



# Indigenous Student Success Program

2023 Performance Report





**Australian Government**

# **Indigenous Student Success Program**

The Indigenous Student Success Program (ISSP) provides supplementary funding to universities to help students take on the demands of university and succeed. Universities can offer scholarships, tutorial assistance, mentoring, safe cultural spaces and other personal support services to First Nations students using ISSP funding. The flexibility of the ISSP assists universities to tailor their services to match student needs.

ISSP funding is prioritised towards supporting First Nations students who are financially disadvantaged and/or from remote and regional areas.

Universities receive ISSP funding based on enrolments, unit success rates and course completions of First Nations students. A special loading also recognises the additional costs associated with assisting Indigenous students from regional and remote areas.



# Indigenous Student Success Program

## 2023 Performance Report

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# Acknowledgment of Country and recognition of Australian First Nations traditional owners and cultures

**Charles Darwin University acknowledges and respects the many Australian First Nations traditional custodians of the lands upon which our campuses and centres are located.**

We acknowledge and pay our respects to the Larrakia, the traditional custodians of the lands upon which our Darwin Casuarina, Waterfront, and Palmerston campuses are located.

We acknowledge and pay our respects to the Jawoyn, Wardaman, and Dagoman, the traditional custodians of the lands on which Katherine campuses are located.

We acknowledge and pay our respect to the Turrbal and Yuggera, who are the traditional custodians of the lands upon which our Brisbane centre is located.

We acknowledge and pay our respects to the Woiworung, the traditional custodians of the lands on which our Melbourne centre is located.

We acknowledge and pay respect to the Whadjuk, the traditional custodians of the lands upon which our Perth centre is located.

We acknowledge and pay respect to the Warumungu, the traditional custodians of the lands upon which our Tennant Creek centre is located.

We acknowledge and pay respect to the Kungarakan and Warai (Batchelor and Adelaide River), the Yolngu (northeast Arnhem Land) and the Tiwi (Tiwi Islands).

We acknowledge Australian First Nations peoples' long tradition of sustaining their communities and environments over thousands of years. They are the first educators and first innovators.

They are the holders of knowledge that makes an important contribution to improving our local, national, and global communities.

We extend our respect to Elders – past, present, and emerging, and all other First Nations people.





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# 1. Declaration

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

Within this report, First Nations is used to describe the diversity of Australia's Aboriginal and Torres Strait Islander peoples. We acknowledge and pay our respects to the many Australian First Nations traditional custodians of the lands upon which our campuses and centres are located.

## 1.1 Context

Our understanding of CDU's First Nations students' Higher Education (HE) access, participation and success must recognise the unique institutional and cultural context of our students. As a student body, they are likely to be identified in multiple equity groups. They are First Nations. They may also be from more than one of the following equity groups: from low socio-economic locations; from regional and remote areas; have a disability; from linguistically and culturally diverse backgrounds; and be women in non-traditional areas. They often face challenges associated with remoteness and distance from an educational hub (including issues of low digital connectivity), have lower levels of western education, and can hold a higher cultural load and family responsibilities compared to both the national non-Indigenous domestic student population and First Nations students enrolled at other universities. To provide equity in their Higher Education participation rates, CDU First Nations students are likely to need greater levels of individual and cohort support. They also need to feel welcome and culturally safe and feel strongly connected to their university in order to thrive and succeed in the HE environment.

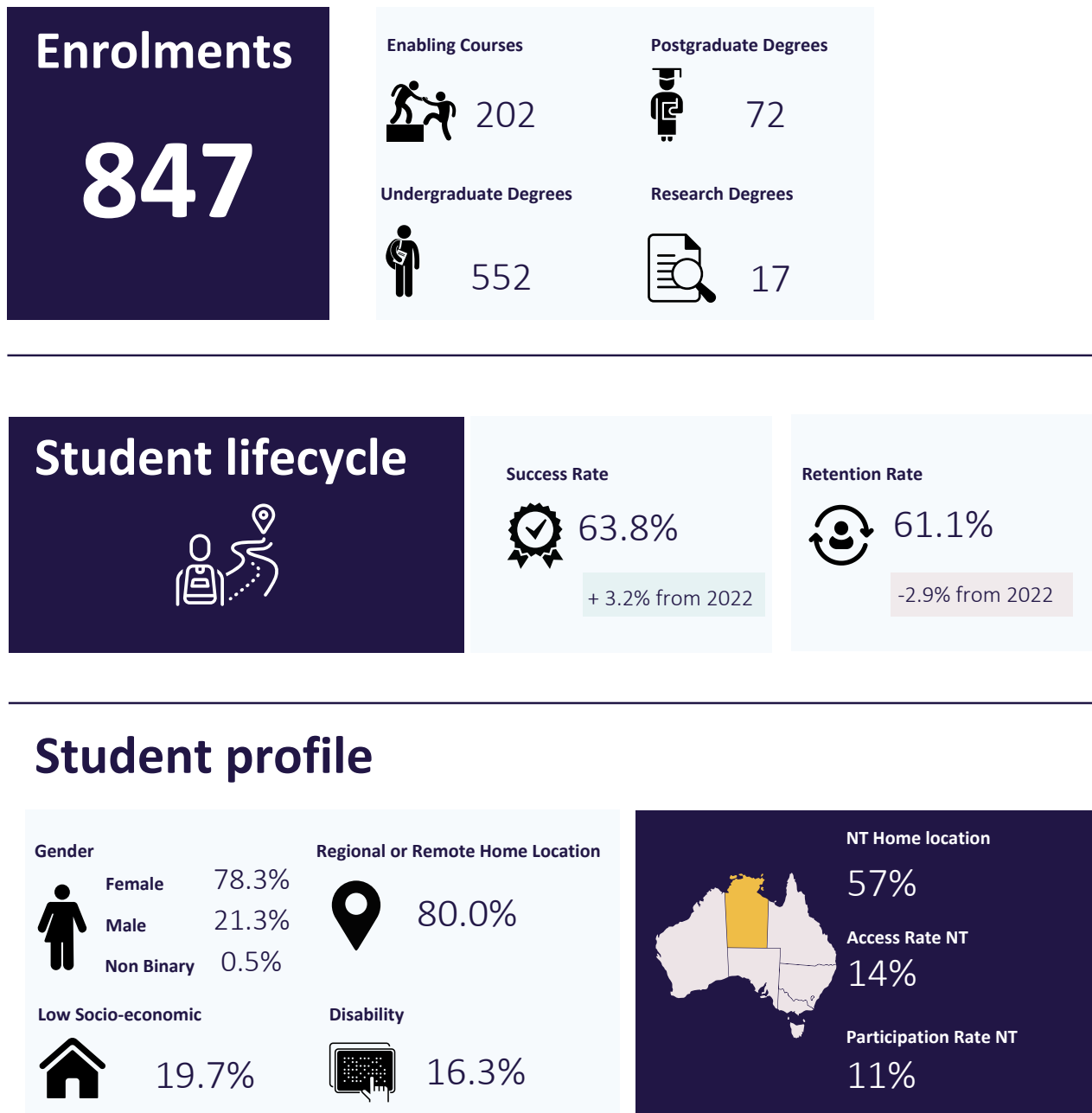
Charles Darwin University (CDU) had 847 First Nations course enrolments in 2023, 6.3% of our total Higher Education enrolments and 8.6% of domestic student enrolments. The majority of our First Nations HE student population are classified as coming from a regional or remote location (80%), with nearly six in ten based in the Northern Territory (NT) (57%). This equates to a 14% NT student access rate, and an 11% NT student participation rate (Figure 1).



Figure 1: Key statistics about CDU's First Nations Student Population

# First Nations In Degree and Research Courses

Key Statistics 2023



## 2. Enrolments (Access)

### 2.1 School Outreach programs

CDU aims to improve the aspirations of First Nations school children to see HE as their pathway to opportunity and lifelong success. Our specialised school outreach activities have been developed to widen participation opportunities for rural and remote school students through targeted school engagement activities, as well as our ongoing VET in school's program.

#### Bidjipidji School Camp

The 3rd Annual Bidjipidji School Camp was delivered by First Nations Leadership and Engagement (FNL&E) during the week of 17-22 August 2023. We hosted 36 First Nations students from across the Territory, coming from schools in Alice Springs, Nhulunbuy, Galiwin'ku, Katherine, Tennant Creek and the Tiwi Islands (Table 1). The program consisted of a stellar array of interactive and engaging taster sessions and a showcase of the University's offerings which were tied nicely to the annual CDU Open Day. The camp extended opportunities for the students to make positive connections with each other and with CDU lecturers and support staff within a culturally safe experience. It was a great opportunity for them to start considering their future education choices as potential tertiary students and empowered citizens. Right from the beginning of this immersive opportunity students reported that they felt welcomed and motivated – *"I've come out of my comfort zone."* *"Making new friends and connect with each other, coming back to CDU to study more, being more confident."*

*"Trying new things in CDU, had lots of fun learning new skills and meeting new friends."* (selection of student responses from follow up reflection survey).

Accommodation in 2023 year was external to the university, located in the northern suburbs. Students were chaperoned by CDU mentors and supervisors to ensure they were comfortably accommodated, fed well, always supervised, and provided with first aid when required. Pastoral care support was also provided to students to assist them in effectively managing their emotional wellbeing. The student welfare team included a CDU social work lecturer and her therapy dogs.

Students attended their Graduation ceremony at CDU Casuarina Campus this year. The ceremony was like a usual CDU Graduation ceremony and was attended by CDU executive leadership and staff. This year, improvements in planning and school liaison, based on new and improved connections with teachers and guardians led by the FNL&E team, resulted in an enhanced experience for participating students.

**Table 1: Profile of participating students**

Year level	No. of students	Gender		Age-range
Year 9	2	F-0	M – 2	14 to 15 years
Year 10	22	F-12	M – 10	15 to 16 years
Year 11	8	F-4	M – 4	16 to 17 years
Year 12	4	F-2	M – 2	17 to 18 years

Participating schools included Centralian Senior College, Yirara College, Nhulunbuy High School, Shepherdson College, St Joseph's Catholic College, Tennant Creek High School, Xavier Catholic College.



Follow this link to get to Ruby's story on her participation in the 2023 Bidjipidji School Camp: <https://www.cdu.edu.au/first-nations-leadership/first-nations-pathways-engagement>

## CDU Inspire NT

Throughout 2023, CDU INSPIRE NT provided workshops designed to introduce STEM activities to First Nations school students that challenged them to engage in their own scientific investigations. The workshops were delivered on campus for remote schools visiting CDU or were delivered in their home community. Some of these student investigations were included in the NT Science Week awards, rewarding their ongoing project work.

## CDU Childrens University

The Children's University program at CDU continued to grow in 2023 with an increase in schools and a further expansion in Alice Springs. In 2023, we had a total of 13 schools involved and increased the membership from 395 to 761 students. Of these 761 students, 306 graduated at our 3 graduation ceremonies.

One of our key targets in 2023 was to reach more communities. This has been successfully achieved by engaging 63% more schools in Darwin and 50% more schools in Alice Springs. We extended the program by working with Darwin Middle School to run a Children's University Program catered to middle school students. The project called itself 'UniMinds' and was designed to run during term 3, 2023, as a lunchtime club where students could discuss issues relating to youth in the NT by collaborating with different academic and CDU representatives to expose new ideas and different disciplines of study to students.

Children's University continues to increase the participation of children from schools with a low ICSEA (Index of Community Socio-educational Advantage) to connect these students with CDU and to inspire and excite them about the prospect of higher education. This initiative involves inviting partner schools to visit the CDU campus in Alice Springs and Darwin. Students who attended the excursion get exposure to various higher education disciplines, such as paramedic, nursing, science and technology, tourism and hospitality, arts, skilled trade and many more.

We aim to continue this intensive engagement throughout the remainder of 2024 and into 2025. Partnerships such as these enable the CU program to reach First Nations children with an aim to foster confidence and self-belief, provide new experiences, enable the development of essential skills and to empower children to make informed and positive choices about their future. We have made changes to enrolment forms that require families to provide information regarding age, gender and cultural background that will allow us to identify the First Nations students participating in our programs.



*Participants in the CDU Alice Springs Children's University Program, 2023.*

## ASPIRE

CDU continues to operate the ASPIRE program, providing face-to-face and online opportunities for education and life coaching for success directed to senior secondary school students. It engaged with 57 students across Years 10, 11 and 12, 28 of whom identified as First Nations (49%), the highest proportion in the last 5 years (Table 2). Through the program it partnered with 17 schools across the Northern Territory including the regions of Arnhem – Laynhapuy Homelands School, Nhulunbuy High School, Nhulunbuy Christian College, Jabiru Area School; Central Australia – Centralian Senior College, Our Lady of the Sacred Heart, St Phillips College, Yulara School; Greater Darwin – Darwin High School, Casuarina Senior College, Marrara Christian College, Palmerston College, Taminmin College, NT School of Distant Education; Katherine – Katherine High School, St Joseph's Catholic College; and the Tiwi Islands – Xavier Catholic College, Wurrumiyanga.

**Table 2: Student Numbers in the CDU Aspire Program, 2019-2023**

Year	Number of students engaged	Number of FN students	Percentage of FN students	School Year level	Number of high schools partnered with across the NT
2023	57	28	49	10, 11 & 12	17
2022	71	29	41	10, 11 & 12	18
2021	58	21	36	11&12	17
2020	46	13	28	11 & 12	19
2019	60	14	23	10, 11, &12	19



## 2.2 Enabling Program Pathways

CDU's HE pathway programs help First Nations students get ready for university. These courses lay the foundations for tertiary study and upon successful completion, offer the opportunity to transition to degree education. Our suite of offerings in 2023 included the mainstream Tertiary Enabling Program designed to support and improve access for all students, as well as a set of pre- course programs which have been designed specifically to address the needs of First Nations students with specific focus on the subject content of degree courses. We deliver the First Nations Pre-Law Program, First Nations Pre-Accounting Program, First Nations Pre-Business Program which are well-established courses with strong industry partners. Following success in these programs, students are eligible for entry into HE. In 2023, we offered the First Nations Introduction to University Program (FNIUP) for the first time. It is an AFB approved course and designed for students interested in HE studies in areas of Teacher Education, Arts & Humanities, STEM, Engineering and Health. When students are successful in FNIUP, it provides a pathway to the TEP, giving students 2 core units as credit, however it does not provide automatic eligibility for entry to HE. See Table 3 for student enrolment and completions, and articulated pathways in 2023.

All our pre-course programs provided participating students with Indigenous peer mentors who were available during study hours as well as after hours for those supporting students staying on campus. The CDU First Nations Tutor Support team also partnered with lecturers to meet the nuanced learning needs of First Nations students, especially for those for whom English is another language or dialect.

**Table 3: CDU Enabling courses, First Nations enrolments and completions 2022 & 2023**

Enabling pathways	2022		2023		
Pre-courses	Enrolled	Completed	Enrolled	Completed	Articulated education pathway
Pre-Law	11	8	26	18	TEP x 1 Dip x 1 Bach x 7
Pre-Business	3	2	2	2	n/a
Pre- Accounting	7	6	3	3	Cert x 1 Bach x 1
FNIUP(a)	12	na	31	8	TEP x 3 Cert x 4 Dip x 1 RATE x 2 Bach x 4
<b>Total Pre- courses</b>	<b>33</b>	<b>16</b>	<b>62</b>	<b>31</b>	<b>25 progressed to next course</b>
<b>Tertiary Enabling Program (b)</b>	<b>38</b>	<b>16</b>	<b>140</b>	<b>14</b>	<b>na</b>

- (a) The STEM pre-course delivered in 2022 was for FIRST NATIONS women only. The course delivered in 2022 was re-developed and delivered as part of the general First Nations Introduction to University Program (FNIUP). The 2023 FNIUP enrolments included the "teach-out" period for the final Preparation for Tertiary Success (PTS) course which added 15 enrolments. PTS was replaced by the FNIUP in 2023.
- (b) Automatic withdrawal processes were not applied consistently to TEP in 2023. This significantly impacted course enrolment numbers as well as the overall unit success rate.

## 2.3 Commonwealth Scholarships

Scholarships allow successful applicants to ameliorate cost of living expenses and to invest in education resources to support their study and they continue to make a positive contribution to student success at CDU. In 2023, a total of 303 scholarships were awarded, amounting to \$451,274 (Table 3). This is an increase of 231 scholarships when compared to 2022 and an increased spend of \$304,274.

**For the first time, a Scholarship working party was established in 2023. It comprised CDU staff from FNL&E and representation from the Scholarships team to specifically identify gaps in services to ensure the scheme reached First Nations students who were most in need. This resulted in significant changes to the eligibility criteria which increased the number of First Nations student recipients and ensured awarding of scholarships was on par with other universities.**

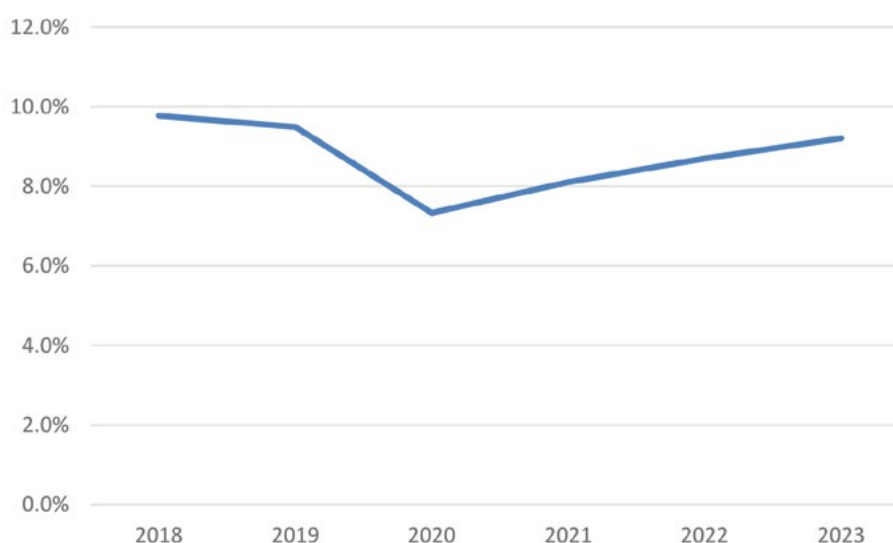
**Table 4: ISSP Scholarships - breakdown of 2023 payments<sup>1</sup>**

	Education Costs		Accommodation		Reward		Total <sup>2</sup>	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling <sup>3</sup>	14,000	7	0	0	4,728	7	18,728	14
Undergraduate <sup>4</sup>	172,000	86	30,000	10	177,497	156	379,497	252
Post-graduate <sup>5</sup>	24,000	12	6,000	2	23,049	23	53,049	37
Other	0	0	0	0	0	0	0	0
<b>Total</b>	<b>210,000</b>	<b>105</b>	<b>36,000</b>	<b>12</b>	<b>205,274</b>	<b>186</b>	<b>451,274</b>	<b>303</b>

## 2.4 Impact – Access

In 2023, the First Nations Student Access Rate lifted to 9.2%, a 0.5 percentage point increase from 2022 and a 1.9 percentage point increase from 2020 (Figure 2). This improvement sees the access rate recovering to levels that are similar to pre-COVID times.

**Figure 2: First Nations Student Access Rate, 2018-2023**



## 3. Progression (outcomes)

### 3.1 First Nations Study Support

CDU's First Nations Student Support (FNSS) team actively support First Nations students to achieve their educational goals. They work in partnership with lecturing staff in all faculties to support a diverse range of First Nations students to succeed, particularly those who face structural and systemic educational disadvantages. The main areas of support include student advocacy, pastoral care, academic support, Higher Education and VET/TAFE information and pathways, and referrals to other specialized support services. Two First Nations student centres provide a culturally enriched and culturally safe environment – the Gurinbey study space on our Casuarina campus and the Akaltje study space on our Alice Springs campus.

One of the most significant academic supports provided by the FNSS team is the Tutorial Support (TS) program. It provides cost-free individual and group tutoring to eligible First Nations students. In 2023, 174 students utilized the TS program, which included 4,649 individual sessions, totaling 8,858.75 hours, and an associated expenditure of \$549,378.75 (Table 5). The decrease in tutorial assistance provided in 2023 compared with 2022 is due, in main to the cessation of the Preparatory Tertiary Success (PTS) program, and the transition period associated with our Remote Aboriginal Teacher Education (RATE) program. It is anticipated that both numbers and expenditure will increase in 2024 due to the reconfiguration of the RATE program and the ongoing development of the suite of pre-course programs.

A total of 146 casual tutors were employed in delivering the program, of which 28 identified as First Nations (19.2%).

**Table 5: Tutorial assistance provided in 2023**

Level of study	Number of unique students assisted <sup>6</sup>	Total number of tutorial sessions attended <sup>7</sup>	Total hours of assistance <sup>8</sup>	Expenditure <sup>9</sup> (\$)
Enabling	45	507	911.25	\$58,132.50
Undergraduate	106	3260	6240.75	\$387,532.50
Postgraduate	17	490	970.00	\$59,300.00
Other	17	392	736.75	\$44,413.75
<b>Total</b>	<b>174</b>	<b>4649</b>	<b>8,858.75</b>	<b>\$549,378.75</b>



Stuart Yiwarr McGrath testified to the value of the tutorial support he has received from the program

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Coming from a remote Yolngu community, the transformative impact of engaging with a tutor at the outset of my journey cannot be overstated, as it laid the foundation for my successful integration and growth in a world previously perceived as out of reach for me.

## 3.2 New First Nations Support Programs

### First Nations Nursing and Midwifery Success Program

The First Nations Nursing and Midwifery Success program at CDU commenced in 2023, providing targeted support to First Nations Nursing and Midwifery students to meet the Bachelor of Nursing and Bachelor of Midwifery requirements. The program is a university-wide collaboration between the Molly Wardaguga Research Centre, the School of Nursing and Midwifery, and the FNSS, aiming to improve First Nations students' retention, completion, and success rates. The program also offers professional development workshops for academics and tutors working with First Nations students. The content of workshops for lecturing staff and tutors includes the concepts of cultural safety and trauma-informed practice in the context of the tertiary teaching environment. The program is funded by the Australian Governments Higher Participation & Partnerships Program (HEPPP).

### Indigenising the Curriculum Student as Partners Initiatives

This initiative engages students as active partners in the adoption and integration of best practices for embedding Indigenous perspectives in CDU's curriculums. By involving First Nations students in the process, the initiative seeks to enhance the quality of Indigenous content across various disciplines and faculties, in terms of both depth and breadth of content. The project was an opportunity for CDU staff to collaborate with First Nations students to invigorate course materials and enhance cultural awareness. To facilitate the involvement of students as partners, the initiative provided opportunities for student participation at varying levels, including remuneration for their participation and, for larger projects, to receive an Indigenous Research Collaborator Badge for their contribution.

### First Nations Health and Culture Advisor \*new position

The Faculty of Health introduced the position of First Nations Health and Culture Advisor with a commitment to growing the proportion of First Nations students studying health-related courses. The position provides mentorship, relationship building, and support for projects focused on First Nations student participation and engagement. The incumbent advises the faculty on specific challenges for First Nations health students, barriers to progression and how to address these issues to improve their chances of success.



### 3.3 Ongoing First Nations student support initiatives

Business As Usual at CDU means providing support for First Nations students who are likely to be the first in their family to study at university. They are also likely to be female, to be mature age, to be admitted to university through a non-traditional pathway and to be studying online. This student diversity profile generally comes with higher caring responsibilities and cultural obligations to ceremony, observances, and kinship connections. Therefore, CDU's ongoing support includes:

- **First Nations Academic Language Advisor** – a dedicated point of contact for First Nations students who require academic support and advice in meeting the demands of higher education.
- **Learnline Support Unit** – every enrolled First Nations student is provided access to a Learnline interface developed and delivered by the FNSS team.
- **Online Workshops** – specifically designed for First Nations students, these workshops provide opportunities that develop skills, knowledge and confidence in tertiary studies including (but not limited to) essay writing, referencing report writing, and reflective writing.
- **Science and Technology Mentoring Scheme** is directed to First Nations students undertaking science and technology disciplines. The Science and Technology Faculty has also collaborated with FNSS to create a group of registered tutors that have specific technical skills and knowledge to better support students enrolled in technical units.
- **Network of Indigenous Partnerships** aims to enhance and support mechanisms for First Nations members across both CDU TAFE and HE. Membership is open to all First Nations students, staff, alumni and members of the broader First Nations community. They collaborate with the Faculty of Science and Technology through several initiatives including: networking opportunities to support professional goals; provision of cultural and strategic advice to the Faculty on program, policies and initiatives for First Nations students that impact learning, teaching and research activities; connecting with FNL&E to provide consistent and complimentary programs and support; enhancing cultural support and understanding across the Faculty.
- **CDU Study Skills website** is a general self-access resource that aims to enrich students' knowledge of language and learning and encourage student autonomy.
- **CDU Counselling and Wellbeing Check** is a drop-in service for First Nations students on the Casuarina campus. It has an improved online booking system for counselling services available to all students.
- The **Access and Inclusion** team coordinate services and supports to assist students with disability and/or to help manage a significant health condition by putting in place reasonable adjustments to allow equitable access and participation in university life. In consultation with FNL&E, a Learning Access plan is tailored specifically to First Nations students. These consider cultural observances and practices, such as for bereavements and other cultural obligations, that impact upon and potentially impede the students' study commitments.

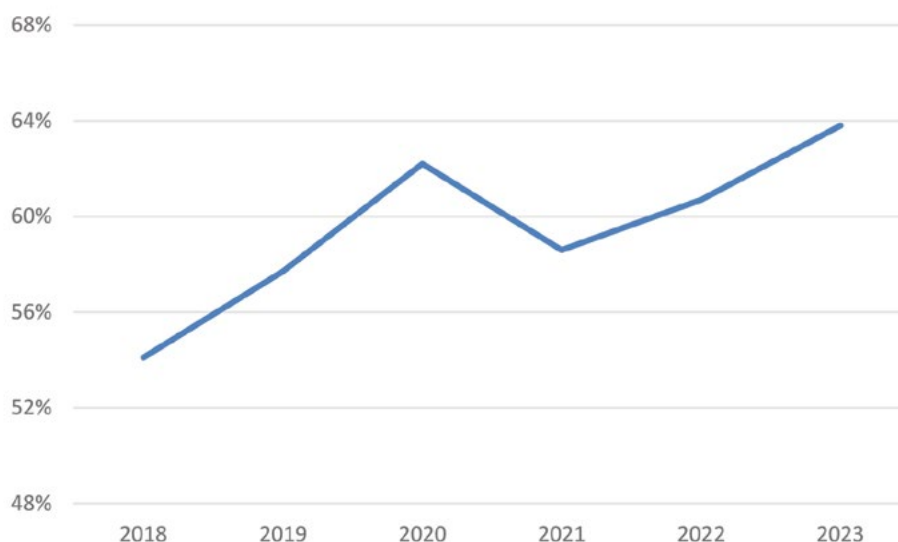
### 3.4 Impact - Progression

The First Nations Student Services Survey is an annual survey conducted by FNL&E in partnership with the CDU Performance and Planning team. The survey is circulated to all First Nations students at the end of the calendar year and achieved a response rate of 31% in 2023. Results showed one third of responding students visited one of the FNSS centres at least once, and they reported an extremely high level of satisfaction with FNSS staff. These staff are driving the highest satisfaction for being 'helpful and supportive' (92% satisfaction), followed by 'having appropriate knowledge of CDU services' (88% satisfaction), and 'engaging in culturally sensitive ways' (87% satisfaction). One third (34%) of respondents received tutorial support in 2023 and almost all of these respondents agreed it was highly instrumental in their academic success in 2023 (97%). Satisfaction with tutors was also rated as extremely high across the board.

The Net Promotor Score (NPS) for students who had experience with or who were supported by FNSS is very high at 38.6. This compares to the NPS of 19.3 across the total student population, and 27.8 for those who identified as First Nations.

The **First Nations Student Unit Success Rate** for 2023 was 63.8%, increasing year on year from the low reported in 2021 (Figure 3). CDU implemented a Whole of University First Nations Student Success Plan in 2023 and it is pleasing that the Unit Success Rate has responded to the focus and interventions included in the plan. More detail about the plan is included in the next section on Student Completions. An aspirational Unit Success Rate of 75%, planned to be achieved in 2026, is a specific goal of the plan. This early success suggests we are on track to achieving this target.

**Figure 3: First Nations Student Unit Success Rate, 2018-2023**



## 4. Completions (outcomes)

### 4.1 The Whole of University First Nations Student Success Plan

The CDU Strategic Plan 2021-2026 includes 10 Strategic KPIs (SKPIs), two of which are **improvements in the unit rate success of First Nations students in Higher Education, and in VET**. These form part of CDU's commitment to the national Closing the Gap Agreement and CDU's goal of being Australia's leading university in First Nations education, training, and research. A Whole of University First Nations Student Success Plan (WOU Plan) was developed in 2022 aimed specifically at lifting the Unit Success Rates of First Nations students enrolled in HE and was rolled out across the university in 2023. The WOU Plan included the concept of four quadrants, led by senior staff members from across the university, that were mapped against the average student lifecycle. The quadrants focused on active student support interventions and data collection activities linked to identifying the support required to achieve unit success and ultimately to achieve award completions. A set of annual targets outlined a trajectory to reach the aspiration of 75% First Nations Student Unit Success in 2026.

The WOU Plan phased approach focused on: entry readiness; early engagement and student support; embedding First Nations perspectives into course curriculum; and gathering course unit engagement and assessment metrics that could be used to identify students at risk. The early success of this approach shows it should be continued, with parts of the project already embedded in our academic and student support approaches going forward. We expect as the program matures, and more individualised student data is developed to inform early interventions, our aspirational rates will be achieved.

### 4.2 Broader CDU initiatives supporting First Nations Student Success and Completion

#### A culture of inclusion and visible support

On 15 May 2023, CDU provided an official Statement of Support for the Voice to Parliament which had the full support of the CDU Council, and the broader CDU community. It was signed by Vice Chancellor Scott Bowman, Deputy Vice-Chancellor Reuben Bolt, Education Minister Eva Lawler, Member for Solomon, MP Luke Gosling, Senator Selina Uibo, Member for Karama, Ngaree Ah Kit, and advocate for the Uluru Statement From the Heart, Thomas Mayo. Representatives from APONT and the Yes23 Campaign were also in attendance.

*Charles Darwin University unequivocally supports the Uluru Statement from the Heart. We recognise that constitutional recognition of First Nations peoples is the decent thing to do and is a critical step in righting many of the past wrongs that are so deeply entrenched in our history.*

*We acknowledge the impact of colonisation on First Nations peoples' autonomy, agency, culture and identity, and advocate a Voice to Parliament as a critical first step to achieving reconciliation that reflects a truly Australian democracy yet upholds First Nations' self-determination.*

*A referendum is a once in a generation occurrence, and so we must realise that this historical moment has afforded us an opportunity to influence the very fabric of the national identity and what it truly means to be Australian; a national consciousness that respects, advocates and defends its interests, including those that are First Nations focussed.*

*We therefore stand together with First Nations communities and support their lead. We recognise that achieving a YES vote in the upcoming referendum is critical for First Nations advancement, for them to have direct input into decisions made about them and for the Nation to heal as one.*

*Whilst we understand that people hold different views, we encourage and welcome discussion and debate that is well-informed, honest, and respectful.*

Three events were delivered as part of the university's commitment to supporting the Voice to Parliament referendum, as well the hosting of Professor Stan Grant in his delivery of the 22nd Vincent Lingiari Memorial Lecture. When the Referendum was defeated, CDU recognised the impact it had on the mental health and well-being of CDU's First Nations staff and students, as well as the supporters of the Yes vote. CDU immediately announced a commitment to ongoing strategies to ensure that the work we do for First Nations communities continues to make a positive difference.

CDU continues to have active involvement in a range of activities that support First Nations communities and our First Nations students, including:

- A full program of **NAIDOC week celebrations** and events
- Attendance at the **Garma Festival, the Barunga Festival, and the Freedom (Guringai) Festival**
- Participation in the **Indigenous Nationals Uni Games**. The same 2022 team participated in the 27th Indigenous Nationals hosted by Monash University in Clayton, Victoria. CDU took home the trophy in the basketball final defeating the University of Sydney, 19-15. The team is called Dangudbila, the Larrakia word for Kangaroo, and competed in touch football, netball, basketball, and volleyball. One of the most rewarding aspects of attending the Indigenous Nationals is witnessing the positive impact it has on the students. The transformation in the students' confidence throughout the week was heart-warming and affirmed the importance of the event. The CDU team now has an opportunity to be role models and inspire younger generations to go to university and participate in these great opportunities.
- A continuing **Social Media Facebook** page for First Nations students, connecting them with each other and providing information on events and student opportunities.

## 4.3 Impact - Completions

A total of 154 First Nations students completed HE awards in 2023, an increase of 30 percentage points since 2022 and equivalent to a growth of 25% (Table 6). With the single exception of research degrees, all course type completions increased in 2023. Even more pleasing was the growth in undergraduate completions (40%), up from 45 to 63.

**Table 6: Course Completions for 2022 and 2023**

Narrow Course Type	2022	2023
Enabling courses (including pre-courses)	44	46
Undergraduate short courses	10	12
Sub-bachelor courses	9	13
Undergraduate courses	45	63
Postgraduate (by coursework)	15	19
Research	1	1
<b>TOTAL</b>	<b>124</b>	<b>154</b>



CDU graduate Teegan Wattam is the first First Nations student to receive a Bachelor of Health Science/Master of Speech and Language Therapy.

“

I’m a Territory girl born and raised. The biggest factor for me growing up was that there weren’t always the opportunities to study here. And most often than not, you had to leave home to access those opportunities.



### A Success Story - Completing the double degree of Bachelor Health Science/Mast of Speech & Language Therapy

Teegan Wattam was CDU’s first First Nations graduate to receive the double degree of Bachelor of Health Science/Master of Speech and Language Therapy. Teegan is a proud Larrakia and Wadjjigan woman who intends to help address healthcare challenges in the Northern Territory, particularly those Teritorians with speech and swallowing difficulties. She said “I think there’s such a shortage of allied health professionals up here, and because of that, there are long wait lists, which is probably the biggest impact as well, that we have a really high staff turnover.” For her, her choice of studying at CDU was driven by the fact it was close to home “I’m a Territory girl born and raised. The biggest factor for me growing up was that there weren’t always the opportunities to study here. And most often than not, you had to leave home to access those opportunities.”

<https://www.cdu.edu.au/news/first-nations-health-graduate-leads-way-mastering-cdu-double-degree>

# 5. Regional and remote students

## 5.1 The importance of regional and remote students to CDU

Charles Darwin University is primarily situated in the Northern Territory and is the Territory's only university. This drives how we deliver our education and training. Although the Northern Territory is critical to Australia's defence, economic and food security, its industry workforce needs are predominantly serviced by interstate and international labour because of our small population base, and the challenges of remoteness and distance. CDU has committed to expanding course offerings in regional, rural, and remote locations and growing student enrolments and completions in these areas to help meet the professional workforce needs of the Territory.

As such our regional and remote student population is of particular importance to these strategic goals. Eighty percent of CDU's First Nations HE students have a home location in regional and remote areas. Indeed 1 in 5 students come from remote or very remote places compared to 1 in 20 non-First Nations students. These students are often particularly challenged by the distance to the nearest educational hub and the sufficiency of their digital connectivity. CDU continues to advocate for the required resources to deliver degree education demanded in regional and remote areas through its network of Associate Vice- Chancellors based in the regions. We maintain a regional presence in Alice Springs, Katherine, Jabiru, Nhulunbuy, and Tennant Creek.

The **Away From Base** (AFB) program enables eligible CDU students to participate in the necessary academic components of a mixed-mode/online course that requires students to travel away from their permanent home or study location. It is one of our key programs that support First Nations students from regional, remote, and very remote areas. Reasonable costs of meals, travel and accommodation are covered when these students attend compulsory course requirements such as placements, practicums, clinical training blocks and field trips. The program also covers the costs of lectures to travel to remote and regional locations other than CDU campuses to deliver education, training and/or assessments.

In 2023, CDU's AFB program supported 229 students living in remote areas, supporting and celebrating the many education initiatives aimed at maximising First Nations engagement and sustainable employment outcomes in remote communities. Awareness of and access to the AFB program was reported by 47% of responding students to the 2023 First Nations Student Services Survey. Of these, all students felt it was important to their academic success.

**Table 7: ISSP Scholarship data for remote and regional students<sup>10</sup>**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2022 Payments	116,000	58	9,000	3	0	0	125,000	61
B. 2023 Offers <sup>11</sup>	172,000	86	36,000	12	156,615	141	364,615	239
C. Percentage <sup>12</sup> (C=B/A*100)							292%	
<b>2023 Payments</b>	<b>210,000</b>	<b>105</b>	<b>36,000</b>	<b>12</b>	<b>205,274</b>	<b>186</b>	<b>451,274</b>	<b>303</b>

## A success story - Groote Eylandt Celebrates Success in Construction Education Journey

Groote Eylandt, renowned for its vibrant community and rich cultural heritage, is also making waves in education, particularly in construction pathways. The community proudly announced the remarkable achievements of its students in the CPC20220 Certificate II in Construction Pathways program. While the journey posed its challenges, the resilience of Groote Eylandt's students prevailed. Seven students proudly crossed the graduation stage, symbolizing their program completion and success.

Groote Eylandt's commitment to nurturing talent and fostering growth continues. Undeterred by the challenges ahead, one student continues their journey towards excellence in construction education. Meanwhile, six ambitious individuals have set their sights higher, eagerly pursuing the RII30820 Certificate III in Civil Construction Plant Operations, a testament to their aspirations for professional advancement.

Commonwealth ISSP Scholarships are an additional mechanism for providing support to regional and remote First Nations students. No rewards were awarded in 2022, therefore it is pleasing to see the significant amount of reward payments provided to remote and regional students in 2023 (Table 7).



*The successful students from Groote Eylandt.*

# 6. Eligibility criteria

## Key strategies and supporting plans:

- **Charles Darwin University Strategic Plan 2021-2026**  
(<https://editorial.cdu.edu.au/charles-darwin-universitystrategic-plan/>)
- **Charles Darwin University First Nations Leadership Plan 2022-2026**  
(<https://charlesdarwinuni.sharepoint.com/teams/Waterhole/Core%20Plans/Forms/AllItems.aspx?id=%2Fteams%2FWaterhole%2FCore%20Plans%2FFirst%20Nations%20Leadership%20Plan%2Epdf&parent=%2Fteams%2FWaterhole%2FCore%20Plans>)
- **CDU Student Experience and Success Core Plan 2022-2026 (General students)** (<https://charlesdarwinuni.sharepoint.com/teams/Waterhole/Core%20Plans/Forms/AllItems.aspx?id=%2Fteams%2FWaterhole%2FCore%20Plans%2FStudent%20EXP%20Core%20Plan%202022%2D2026%20070322%2Epdf&parent=%2Fteams%2FWaterhole%2FCore%20Plans>)
- **CDU Regional and Remote Delivery Enabling Plan 2022-2024**  
(<https://charlesdarwinuni.sharepoint.com/teams/Waterhole/SiteAssets/Forms/AllItems.aspx?id=%2Fteams%2FWaterhole%2FSiteAssets%2FSitePages%2FEnabling%2DPlans%2FCDU%2DRegional%2D%2DRemote%2DDelivery%2DEnabling%2DPlan%2DFINAL%2Epdf&parent=%2Fteams%2FWaterhole%2FSiteAssets%2FSitePages%2FEnabling%2DPlans>)

## Key policies:

- **Anti-Racism Policy** Following the Voice to Parliament campaign, CDU has recently taken the opportunity to update the Anti-Racism Policy to ensure that it effectively communicates the university's commitment to being actively 'Anti-racism', with a Zero- tolerance approach to any racially motivated discrimination, harassment, bullying or victimisation. This is inclusive of all interpersonal and online behaviours and communications. The policy has been updated to protect all CDU staff members, students, contractors, visitors, community partners and other stakeholders. It is currently out for university-wide consultation, as outlined in our Governance Processes.
- **Diversity, Equity and Inclusion Policy** <https://policies.cdu.edu.au/view-current.php?id=12>
- **First Nations Peoples Policy** <https://policies.cdu.edu.au/view-current.php?id=83>

## 6.1. Indigenous Workforce Strategy

CDU aims to be an employer of choice for Australian First Nations people. We will achieve this by providing opportunities for First Nations people to collaborate on meaningful matters and challenging work, as well as an inclusive workplace and career development support.

In late 2023, the First Nations Leadership office, under the guidance and leadership of the First Nations Workforce Advisory Committee (FNWAC), continued developing the First Nations Workforce Plan (the Plan) to help the University grow our First Nations workforce. Upon completion of the Plan, the FNWAC submitted it to the University's Executive for endorsement. In February 2024, the Plan was endorsed. The Plan focuses on three key areas to increase the number of First Nations professional and academic employees. These key focus areas were developed based on extensive consultations and analysis of current workforce data.

- Recruitment and Attraction
- Retention and Career Development, and
- Leadership and Management.



Each focus area outlines key actions that aim to assist the University in meeting the required targets and key performance indicators in the Plan. Some key actions of the Plan have already been implemented. For example, **Affirmative Measures Priority Recruitment** (Affirmative Measures) was implemented in October 2023 to provide greater equity in employment. Priority consideration is given to First Nations applicants for all vacancies advertised under affirmative measures. The University also advertises Identified Positions for which being First Nations is an essential criterion. It is anticipated that the Plan's outcomes will be reported in the 2024 ISSP Report.

In 2023, the First Nations Leadership and Engagement Portfolio reinvigorated the University's First Nations Staff Network (Staff Network). The Staff Network is a way for First Nations employees to meet and stay connected and receive specific First Nations information, including about cultural events of significance, good news stories, career development opportunities and job vacancies. The Staff Network is vital to the University's support and retention of its First Nations employees.

As of March 2023, current university data indicates that 4.5% of staff identified as First Nations Australians. This data on our First Nations workforce includes the three Senior Executive employees, as reported in the 2022 ISSP report, which remains unchanged. The data shows an increase in First Nations employees from 3.8% in 2022 to 4.5% in 2023 (Table 8). CDU's number of First Nations employees exceeds the 3% requirement under the ISSP reporting. Whilst we are above the required target of 3%, there is still more to be done across CDU to meet our First Nations employment stretch target of 8.2% by December 2026, as reflected in the University's First Nations Workforce Plan 2023 – 2026.

**Table 8: Indigenous Workforce\* Profile for 2023**

Level/Position	Permanent		Casual/contract/fixed term		Total
	Academic	Non-academic	Academic	Non-academic	
Casual Teaching Academic			19		19
Casual Professional				4	4
Executive/Snr Management				3	3
HEW 03				3	3
HEW 04		4		2	6
HEW 05		5		4	9
HEW 06		2		5	7
HEW 07		4		1	5
HEW 08		1		3	4
HEW 10		1		1	2
Level A	7		3		10
Level B	6		4		10
Level C	1				1
Level D	1		2		3
<b>Grand Total</b>	<b>15</b>	<b>17</b>	<b>28</b>	<b>26</b>	<b>86</b>

\*Headcount @ 31 March each year

As outlined in the CDU First Nations Workforce Plan 2023 - 2026, the University will work towards progressively building on the number of First Nations employees during the life of the Plan, starting with the baseline of 51.8 (4.3%) in December 2022 and projecting to 100 (8.2%) by December 2026

**Table 9: First Nations employment target projections from Dec 2023 to Dec 2026**

Measure	Baseline as at 31 December 2022	Target Actual	December 2023	December 2024	December 2025	December 2026
% First Nations employees at CDU	4.3%	Target	5.8%	6.6%	7.4%	8.2%
		Actual	5.04%			
First Nations employees FTE annual increase	51.8	Target	70	80	90	100
		Actual	62.1			

**\*FTE @ 31 March each year**

## 6.2. Indigenous Governance Mechanism

The Indigenous Student Success Program (ISSP) at Charles Darwin University (CDU) is governed by the Indigenous Governance Mechanism, ensuring effective leadership, oversight, and engagement in matters concerning Indigenous education, research, employment, and community engagement. This governance framework is vital to upholding CDU's commitment to Indigenous advancement and fostering meaningful partnerships with Indigenous communities.

Comprising key First Nations leadership, this team meets weekly to address strategic projects, policy changes, financial matters, and community engagement discussions. Regular updates and reporting mechanisms are in place to track the program's performance and address any emerging issues.

Name	Position	Duration of Service at 31/12/2022
Professor Reuben Bolt*	Deputy Vice-Chancellor First Nations Leadership & Engagement	3 years
Kim Robertson*	Director First Nations Leadership	8 years
Ann Macabuhay	Manager Business Operations First Nations Leadership	13 years
Michael Connell	CDU Management Accountant	5 months
Pushpameera Thangarajah	CDU Management Accountant	18 years

**\*Australian First Nations Staff members**

## First Nations Leadership Management

Chaired by either the Director of First Nations Leadership or the Deputy Vice Chancellor First Nations Leadership, this team convenes monthly to coordinate strategic initiatives and operational activities, several related to the ISSP.

Members include the Associate Director First Nations Students & Engagement, Manager Business Operations (overseeing finance matters, including ISSP), and Manager of First Pathways & Engagement. Updates on ISSP from the First Nations Leadership Management Team are conveyed to the First Nations Leadership Senior Management Group whenever resolutions are needed.

## First Nations Leadership Senior Management

CDU's Indigenous Governance Mechanism for the management of the Indigenous Student Success Program (ISSP) encompasses the roles of the Deputy Vice-Chancellor First Nations Leadership and the Director First Nations Leadership. The DVCFNL&E chairs the First Nations Leadership Senior Management Team Meetings where strategic projects, changes to policy, financial matters, and community engagement discussions occur and where resolutions are needed.

The group meets weekly and is chaired by the DVCFNL&E. Other members in 2023 included Director First Nations Leadership, Associate Director First Nations Students & Engagement, Manager Business Operations (Finance Matters including ISSP), Manager First Nations Strategies.

## First Nations Leadership Larrakia Academic in Residence

The appointment of a Larrakia Academic in-Residence highlights CDU's commitment to Indigenous Knowledges and reconciliation. The First Nations Leadership Larrakia Academic in-Residence position was formed in recognition of the traditional custodians of the lands where CDU Darwin and Palmerston campuses are located – the Larrakia. The role was developed in partnership with Larrakia people, and the Larrakia Academic in-Residence provides a range of culturally informed and academically sound guidance, direction and support to Indigenous and non-Indigenous staff (including senior executives), students and stakeholders.

Dr. Bilawara Lee, a respected Senior Larrakia Elder, provides invaluable guidance and support to staff, students, and stakeholders, enriching CDU's academic and cultural landscape. In April 2023, Dr Bilawara was honoured with an Honorary Doctorate of Letters from CDU for her work in health, education, cultural and spiritual work. In 2024 she received a Medal of the Order of Australia (OAM) in the Australia Day 2024 Honours.

## CDU First Nations Governance Structure

CDU's First Nations governance structure comprises three key committees: the First Nations Leadership Steering Committee (FNLSC), the Vice Chancellor's First Nations Engagement Committee and First Nations Workforce Advisory Committee (FNWAC). These committees provide strategic direction, advice, and oversight on matters pertaining to Indigenous initiatives within the university.

## The First Nations Leadership Steering Committee (FNLSC)

The First Nations Leadership Steering Committee is established as an internal steering committee reporting directly to the Vice Chancellor. It is a permanent fixture of the Charles Darwin University (CDU) organisational structure. This committee monitors and provides guidance and advice to the Vice-Chancellor and the University in relation to matters including, but not limited to, the

University's First Nations Leadership Core Plan, relationships between the University and government, and intra and inter University engagement. The committee meets quarterly and is chaired by the Deputy Vice-Chancellor First Nations Leadership.

## Vice-Chancellor's First Nations Engagement Committee

The Vice-Chancellor's First Nations Engagement Committee is a formal outward facing engagement committee of the University. The Committee has a jurisdictional and national focus and provides high-level advice to the Vice-Chancellor in relation to Australian First Nations matters. This committee assists the Deputy Vice-Chancellor First Nations Leadership & Engagement in providing robust advice to the Vice-Chancellor on the development of First Nations focused policies, programs and processes. All of these are designed to assist the University realise its goal of becoming the first choice for Indigenous students and staff and a national leader in First Nations education and knowledges. It assists in guiding the whole of university engagement in Cultural Competency.

Membership consists of the CDU Vice-Chancellor & President, Deputy Vice-Chancellor First Nations Leadership, Director First Nations Leadership, and First Nations Community Leaders from across the Territory. The committee meets biannually, and the chair (usually external to CDU) is agreed upon by the committee members for each meeting.

## First Nations Workforce Advisory Committee

The committee provides advice and support to the University on the First Nations Workforce Plan, aiming to increase the number of First Nations staff. The First Nations Workforce Advisory Committee is responsible for the delivery of the Plan for attracting, recruiting, engaging, developing, retaining and advancing First Nations staff. The committee also has oversight of employee training on cross-cultural competency and evaluation of the First Nations Workforce Plan and its progress, recommending changes as needed. The committee meets quarterly and is co-chaired by the Deputy Vice-Chancellor First Nations Leadership & Engagement, and the Director People and Culture.

CDU continues to uphold its responsibilities to advance the goals of the University and the ISSP. For further inquiries, please contact the First Nations Leadership Governance via email at [firstnationsgovernance@cdu.edu.au](mailto:firstnationsgovernance@cdu.edu.au).

### 6.2.1. Statement by the Indigenous Governance Mechanism

The year 2023 was another busy and productive time for First Nations Leadership and Engagement at CDU. We embedded the initiatives that had commenced in 2021 and 2022 including the Bidjipidji School Camp, participation in the Indigenous Nationals (Unisports Games) and implementation of the revised University policies and procedures affecting First Nations students and/or staff. We extended and deepened relationships across the University as we collaborated on the Whole of University First Nations Student Success project – demonstrating an improvement in unit success rates. We stood up two new First Nations governance committees and the First Nations Workforce Advisory Committee (established in late 2022), implemented affirmative measures for recruiting more First Nations peoples into CDU vacancies and commenced work on improving HR systems and processes to support our workforce aspirations across the University.

The university continued its commitment to cultural safety by sending a contingent of senior executives to participate in the 2023 Garma Festival and facilitating multiple Voice to Parliament educational seminars for staff students and the public. We showcased First Nations leadership through delivery of the annual Vincent Lingiari Memorial Lecture by award winning journalist Professor Stan Grant Jnr to a full theatre and standing ovation, and a hosted a special seminar by NT local, Professor Tom Calma – also Senior Australian of the Year 2023.

The First Nations Leadership portfolio went through a thorough external recruitment process to recruit to the Director role which was subsequently filled by Ms Kim Robertson from July 2023, as a senior contract. We also benefited in 2023 from the contributions of Dr. Curtis Roman, a local Larrakia man (and CDU graduate) who led the First Nations Students and Engagement portfolio to new achievements and commenced the process of building Indigenous perspectives into the curriculum by leading an across-University team of academics and developed a more effective working relationship between the First Nations Student Support and CDU Scholarships team resulting in a significant increase in the uptake of First Nations scholarships. We were thrilled to celebrate a big increase in First Nations students completing their studies in 2023 – an increase of 25% from 2022 completion numbers.

The University's increased focus on First Nations success and the ongoing commitment of ISSP supplementary funding overseen by our Indigenous Governance Mechanism enabled us to deliver on many of our aspirational and annual goals, and to fully expend and acquit the 2023 grant.

**Professor Reuben Bolt**

*Deputy Vice-Chancellor First Nations Leadership*

*Larrakia Country*

*Charles Darwin University*

*DARWIN NT*

[reuben.bolt@cdu.edu.au](mailto:reuben.bolt@cdu.edu.au)



# Additional information for completing the template

- <sup>1</sup> This information provides for the number of students and cost of the scholarships expended in 2023. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2023 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.
- <sup>2</sup> This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.
- <sup>3</sup> Include payments to all enabling students, including remote and regional students.
- <sup>4</sup> Include payments to all undergraduate students, including remote and regional students.
- <sup>5</sup> Include payments to all postgraduate students, including remote and regional students.
- <sup>6</sup> Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).
- <sup>7</sup> Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).
- <sup>8</sup> Record only hours of instruction received by the students (do not include staff planning or organising time).
- <sup>9</sup> Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- <sup>10</sup> Only record amounts which required payment during the 2023 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.
- <sup>11</sup> Record all verbal and written scholarship offers for the 2023 calendar year, including those offers that were not accepted by the student. Record the 2023 component of new scholarship offers and the planned 2022 value of previously awarded scholarships (including continuing scholarships).
- <sup>12</sup> This data confirms the university's compliance with Section 21(3) of the Guidelines.

# Indigenous Student Success Program

## 2023 Financial Acquittal

Organisation

CHARLES DARWIN UNIVERSITY

### 1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2023 (excluding GST) <sup>1</sup>

Item	(\$)
A. ISSP Grant 2023 <sup>2</sup>	2,333,448.96
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding <sup>3</sup>	7,882.96
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	
<b>2023 ISSP Grant Income (excluding rollovers)</b>	<b>\$2,341,331.92</b>

Table 1b Other funding used to support Indigenous students in 2023 (excluding GST) <sup>4</sup>

Item	(\$)
A. Other non-ISSP funds <sup>5</sup>	
Other funding provided under HESA <sup>6</sup>	
Other Commonwealth Government funding	
Funds derived from external sources <sup>7</sup>	18,160,336.54
<b>Total of other non-ISSP funds for 2023</b>	<b>\$18,160,336.54</b>

**Table 1c ISSP Grant Expenditure on support for Indigenous students during 2023 (excluding GST) <sup>8</sup>**

Item <sup>9</sup>	Actual ISSP (\$) <sup>10</sup>
Scholarships from flexible ISSP funding	453,728.00
Salaries for staff working on ISSP activities <sup>11</sup>	1,892,195.01
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	46,843.79
Travel – domestic (airfares, accommodation & meals)	11,936.14
Travel – international (airfares)	
Travel – international (accommodation and meals)	
Conference fees and related costs <sup>12</sup>	
ISSP Asset purchases made during 2023 <sup>13</sup>	
<b>A. Total Expenditure of ISSP 2023 Grant (excluding expenditure from all rollovers into 2023)</b>	<b>\$2,404,702.94</b>
<b>B. Unexpended 2023 ISSP funds <i>approved</i> for rollover into 2024 grant year<sup>14</sup></b>	
<b>C. Unexpended 2023 ISSP funding to be <i>returned</i> to the NIAA</b>	
<b>2023 ISSP funding committed (A + B + C) <sup>15</sup></b>	

## 2. Rollovers

**Table 2 Rollovers <sup>16</sup>**

			<i>The two options below should total unspent funds for that line</i>	
	Project Funds Rolled over (\$)	Project Funds Expended/committed <sup>17</sup> (\$)	Excess Option 1: Unspent funds to be rolled into 2024 <sup>18</sup> (\$)	Excess Option 2: Unspent funds to be returned to the NIAA <sup>19</sup> (\$)
2021 funds rolled over into 2023 - please complete column for Option 1 or 2 for any unspent funds				
2022 funds rolled over into 2023 - please complete column for Option 1 or 2 for any unspent funds				
Unexpended 2023 Funds (From Table 1c, Rows B and C)				
Total funds approved for rollover into 2024 or to be returned <sup>20</sup>				



### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2023<sup>21</sup>**

1. GST received by you in 2023 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>22</sup>			\$
2. 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

**Table 4a ISSP Assets inventory <sup>23</sup>**

Asset Description/ category	Adjustable Value <sup>24</sup>	ISSP contribution <sup>25</sup>

**Table 4b ISSP Assets - purchases during 2023 <sup>26</sup>**

Asset Description/ category	Purchase Value	ISSP contribution

**Table 4c ISSP Assets - disposals during 2023**

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>27</sup>	ISSP component <sup>28</sup>	Disposals Age <sup>29</sup>

### 5. Endorsement of the Financial Acquittal<sup>30</sup>

As an Authorised Officer, I understand that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2023 Financial Acquittal supported and initialled by Authorised Officer:

Name: Rick Davies  
 Title: Vice-President Corporate and Chief Financial Officer  
 Phone: 08 8946 6200 Email: rick.davies@cdu.edu.au

Signed:



Date:

24/4/24

## INDIGENOUS STUDENT SUCCESS PROGRAM 2023 CERTIFICATION

Complete this certification after reading the completed 2023 Performance Report and 2023 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2023 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2023 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2023 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program 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) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

### Certification recommended by the university's Indigenous Governance Mechanism:

Name:

Title:

Signed: 

Date:

### Certification made by Vice-Chancellor or equivalent delegate<sup>31</sup>:

Name:

Title:

Signed: 

Date:



## Additional information for completing the template

- <sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2023, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- <sup>2</sup> Do not include rollovers in ISSP 2023 Grant amount. Prior year's rollover figures to be included in Table 2.
- <sup>3</sup> Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- <sup>4</sup> Please estimate the funds available if exact amounts are not known.
- <sup>5</sup> Please insert additional lines if the listing below do not suit your university's arrangements.
- <sup>6</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>7</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>8</sup> Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2023 Performance Report.
- <sup>9</sup> Please insert additional lines if the listing below do not suit your university's arrangements.
- <sup>10</sup> List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- <sup>11</sup> If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>12</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>13</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>14</sup> This should match the figure in Table 2.
- <sup>15</sup> This figure should equal the Grand total in Table 1a
- <sup>16</sup> All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.
- <sup>17</sup> For 2021 and 2022 funds rolled into 2023, the amount included here should be the amount expended in 2023.
- <sup>18</sup> This is the amount of the rollover not expended that has been approved to be rolled over into 2024.
- <sup>19</sup> This is the amount of the rollover not expended and not rolled over into 2024. NIAA will issue an invoice for any amounts listed in this column.
- <sup>20</sup> Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2023.
- <sup>21</sup> If GST is not paid to you, do not complete Table 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.
- <sup>22</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>23</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- <sup>24</sup> Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2023.
- <sup>25</sup> The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- <sup>26</sup> Include any assets purchased during 2023 using ISSP funding that are valued over \$5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- <sup>27</sup> Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- <sup>28</sup> The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- <sup>29</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>30</sup> Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2024 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- <sup>31</sup> For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.











