
- Walyalup Day – an event to engage Year 9 and 10 Indigenous students in studying in the future at Notre Dame. The aim of this event to show Year 9 and 10 prospective students what it would be like to study at university.

As part of a broader outreach strategy, the University has a partnership with AIME (Australian Indigenous Mentoring Experience).

ISSP scholarships are accessible to all Indigenous students enrolled in higher education programs at the University. In addition to the scholarships reported in Table 1a below, in 2017 the University also offered scholarships supported by private donors to Indigenous students.

The University provides a 13-week Tertiary Pathway Program (TPP) which enables successful students to progress to many of the University's undergraduate programs. The enabling program is a Commonwealth Supported Program, so is fee exempt for students and continues to grow Indigenous student numbers. The TPP is situated in the Academic Enabling and Support Centre (AESC). The AESC offers an integrated set of support services and coordinates Indigenous student support (via the Indigenous Student Support Officer) with academic support, disability and equity support and TPP lecturing staff. Consistent with support for all students in the enabling program, additional tuition via TPP-based facilitated workshops are available throughout semester which promote peer-to-peer learning and ready access to lecturers and academic support staff. Individual tutoring is funded through ISSP.

Consistent with our communication with the Tertiary Education Team, Tertiary Education & Policy Coordination Branch, ISSP, in April 2018, we note that the **estimated** other university funds and resources expended on the activities and strategies described above to support Indigenous students, supplementary to those identified in the audited financial acquittal, are as follows:

Other categories	Campus	Type of assistance	Estimated Value
Prospective Students Office - Access strategies	Fremantle	High School events and information evening	\$4,296.11
Prospective Students Office - Access strategies	Sydney	Prospective student officer salary contribution 10%	\$17,700
AIME partnership	Fremantle	Outreach	\$110,000
Total estimate			\$131,996.11

Course commencement numbers across all courses show a gradual rise in Indigenous students commencing in tertiary studies at the University, particularly for the School of Nursing.

Commencement numbers for courses (Head Count)

School	Course Name	Commencement Year		
		2015	2016	2017
<i>AESC</i>	Enabling courses	12	13	17
<i>Research</i>	Doctorate		2	2
	Masters by Research		2	
<i>Arts and Sciences</i>	Undergraduate	7	3	3
<i>Business</i>	Undergraduate	1	1	
<i>Education</i>	Masters by Coursework	2		
	Graduate Diploma		1	
	Undergraduate	5		7
<i>Health Sciences</i>	Undergraduate	1	3	1
<i>Law</i>	Undergraduate	1	2	
<i>Medicine</i>	Bachelor	4	2	
	Doctor of Medicine			3
<i>Nursing</i>	Undergraduate	6	8	13
	Graduate Certificate in Clinical Nursing		3	
<i>Physiotherapy</i>	Undergraduate	1		
Grand Total		40	40	46

Summary Indigenous Equivalent Full-Time Student Loads (EFTSL) by course);

School	Type	Reference Year		
		2015	2016	2017
Academic Enabling and Support Centre	Enabling Programs	8.63	11.20	9.88
Research	HDR	0.50	2.50	3.50
School of Arts and Sciences	Undergraduate	11.26	10.43	9.78
School of Business	Undergraduate	2.00	2.56	2.81
School of Education	Undergraduate	9.86	7.13	9.74
	Post Graduate	1.93	1.67	0.57
School of Education		11.78	8.80	10.31
School of Health Sciences	Undergraduate	1.28	2.42	2.49
School of Law	Undergraduate	5.25	5.09	2.80
School of Medicine	B. Medicine / B. Surgery	10.00	10.00	3.00
	Doctor of Medicine			9.00
	Grad Cert Health Professional Education	0.13		
School of Medicine		10.13	10.00	12.00
School of Nursing	Undergraduate	11.56	14.25	18.07
	Post graduate	0.25	0.75	0.25
School of Nursing		11.81	15.00	18.32
School of Physiotherapy	Undergraduate	0.92	0.17	1.00
Grand Total		63.55	68.16	72.87

EFTSL for Indigenous students across the University continues to steadily rise, most notably in the School of Nursing's undergraduate Bachelor of Nursing.

EFTSL of Aboriginal and Torres Strait Islander students from 'remote' and 'regional' areas

REMOTE_CATEGORY_NAME	CLASSIFICATION	Reference Year		
		2015	2016	2017
Inner Regional Australia	REGIONAL	1.38	3.25	4.08
Outer Regional Australia	REGIONAL	1.36	1.11	0.85
Remote Australia	REMOTE	3.93	4.65	4.33
Very Remote Australia	REMOTE	3.42	2.33	1.08
Total Rural & Remote		10.07	11.34	10.33
Major Cities and N/A		53.48	56.82	62.55
Grand Total		63.55	68.16	72.87

Data provided to the Vice Chancellor in February 2017 identified in the years 2013, 2014 and 2015 Notre Dame ranked 37, 38 and 39 respectively in relation to Indigenous EFTSL -Regional and Remote. EFTSL for Indigenous students from remote and regional areas continues to steadily rise across the University. There is a small fall in numbers of students from Very Remote Australia and a corresponding increase in Indigenous students from Inner Regional Australia. These trends are related to the fact that in this same period the University has refocused its offerings on the Broome Campus to VET programs. A higher education course, the EN-BN conversion program for the Bachelor of Nursing commenced in 2017. Students in this course, although located on the Broome Campus are enrolled and captured in the data as Fremantle students.

1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote		0						0
Undergraduate	2,000	1					2000	1
Post-graduate Students enrolled in grad entry coursework medical degree	3,000	2					3000	2
Other	0	0					0	0
Total	5,000	3					5,000	3

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$4,904
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$5,000

Consistent with our communication with the Tertiary Education Team, Tertiary Education & Policy Coordination Branch, ISSP, in April 2018, we note that the **estimated** other university funds and resources expended on the activities and strategies described above to support Indigenous students, supplementary to those identified in the audited financial acquittal, are as follows:

Other University funded –donor scholarships 2017

Scholarship Name	Campus	Value	Term	Students assisted	level	Total Value
The Beasley Family Scholarship in Medicine and Nursing	Fremantle	\$5 000	1 year	2	Post grad (D. Med)	\$10,000
Total						\$10,000
Other University funded scholarship staff administration: both ISSP and donor (80 hours)						\$4,256.39

2. Progression (access and outcomes)

Data provided by the DPM&C to the Vice Chancellor in February 2017 identified that in the years 2013, 2014 and 2015, Notre Dame ranked 7, 2 and 14 respectively in relation to Indigenous students' progression/success rates. A range of strategies exist across the University to improve unit success rates and completions for our Aboriginal and Torres Strait Islander students. In keeping with the University's commitment to the provision of excellence in pastoral care for students, the model is one of shared responsibility and commitment rather than a centralised, devolved model. Notre Dame does not have a single Indigenous Support Unit as such but a range of dedicated services and collaborative approaches.

On both the Fremantle and Sydney Campuses, an Indigenous Student Support Officer (ISO) was appointed (0.5FTE) in mid-2017 and are situated in the AESC, where students can access integrated culturally appropriate support, including academic support and referral to discipline specific specialist tutoring, especially where students are identified as a priority under the ISSP Needs Assessment matrix.

The creation of an identified Aboriginal student space on the Fremantle Campus, Manjaree, in June 2017 has allowed students to connect and engage with one another and attend certain University events and cultural activities in this space. In October, the University employed an Aboriginal Artist in Residence to work in Manjaree with Aboriginal students to complete a major work of art designed to bring the colours, symbols and stories of students' lands onto the Fremantle Campus. The creative content guided the students from different locations throughout Australia from a cultural and spiritual sense to demonstrate their diversity and importantly, provided the opportunity to get through their studies and preparations for their end of year exams. Weekly lunches to provide connection and friendships were held during semester.

The ISOs and the Director of Indigenous Education work cooperatively across all Schools and business units within the University. Within the Schools of Medicine there are Aboriginal Health Teams consisting of four staff on the Fremantle Campus and two staff on Sydney Campus. Five of the staff are Aboriginal or Torres Strait Islander. In every School across both Campuses, School leadership teams are aware of the Indigenous students in their programs and can provide school-based support through program counselling and pastoral care, which can include referral to the ISO. The leadership team, in consultation with the ISO and Director of Indigenous Education, will undertake an assessment of progress of all Indigenous students at the beginning of each semester to determine any risks to progress and associated strategies (conditional academic status, number of attempts in compulsory units, leaves of absence etc.). The ISO will also liaise with School staff to provide advice, support and to seek informal progress commentary.

Cultural Awareness training for Fremantle staff continued in 2017 with four Workshops being held during the year with 40 staff across academic and general staff participating. The School of Medicine in Sydney outsourced cultural awareness training for their tutors early last year and positive feedback was received from this workshop. Cultural training is being arranged for Broadway and Darlinghurst staff on the Sydney Campuses in 2018 and training will continue for current and new staff on the Fremantle Campus.

Retention rates for the University, and by course, are steady, but impacted somewhat by small cohort numbers, as is demonstrated in the retention/progression rates by course.

Retention /Progression rates for Aboriginal and Torres Strait Islanders students

SUMMARY BY CAMPUS	COMMENCEMENT YEAR		
	2015	2016	2017
Campus			
<i>Fremantle Campus</i>	80%	60%	81%
<i>Sydney Campus</i>	67%	75%	63%

SUMMARY by Award COURSE	COMMENCEMENT YEAR		
School	2015	2016	2017
<i>Bachelor of Arts</i>	100%		
<i>Bachelor of Arts</i>	50%		0%
<i>Bachelor of Arts (Education Studies)</i>		0%	
<i>Bachelor of Arts (Politics and Journalism)</i>	0%		
<i>Bachelor of Biomedical Science</i>			100%
<i>Bachelor of Communications and Media</i>			100%
<i>Bachelor of Communications and Media</i>	100%	100%	
<i>Bachelor of Counselling</i>	100%		100%
<i>Bachelor of Education (Birth to Twelve Years)</i>			
<i>Bachelor of Education (Early Childhood & Care: 0-8 years)</i>			50%
<i>Bachelor of Education (Primary)</i>	100%		
<i>Bachelor of Education (Secondary) and Arts</i>	0%		100%
<i>Bachelor of Exercise and Sport Science</i>	0%	33%	
<i>Bachelor of Human Resource Management</i>		100%	
<i>Bachelor of Laws (Bachelor's Graduate Entry)</i>	100%		
<i>Bachelor of Laws / Bachelor of Marketing & Public Relations</i>		100%	
<i>Bachelor of Marketing and Public Relations</i>	100%		
<i>Bachelor of Medicine / Bachelor of Surgery</i>	100%	0%	
<i>Bachelor of Medicine / Bachelor of Surgery</i>	100%		
<i>Bachelor of Nursing</i>	60%	100%	100%
<i>Bachelor of Nursing</i>	100%	100%	50%
<i>Bachelor of Physiotherapy</i>	100%		
<i>Bachelor of Preventive Health</i>			
<i>Bachelor of Primary Education</i>	0%		
<i>Bachelor of Primary Education (Religious Education)</i>	100%		67%
<i>Bachelor of Science</i>	100%		
<i>Bachelor of Sport and Recreation Management</i>			

Bachelor Pass and Bachelor Graduate Entry Only

Success rate for year(x) is the proportion of actual student load (EFTSL) for units of study that are passed divided by all units of study attempted (passed + failed + withdrawn after Census date).

		TOTAL EFTSL FOR INDIGENOUS STUDENTS				
Year	SCHOOL	PASS	FAIL	WD Pre Census	WD Post Census	SUCCESS RATE
2015	Arts and Sciences	6.98	0.38	3.56	2.57	70%
	Business	2.11	0.00	0.00	0.00	100%
	Education	8.64	0.44	0.55	1.18	84%
	Health Sciences	1.38	0.00	1.92	0.38	78%
	Law	3.85	0.00	1.83	0.56	87%
	Medicine	2.00	0.50	1.50	0.50	67%
	Nursing	9.32	1.74	3.96	1.17	76%
	Physiotherapy	0.92	0.00	1.08	0.00	100%
2016	Arts and Sciences	6.67	0.75	2.00	0.80	81%
	Business	2.32	0.24	0.56	0.00	91%
	Education	8.43	0.48	1.92	0.22	92%
	Health Sciences	1.19	0.70	1.80	0.42	51%
	Law	3.76	0.38	1.04	0.88	75%
	Medicine	1.50	0.50	3.00	0.00	75%
	Nursing	13.0 0	0.75	4.32	0.67	90%
	Physiotherapy	0.17	0.00	1.00	0.00	100%
2017	Arts and Sciences	7.85	1.08	2.10	0.13	87%
	Business	2.24	0.39	2.69	0.13	81%
	Education	8.91	0.57	2.10	0.94	86%
	Health Sciences	2.28	0.10	2.14	0.11	92%
	Law	2.47	0.11	4.57	0.73	75%
	Medicine	1.00	0.50	1.50	0.50	50%
	Nursing	14.5 6	2.95	5.69	0.64	80%
	Physiotherapy	1.00	0.00	0.00	0.00	100%

The student success rates across all Schools is in general very good. It is noted however that given the relative smaller EFTSL loads at Notre Dame only a few students' results change the success rate significantly, as can be seen in the Schools of Medicine and Health Science. This is also reflected in the shift in rankings in the data provided to the Vice Chancellor, from 7 in 2013 to 14 in 2015.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	3	20.5	\$1124.21
	Post graduate	6	367	\$27726.93
	Other	2	4	\$253.20
	<i>total</i>			\$29,104.34
Indigenous Support Unit or other Indigenous student support activities	Indigenous Student Support Officer Salaries			\$16,328.96
	Hospitality student lunches - Manjaree			\$561.09
	<i>total</i>			\$16,890.04

Consistent with our communication with the Tertiary Education Team, Tertiary Education & Policy Coordination Branch, ISSP in April 2018, we note that the **estimated** other university funds and resources expended on the activities and strategies described above to support Indigenous students, in addition to those identified in the audited financial acquittal, are as follows:

Other categories	Type of assistance	Estimated Value
Creation of dedicated Indigenous student space	Manjaree and artist in residence	\$13,310.62
Cultural awareness training	Staff training Fremantle and Sydney	\$3,303.52
Elder on Campus	Mentoring/ Welcome to Country and promoting cultural awareness	\$4,873.25
NAIDOC week	Hospitality	\$469.63
Program and governance	Senior staff oversight and administration	\$18,588.63
Total		\$150,545.65

3. Completions (outcomes)

Data provided by the DPM&C to the Vice Chancellor in February 2017 identified Notre Dame as ranking 36 or 37 out of 40 institutions in relation to Award Completions between 2013 and 2015. Improvements in Award Completions outlined below, relies on the culmination of the strategies outlined in sections one and two above. It is noted that these are total numbers, rather than any statistical proportion of total enrolments. The University is distinctive in its provision of pastoral care to all students, and in its commitment to providing a culture and environment that is conducive to the development of the whole human person, including instilling an obligation in students to serve the common good. The University seeks to provide an educational experience that is integrative and transformative and that encourages students to develop solidarity with people worldwide in the Christian spirit of service. An authentic and genuine commitment to the Objects at all levels of the University inculcates a culture across the organisation that underpins student retention, success and completion.

Tangible evidence of pastoral care at Notre Dame can be seen from the personalised approach to admissions, small class sizes, one-on-one contact with academic staff, individualised academic and counselling support programs, welcoming liturgies and faith opportunities, sporting and cultural activities. Centralised support and strategies employed at all universities exist at Notre Dame. Dedicated Student Services and Academic Support Centres exist to support all aspects of student life, including appointments with Learning Advisors for the creation of individualised learning plans, workshops, Peer Mentoring programs, Careers and Campus Ministry. These services are communicated to students in a variety of ways and through multiple channels, including SMS, social media and the Student Association.

Specific pastoral care initiatives for our Indigenous students are improved by the support provided by the ISOs and the Aboriginal Health Teams in the Schools of Medicine, led by our Director of Indigenous Education. In addition to culturally appropriate pastoral care for Indigenous students, these members of staff are a conduit for the provision of suitable academic support, including connecting ISSP tutors and students and linking Indigenous students with broader academic and other support available at the University, such as through the AESC, the Library or Student Services. These staff also liaise with leadership staff in Schools to source suitable ISSP tutors, course and career counselling. Additionally, identified academic staff within each of the Schools of the University provide specific cultural assistance and specialist academic support to Indigenous students enrolled in degree programs within their Schools.

Financial support is also provided through the Student Employment Scheme, whereby Indigenous students are provided with opportunities for part-time work within the University, for example assisting at University events; additionally the ISO and Aboriginal Health Teams assist students with applications for Ab-Study, scholarship support and referring students to Student Services for immediate and short term financial assistance.

The University is committed to developing strategies to assist graduates and monitor outcomes after graduation. The recent appointment of the Indigenous Employment Coordinator, in collaboration with the Office of University Relations (which includes alumni), will seek to progress these strategies in 2018.

In 2017, while establishing the ISSP, one staff member's salary in the Aboriginal Health Team (Fremantle) and a small component of the salary of the Director Indigenous Education was partially funded by ISSP. The ISO positions and ISSP tutorial assistance are fully funded by the ISSP. The five staff in the Schools of Medicine Aboriginal Health Teams not partially funded by ISSP, are funded by other university resources. The remainder of the strategies described are accessible to all students and are therefore other University funded resources.

<i>Course Completions</i>					
<i>School</i>	COURSE_TYPE	Completion Year			Total
		2015	2016	2017	
<i>AESC</i>	Enabling	2	4	7	13
<i>Research</i>	Masters by Research	1			1
<i>Arts and Sciences</i>	Bachelor	2		5	7
<i>Business</i>	Bachelor	1	1	1	3
<i>Education</i>	Masters by Coursework	1		2	3
	Graduate Diploma	1		1	2
	Bachelor	1	3	1	5
	Graduate Certificate			1	1
<i>Health Sciences</i>	Bachelor			1	1
<i>Law</i>	Bachelor Graduate Entry			1	1
	Bachelor Honours		1		1
	Bachelor	1		1	2
<i>Medicine</i>	Bachelor Graduate Entry	1		2	3
	Masters Extended			1	1
<i>Nursing</i>	Bachelor	3	3	3	9
	Graduate Certificate	1		3	4
Total Award Course (excluding enabling)		13	8	23	44

Award Course Completion improved significantly in 2017, coinciding with the commencement of the ISSP and consistent with the data regarding positive rankings for progression/success provided to the Vice Chancellor in 2017 as discussed above.

Individual student numbers successfully completing the enabling programs have grown. When compared to the growth in commencement numbers the success rates are improving and consistent with sector and institutional completion rates for enabling programs (between 50% and 60%). Dedicated strategies for Indigenous students in enabling courses are being progressed in 2018 in consultation with the ISOs.

4. Indigenous Education Strategy accessible by public

Underpinned by the University's *Strategic Plan 2013 - 2016*, Notre Dame's *Aboriginal and Torres Strait Islander Student Strategic Plan 2015- 2018* aims to increase the number of eligible Aboriginal and Torres Strait Islander students enrolling in undergraduate and postgraduate courses at Notre Dame and to facilitate their successful progression and completion of their studies. This Plan can be accessed at http://www.nd.edu.au/_data/assets/pdf_file/0003/140799/Aboriginal-and-Torres-Strait-Islander-Student-Strategic-Plan-2015-2018.pdf

The plan has three overarching strategic objectives:

1. Increase and promote Aboriginal and Torres Strait Islander culture across the University

The University continues to afford opportunities for cultural awareness training for staff. In 2017, discipline-focused cultural awareness training was offered for staff in the Sydney Campus School of Medicine, and built on cultural awareness training provided in prior years. The University has a number of activities for students and employees that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia. This includes the inclusion of Indigenous knowledge in curricula and teaching practices. For example, the School of Medicine (Fremantle) has implemented several placements and immersions in Broome in the second year of its medical program, building on first year cultural immersion programs. Throughout the later years of the course, students and staff continue to engage with Aboriginal community members and organisations in activities that promote cultural immersion in local histories, traditions and connections to country. Students undertaking studies in the School of Arts and Sciences are required to undertake the first-year course ABOR1000 Aboriginal People. This course is available as an elective in many programs across the University and in 2017 in excess of 350 students undertook the course on the Fremantle Campus. The School of Arts and Sciences, Sydney administers the Graduate Certificate of Aboriginal Studies that is largely taught through Broome Campus, or via online learning. The program includes on-Country immersions. The School of Education pre-service teacher programs contain compulsory courses in Aboriginal cultures, and other courses dedicated to Aboriginal cultural ways and people are delivered in programs such as the Bachelor of Nursing and the Aboriginal health curriculum of the Schools of Medicine. In 2016/2017, an Indigenous portal was created on the University's webpage to promote cultural awareness and provide another avenue of support for Indigenous students through the dissemination of relevant information, see <http://www.nd.edu.au/indigenous-portal>. The University has a long tradition of celebrating NAIDOC week.

2. Improve the recruitment and retention of Aboriginal and Torres Strait Islander students

As noted in section one above, the University has introduced strategies that are designed to increase Indigenous student recruitment and advance Indigenous student retention. The data provided above demonstrates a steady improvement of these measures for the University, notwithstanding relatively small Indigenous student cohort. This has been enhanced by the growth in AESC tutor support and numbers of tutors that are appropriate to Aboriginal and Torres Strait Islander student needs. Several private donor scholarships for Indigenous students have been introduced.

3. Establish a strong culture of pastoral care for Aboriginal and Torres Strait Islander student

As outlined in section three above, Notre Dame is committed to the provision of excellence in pastoral care for its students and has implemented a number of strategies to ensure that culturally appropriate pastoral care is available for its Aboriginal and Torres Strait Islander students. Broader cultural support is available to students through the establishment of Manjaree, enabling students to support each other in a culturally safe environment, enriched by the presence of an Elder on Campus who provided cultural mentorship. Pastoral care for Indigenous students is enhanced by the ISOs and the Aboriginal Health Teams in the Schools of Medicine, led by our Director of Indigenous Education, and the creation of strong networks with academic staff in Schools.

Although the Strategic Plan does not include numerical KPIs (Clause 13(a), it does address the requirements of Clause 13 (b) to (d) of the ISSP Guidelines. During 2018, the Strategic Plan will be fully reviewed and updated by the University's Indigenous governing body, the Aboriginal and Torres Strait Islander Education Consultative Group (ATSIECG) and will involve specific consideration of the ISSP to ensure clear alignment with the Guidelines and the prioritisation of Indigenous students who are financially disadvantaged and/or from remote and regional areas.

A Reconciliation Action Plan (RAP) for Notre Dame is in the early stages of development and will provide for a whole of institution approach encompassing the diversity within the Fremantle, Broome and Sydney Campuses. A key strategy in this process is the continuation of cultural awareness and cultural security training for staff at the Fremantle and Sydney Campus. Other strategies are being addressed via separate but related strategic action plans.

5. Indigenous Workforce Strategy accessible by public

Strategies to improve employment opportunities and career pathways for Aboriginal and Torres Strait Islander people have been historically supported, however, as Notre Dame has not previously had a requirement to complete an Indigenous Education Statement, Indigenous staff data were not provided to the Vice Chancellor in 2017.

The University's Enterprise Agreement is available at (http://www.nd.edu.au/data/assets/pdf_file/0003/139854/Staff-Enterprise-Agreement-2015-2017.pdf), and which although dated 2015-2017 was only finally agreed in the first half of 2017. The Agreement includes commitments to the appointment of an Aboriginal and Torres Strait Islander Employment Coordinator (Section 9.3) and the establishment of an Aboriginal and Torres Strait Islander Employment Committee (Section 9.4).

The first 'task' for this Committee was to 'Develop and oversee the implementation of an Aboriginal and Torres Strait Islander Employment Strategy' (9.4.2 (a)). The appointment process for the Aboriginal and Torres Strait Islander Employment Coordinator was concluded in the second half of 2017 and the successful applicant (an Aboriginal person) commenced in this role on 7 December 2017 (0.6 FTE). The first meeting of the Indigenous Employment Committee was convened prior to Christmas 2017 following the start date of this appointment. The Committee includes the appointment of two Aboriginal and Torres Strait Islander staff members (elected by the Aboriginal and Torres Strait Islander staff members of the University) to this Committee.

The Aboriginal and Torres Strait Islander Employment Committee is committed to the development and implementation of an Aboriginal and Torres Strait Islander Employment Strategy for the University, alongside the monitoring of the employment of Aboriginal and Torres Strait Islander staff across all campuses.

As previously reported to DPM&C the University anticipates having a draft Indigenous Workforce Strategy by mid-2018, becoming operational shortly thereafter following internal review and approval processes.

Consistent with our communication with the Tertiary Education Team, Tertiary Education & Policy Coordination Branch, ISSP in April 2018, we note that the **estimated** other university funds and resources expended in 2017 on the activities and strategies described above, in addition to those identified in the audited financial acquittal, are as follows:

Other categories	Type of assistance	Estimated Value
Aboriginal Employment Coordinator	Strategy development and implementation	\$2,579.49

5a Indigenous workforce data (2017 breakdown)

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

Faculty	level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-acadmenic	Academic	Non-acadmenic
Academic Enabling & Support	Level 5		2		
	Sessional			1	
Campus Services	Casual (non acad)				1
	Level 3		2		
	Level 4		1		
KURHA	Casual (non acad)				1
	Professor	1			
Nulungu Research Institute	Casual (non acad)				1
	Associate Lecturer	1			
	Lecturer	1			
	Level 4		1		
Office of the Head of Campus	Casual (non acad)				2
	Level 5		1		
	Trainee		1		
Prospective Students' Office	Casual (non acad)				1
School of Arts & Sciences	Sessional (acad)			3	
School of Education	Sessional (acad)			1	
School of Medicine	Associate Lecturer	1			
	Lecturer	1			
	Senior Lecturer	1			
	Associate Professor	2			
	Level 5		1		
School of Nursing & Midwifery	Sessional (acad)			2	
School of Physiotherapy	Sessional (acad)			1	
Staffing Office	Level 5		1		
Student Services	Casual (non acad)				1
VET	Sessional (acad)			2	
	Casual (non acad)				
	Lecturer	2			

6. Indigenous involvement in decision-making

The Aboriginal and Torres Strait Island Education Consultative Group (ATSIECG) is the Indigenous Governance Mechanism of the University and its membership consists of senior academics who are Aboriginal and non-Aboriginal and includes Aboriginal students. The committee has the skills and experience relevant to its role for ATSIECG and for Notre Dame. Through inclusion of cultural knowledge from people of diverse nations it advises the University through the ISSP Oversight Committee on matters pertaining to the ISSP grants.

The ATSIECG Terms of Reference were reviewed and updated in 2017 to reflect the University's obligations relating to ISSP funding in (vii) in Section 2; the aspirational commitment to appoint a majority of Indigenous persons to ATSIECG, as well as reference to the provision of advice on the use of ISSP funding in Sections 4 and 6. The updated Terms of Reference were endorsed by the University in July 2017.

ATSIECG is comprised of 15 committee members, representative of the three Campuses, of which five are Aboriginal academic staff, four Aboriginal students and six non-Aboriginal staff. The length of membership under its Terms of Reference is three years with capacity for extension of appointment by a maximum of three more years. The Chair of ATSIECG is an Aboriginal person and is the Director, Indigenous Education. This position is located within the Vice Chancellery and has a 'national' remit, that is, responsibilities across our Fremantle, Sydney and Broome Campuses.

The ATSIECG met four times in 2017. The main agenda items discussed are: student progress; curriculum development; tutoring; student support; cultural events on Campus; teaching and learning programs; cultural awareness training for staff; scholarships and other funding opportunities.

Local Aboriginal Elders, Aboriginal academics from other universities and Aboriginal staff employed through government organisations have been strong partners in collaborating and providing appropriate advice on graduate outcomes and staff engagement on cultural ways. The School of Arts and Sciences Sydney, has an Indigenous member of the Advisory Board who has been regularly consulted on matters in the school since its inception. There is regular consultation with Indigenous stakeholders in curriculum design of ABOR1000 and ABOR2000. The School of Education, Sydney has an Indigenous member of the Advisory panels for education degrees.

6a. Statement by the Indigenous Governance Mechanism

The Aboriginal and Torres Strait Island Education Consultative Group (ATSIECG), as the appropriate Indigenous governance body for Notre Dame, has a direct and transparent process to engage with the Oversight Committee for the Indigenous Student Success Program (ISSPOC) and these two governance bodies have three members in common. The ISSPOC is responsible for ensuring all requirements of the ISSP grant guidelines and conditions are satisfied. In 2017 the ISSPOC developed needs assessment frameworks to ensure that legislative requirements are met in the allocation of ISSP funds and are appropriate for the University. The ISSPOC is also responsible for monitoring the allocation and use of ISSP funding to ensure the provision of maximum support for Notre Dame's Indigenous students.

In 2017 the two groups worked closely in partnership to achieve successful outcomes for our Indigenous students. ATSIECG fully supported the collaboration and consultation process with the ISSPOC and continues to do so in 2018.

Notre Dame's ATSIECG has reviewed the information contained in this report and confirms that it provides an accurate account of Aboriginal and Torres Strait Islander student engagement, support and outreach activities. The ATSIECG is supportive of the submission of this information to the Department of Prime Minister and Cabinet, in accordance with ISSP reporting requirements.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

The University of Notre Dame Australia

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	96,502.64		96,502.64
Rollover of funds from previous years			
Interest earned/ royalties	1,267.29		1,267.29
Sale of assets			
(include other categories as appropriate e.g. HEPP for other funds)		85,202.76	85,202.76
A. Total Income 2017	\$97,769.93	\$85,202.76	\$182,972.69

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	45,433.30	566.50	45,999.80
Administration	20,598.38	84,636.26	105,234.64
Travel – domestic	2,310.68		2,310.68
Travel – international			
ISSP Asset purchases			
Conference fees and related costs			
(other major expenditure categories ensuring breakdown sums to total at B below)	29,427.57		29,427.57
B. Total Expenditure 2017	\$97,769.93	\$85,202.76	\$182,972.69
C. Unexpended funds PM&C agreed to rollover			
D. Unexpended Funds to be returned to PM&C			
E. TOTAL ISSP Funding use (B+C+D)	\$97,769.93		

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 Higher Education Support Act 2003. This amount is stated on your Recipient Created Tax Invoices (RCTIs).		\$9,782.12
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$9,782.12
Amount remitted: \$5,418.46	Amount remitted: \$4,363.66	Amount remitted: \$
Date remitted: 20/03/2017	Date remitted: 21/09/2017	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:

 (Print name of relevant officer) **JANE BAILEY**

 (Print position title) **KPMG PARTNER**

 (Signature and date) **Jane Bailey**

Telephone contact: **0470299722** E-mail: **jbailey5@kpmg.com.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:

