

**Indigenous Student Success Program
2019 Performance Report**

Organisation	RMIT University		
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1. Enrolments (Access).

RMIT have made very significant progress in commencement rates over the last five years. The commencement rates in a decade have risen incrementally by 132% from 43 in 2010 to 100 in 2019 (Table 1). Despite achieving these very significant and sustained gains that have seen RMIT enrol 102 students in 2018 and 100 in 2019 we have made a significant adjustment to improve access for Aboriginal and Torres Strait Islander students. RMIT have created a new position the Senior Advisor, Indigenous Access and Engagement to work building on our successes in widening access and to manage and align offers and support to improve conversion rates. This position also plays a key role in ensuring that students are appropriately supported and resourced for success.

This Senior Advisor, Indigenous Access and Engagement is also responsible for coordinating applications across the university by providing a single point of contact for potential students, for applicants and for commencing students. Through the establishment of this position we have been able to significantly improve collaboration with other parts of the university to reduce 'denials' by proactively connecting ineligible applicants with suitable pathways. We have also been able to create a seamless point of transition that links our outreach work with access, admissions and support. This position is also playing an important role in tailoring support for individual applicants. It is creating relationships between Ngarara Willim, the community and commencing students by managing communications, through face-to-face enrolment sessions and personalised phone calls to link students with Ngarara Willim and our support services early. The evidence we have gathered, and the expertise of this role will also greatly contribute to Ngarara Willim's ability to make a meaningful and impactful contribution to a planned University wide review of admissions policy in 2020.

In 2019 Ngarara Willim also conducted a review of the existing range of scholarships available for Aboriginal students awarded through various funding sources at RMIT to ensure that we are supporting and widening access. This has enabled Ngarara Willim to spread financial assistance more widely across the entire cohort to increase the application and acceptance rate and to position RMIT to be better positioned to support regional, remote and low SES Indigenous students. The review conducted led to changes that include a tiered support model that offers greater support to students from Low SES backgrounds and rural and remote areas.

Late in 2019, Ngarara Willim engaged a Coordinator, Indigenous Outreach to provide the services of outreach and community engagement with the local Victorian Koori community. The position is a vital link between Ngarara Willim, RMIT and the Koori Community. The incumbent team member has extensive connections with the Victorian community which has seen an increase in partnership opportunities and activities that not only include aspiration building activities but also more appropriate support services through partnerships with community-controlled service providers. The role continues to build on relationships with Community Organisations, Secondary school students and mature aged Community members through various programs and partnerships on and off campus.

In 2019 the EFTSL at RMIT for the Indigenous cohort rose slightly for Regional and Remote students building upon strong gains from 22.12 in 2014 to 45.63 in 2019 but dipped marginally overall. The 2019 results can be seen in Table 2. We are confident that our activities in community and the shifts we have made to strengthen support and access will have a positive impact moving forward.

The two roles discussed are both ongoing roles and are funded by other university resources. A mix of ISSP and other funding sources have been used to support the reforms we have made to scholarships. Our outreach activities have been supported through a mix of ISSP and non-ISSP funding streams.

Table 1. Indigenous Student Commencements.

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
	43	58	62	53	56	76	71	90	102	100

Table 2. Indigenous student EFTSL

	2014	2015	2016	2017	2018	2019
EFTSL		118.25	123.13	147.88	157.5	153.25
EFTSL - Regional & Remote	22.12	33.48	36.58	46.71	45.12	45.63

Table 2a Scholarships - breakdown of 2019 payments i ii iii

	Education Costs		Accommodation		Reward		Total ^{iv v}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ^{vi}	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Undergraduate ^{vii}	179,652.50	43	49,309.51	6	n/a	n/a	228,962.01	49
Post-graduate ^{viii}	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	179,652.50	43	49,309.51	6	n/a	n/a	228,962.01	49

2. Progression (access and outcomes)

The Ngarara Willim Centre has 10 staff members (Figure 1) and we take a community-based approach to support so that all staff are directly involved in the provision of support when required. The Ngarara team work closely with internal services across RMIT to support the needs of students. The Scholarships team, Equitable Learning Service team, the Study Skills team and the Careers team are regulars within our space, providing services to students and becoming familiar faces throughout their study. We also have close working relationships and service support through Student Services, Student Diversity and Inclusion, Global Experiences and RMIT University Student Union (RUSU). At the end of 2019 RMIT invested significantly in renovating and reconfiguring the Ngarara Willim space to support our community-based approach by removing all physical barriers between the staff and students to recreate the space as a community hub. The space is now a co-located area where staff and students can use the open areas, shared kitchen and meeting rooms to congregate to connect, to converse and to gather in a community centred setting. The newly renovated space also enables the space to be used for large gatherings and will be used in 2020 to hold our Gama-Dji Orientation program on site, to deliver workshops and information sessions and to invite Community in to the space making RMIT an important gathering place for Aboriginal people in the CBD of Melbourne.

In 2019 there was a significant improvement in student retention rates which rose from 68.8% to 74.5% (see Table 3) which is a very positive outcome. While our success rate softened from 84.05% to 80.79% we see the improvement in our retention rate as an opportunity work harder with our students to support them through to completion. In 2019 we continued and expanded our Gamadji Orientation Program creating online content to enable students that are not able to attend the face to face sessions to complete their orientation online. We are planning on increasing the number of students who engage with this important program through incentivising participation by providing small bursaries that will also support all commencing and continuing student with start-up costs. The online Gamadji is part of the Ngarara Willim online module that is hosted on Canvas and that is also a new initiative to enable us to engage with students 'virtually'. All Indigenous students are 'enrolled' in this module which appears alongside their other learning resources. The online Gamadji is a part of our Canvas module which creates a reference that students are able to return to when required

throughout their studies. The Ngarara Willim canvas module connects students to Ngarara Willim and our staff before they start their study, it informs students of internal and external supports and resources available to them, it encourages connection to services before they study and builds essential learning skills with the intent to increase their overall success. It also includes links and information about Ngarara Willim services and programs including the tutoring program. The uptake in access to the tutoring program supported by ISSP rose modestly from 31 students last year to 34 in 2019. We are planning on reviewing our processes in 2020 to ensure that less staff time is spent on the administration of the program and more is spent on actively monitoring the success of the program and on the promotion of it to students to improve success rates and the rates of student engagement in the program.

In semester two we continued a pilot program that seeks to engage program managers in a process to monitor academic performance and raise issues in a timely manner with Ngarara Willim staff, to enable timely and effective interventions. This has thrown up some challenges that we are working through, but we still believe that it is worth pursuing to ensure that Ngarara Willim staff can improve our service delivery and outcomes for students. We have reimagined and restructured this to simplify the process and to make it easier for academic staff to reach out when required.

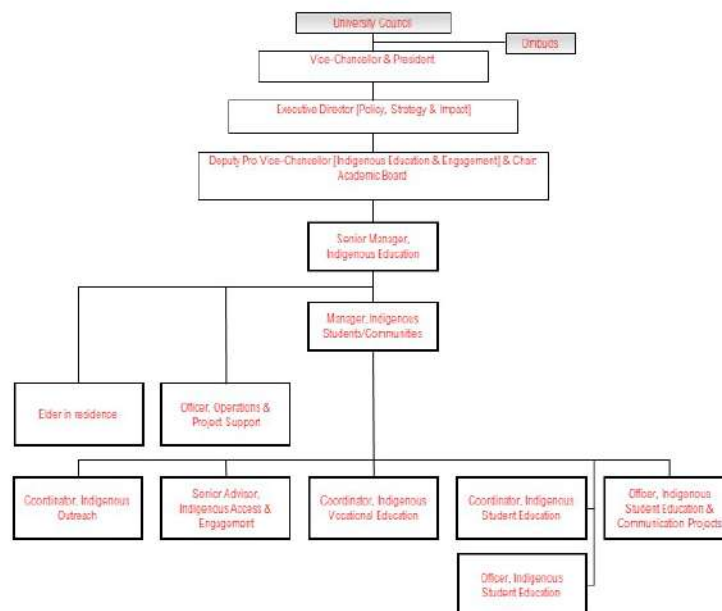
Table 3. Indigenous student retention rates.

Year	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Retention Rate	60.25%	76.8%	60.3%	73.6%	67.9%	68.5%	74.6%	65.1%	68.8%	74.5%

Table 4. Indigenous student success rates.

Success Rate (units passed/units attempted)	2015	2016	2017	2018	2019
	82.75	84.05	82.14	84.05	80.79

Figure 1. Organisational Chart of Ngarara Willim Centre.



A commitment to providing an excellent student experience for all students, including Aboriginal and Torres Strait Islander students, underpins the university’s cultural awareness program. RMIT continues to work in partnership with the Koorie Heritage Trust to run face-to-face cultural awareness programs for staff. The

University also has also refined its cultural awareness online module for students and have added a module for staff. The University's commitment to our Aboriginal and Torres Strait Islander students and to the community is operationalised through the Ngarara Willim Centre.

Since 2015 the Indigenous engagement team has worked with all parts of the University to ensure the campuses are an inclusive environment for all staff, students and for the community. In the early years we worked more intensely with the Senior Executive team to empower them to lead the reform of cultural change to engage in a sovereign relationship with RMIT's Aboriginal community and its surrounding Aboriginal community. The role of the first and current Reconciliation Plan, Dhumbah Goorowa 2019-2020 RMIT RAP Plan 2019-2020 which has brought to life RMIT's Act 2010, Section 5 (f) and RMIT's operational plans. The Reconciliation Plan and RMIT's commitment to providing a culturally inclusive space is evident in a number of activities and it reaches across the university in very tangible ways. Each College and portfolio unit of RMIT has developed and implemented Reconciliation Action Committees (x9 Committees) called Ngulu's which means 'voice' in the Woi wurrung and Boon Wurrung language. Membership is voluntary and people nominate and meet every quarter. Ngulu's provide a forum to discuss academic, research, learning and teaching and professional opportunities for staff to participate in to and support Indigenous cultural activities and to the task of creating a culturally inclusive and respectful university. An outcome of the gathering of the Ngulu's and support by all staff is the dhumbali (which means commitment in Woi wurrung and Boon wurrung language) which based on Bundjil's Statement. Bundjil's statement is the Creator's (Bundjil) law on how you conduct yourself on Kulin country. RMIT is working to embed Bundjil's statement in the foundation of all new and reviewed Policies at RMIT as of 2019. The Statement also guides and applies to how all staff will conduct themselves on Kulin Nation and therefore is now embedded in RMIT's newly reformed Code of Conduct. The new Code has been endorsed by RMIT VC Executive, Council and our Elder in Residence. The Code is to be released 1 July 2020.

Another highlight of 2019 which showcased RMIT's commitment to respecting and centring Indigenous cultures was at our annual graduation ceremony. Ngarara Willim and Aunty Joy Wandin Murphy AO, a Wurundjeri Elder and Traditional Owner worked together to create a performance of a Wurundjeri creation story that was performed in Marvel Stadium at the ceremony that is attended by 6000 graduants and 40,000 family, friends and staff and is streamed to a national and international audience of more than 500,000 people. This performance was a very powerful and public acknowledgement of RMIT's recognition of the unique place of Kulin people and through it an acknowledgement of Aboriginal people across the country.

Whilst ISSP remains an extremely useful resource to enable Ngarara Willim to provide targeted services and supports to Aboriginal and Torres Strait Islander students, RMIT are committed to ensuring that this funding is treated as supplementary and that enables the work of the university to be extended. This commitment is evidenced by the fact that ISSP funds made up roughly 25% of the total operating budget for the Office of Indigenous Education and Engagement. Portions of staff salaries that are specifically engaged in the development, delivery and administration of ISSP related activities have been supported by ISSP funding in 2019 and the majority of Indigenous staff in Ngarara Willim and IE&E are in ongoing positions. This approach is taken to ensure that the University is also contributing to the salaries of the staff engaged in supporting Indigenous students. Academic support is provided through a mix of university and ISSP funding as are scholarships and the cultural awareness activities discussed are funded from University funding.

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ^{ix}	Expenditure ^x (\$)
Enabling	4	372.05	23,856.16
Undergraduate	29	2,153.39	138,315.55
Post graduate	1	37	2,403.15
Other			
Total	34	2,562.44	164,574.86

Table 2b Indigenous Support Activities provided in 2019 xi

Activity ^{xii xiii}	Number of student participants	Expenditure (\$)
Gama-dji Orientation programs (Semester 1 and 2)	50	5,750
Indigenous Nationals	15	25,000
Wayapa Wuurrk Wellness Yoga session	12	550
Mental Health First Aid Training	20	4,200
Hip Hop Symposium	4	550
Student Lunches across campuses	60	22,317
NAIDOC March Breakfast	15	1,100
NAIDOC week Wood burning workshop	12	5,150
NAIDOC Ball	16	3,800
Keel Bundoora Trail Walk	30	750
Walk Birrarung Marr	2	30
Koorie Youth Summit	2	190
Indigenous Careers Fair	35	5,000
Indigenous Student Union conference, Canberra	5	5,000
Game connect Asia pacific conference 2019	1	462
Blak and Bright Literacy Festival	4	500
Deadly Alumni and Graduation Celebration	40	18,000
Ngarara Willim student study and social space	XX	XX

3. Completions (outcomes)

At RMIT the completion of students is cause for celebration. We mark graduations with a range of events which include a breakfast on the morning of the University's graduation ceremony, the main graduation ceremony and a Ngarara Willim specific gathering for community and family. Last year's graduating cohort across both our VE and HE student cohorts was one of the largest the university has had the pleasure of seeing. In real numbers there was a small decrease in overall completion numbers for HE from 47 to 42. These numbers need to be read in relation to lower but growing enrolment numbers in 2014, 2015 and 2016 (see Table 1).

Prior to graduation Ngarara Willim do a significant amount of preparatory work to ensure that our graduates are connected to employability services within the university and through our partnerships with external providers. We manage a 'Professional Development' fund for students which enables them to be able to engage in a range of extra curricula activities that build their experience and employability. This work is also supported by RMIT's strong program of Work Integrated Learning (WIL) which is built into and available in many programs. RMIT's Careers and Employability team work very closely with Ngarara Willim to provide services to our Indigenous students to support their transition into work.

Ngarara Willim drove a major new initiative with our first 'RMIT's Indigenous Career's Expo'. This event drew 35 Industry partners engage and 50 Indigenous students together to create important networks and to discuss employment, WIL, Internships and Graduate opportunities. There are plans to run another event in 2020. At the next expo there are plans to invite students from other Victorian University's and to invite the broader Aboriginal and Torres Strait Islander community. The work that Ngarara Willim and RMIT do in preparing and supporting our graduates was acknowledged when RMIT was awarded the University Partner of the year award at the Career Trackers Gala Dinner.

The relationships-based approach that the Ngarara Willim team take to supporting the community and students is carried forward post-graduation through our Deadly Alumni program. This was setup in 2018 with financial and resource support from the Alumni team. The Alumni Team and Ngarara Willim continue to work together to connect with all our alumni in order to engage with them across all areas of RMIT by providing opportunities like free professional development opportunities, both online and through workshops. In 2019

NWC joined both the annual Deadly Alumni event with the RMIT Aboriginal graduation with great success. Several Alumni presented at the event and helped celebrate the occasion with graduating students which provided important opportunities to network. Ngarara Willim and the RMIT Careers Team also work closely with final year students to discuss their plans, to support them with employment or Graduate opportunities.

The Indigenous specific graduation event for family and friends is supplementary to the university’s graduation activities and has been paid for in the past with ISSP funding. This year, because it also included Deadly Alumni members it was paid for in part by ISSP with other funding from the university. Ngarara Willim made a financial contribution to the Careers Fair with ISSP funding and ISSP funding is used to support our students through our ‘Professional Development fund’. University resources and other funding including HEPPP is used to support the employment services offered by Careers and Employability.

Alongside the work the University and Ngarara Willim have been doing to grow our numbers and to support our students toward graduation, different parts of the university have been working closely with external organisations to support our graduates and our enrolled students to connect with employment and employers.

Table 5 Indigenous student completions (Head Count)

Completions	2015	2016	2017	2018	2019
	22	19	46	47	42

4. Regional and remote students

RMIT have made progress in enrolling regional and remote students. Our EFTSL for regional and remote students has grown from 22.12 in 2014 to 45.63 in 2019 (see Table 2). We have continued to put a significant amount of energy and resources into ensuring that our programs are accessible to students in Regional and Remote areas. We have capitalised on our central location by hosting school groups for on campus experience activities who are visiting from regional and remote locations and have targeted regional locations with our outreach activities.

In 2019 Ngarara Willim engaged with Aboriginal secondary students across all year levels and with community members through four expos held in regional Victoria. Staff visited Worowa Aboriginal College twice during semester to provide program information and scholarship and application support. Four schools, including schools from regional areas visited Ngarara Willim and engaged in on-campus experiences, including our ‘Deadly Day of Science’ held on our Bundoora Campus. In collaboration with RMIT’s Equity and Diversity team, Ngarara Willim engaged with a further four regional schools and 61 students who participated in the ‘I Belong’ Camps throughout the year. Ngarara Willim focused on getting out into regional communities and delivered 10 aspiration sessions to our young people throughout the year. This included sessions delivered, through our Regional Science roadshow held within the Loddon Mallee region. We also worked with community-controlled organisations to help to arrange and to participate in community events including state wide sports and community gatherings held in regional locations. This work is important to raise the profile of tertiary education and to attract applicants.

Another very significant improvement in our ability to support the Low SES, the regional and remote cohorts was through the establishment of a partnership with the Cedar Pacific Group, Ngarara Willim and RMIT. Through this partnership we have secured ten beds per year for the next three years at Uni Lodge Royal Melbourne to support the accommodation needs of regional and remote students. There have also been some discussions about the possibility of capitalising on Cedar Pacific Group’s Canadian roots to be able to support two-way exchange opportunities for First Nations Australians and First Nations Canadians. These discussions are continuing. The accommodation provided are individual studio bedrooms that support Ngarara Willim and student requirements of creating a home away from home and a Community within Ngarara Willim and RMIT.

The work we are doing in this area is being supported by ISSP and University resources. The ISSP funding is very important in this area because it enables us to offer accommodation and other scholarships to eligible students. Our outreach activities were largely funded through using University resources and some ISSP.

Table 4 Scholarship data for remote and regional students xiv xv

	Education Costs		Accommodation		Reward		Total ^{xvi}	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	71,234.80	19	40,710.28	5	n/a	n/a	111,945.08	24
B. 2019 Offers ^{xvii}	71,500.00	15	40,000.00	4	n/a	n/a	111,500.00	19
C. Percentage ^{xviii} (C=B/A*100)							99.6%	79%
2019 Payments	108,398.00	27	49309.51	6	n/a	n/a	157,707.51	33

5. Working with Vulnerable People Requirement

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

6. Eligibility requirements

6.1 Indigenous Education Strategy

RMIT University continues to meet requirements under Section 13/ISSP guidelines. RMIT has continued to use the internal document Dhumbah Goorowa 2019-2020, RMIT's Reconciliation Plan to support First Nations education, employment, student and staff community and governance and leadership plans. The RMIT RAP Plan 2019-2020 provides a whole of university approach to reconciling a relationship with First Nations people. The document supports the principle authority RMIT Act 2010 (specifically Section 5f) to meet its commitment to and investment in Aboriginal and Torres Strait Islander staff, students and community. Specific action areas of the Plan address Indigenous student outcomes through activities, plans and programs to assist students to achieve success and ultimately employment and economic independence. The monitoring and evaluation of the DG plan is undertaken at the highest governance level by the Reconciliation Implementation Committee, chaired by the VC with senior executive staff as members of this Committee. Each VCE member is also responsible for the outcomes of an action area, which provides a level of leadership and responsibility across the whole university in achieving progress against a number of activities for each area.

RMIT also has an Education Plan RMIT Education Plan to 2020 that highlights RMIT's significant commitment to Indigenous students. The Education Portfolio monitors and evaluates outcomes through this Portfolio's governance structures.

The RMIT University Scorecard has a KPI in relation to all student and staff engagement with Reconciliation which is measured and progress is reported annually to Council. In 2019 the Dhumbah Goorowa Plan completion rate was 72% of tasks (the 2019 target was 85%). Whilst falling short of the target, there were a further 15% of tasks in progress, with the majority of these scheduled for completion in early 2020. We are confident that we have excelled in a number of areas of action in the Plan, particularly the RMIT Staff and Student areas. The Plan is ambitious and forward thinking so RMIT can really make cultural change that benefits the RMIT community. The Plan's target is set by Council every year in consultation with Senior Aboriginal staff and 2019 is the first year of a two year Plan for RMIT.

Further to this Ngarara Willim have a specific Student Success program and activities to build the increased opportunities for students to be successful in their courses, life and future employment options. This support has also contributed to the outcomes of individual students achieving increased progression and completion rates – see Part 1.

6.2 Indigenous Workforce Strategy

RMIT continues to meet requirements under Section 12/ISSP Guidelines. The RMIT Indigenous Employment Plan 2016-2020 is provided here [RMIT Indigenous Employment Plan](#) The Plan has oversight of the activities, actions and projects to achieve increased recruitment of First Nations staff and retention and progression of

these staff in their careers at RMIT. The Plan has a target by end of 2020 to have 42 FTE of Aboriginal and/or Torres Strait Islander staff engaged across a number of positions at differing levels at RMIT. As of the end of 2019 there were 36 FTE engaged, this is an increase by four staff from 2018. We had a number of staff move to other universities in promoted positions using their RMIT roles as spring-boards into these new positions.

The strengthening of the ATSIEC Terms of Reference chaired by the Dep PVC of Indigenous Education and Engagement and the Chief Operating Officer with significant membership of senior Aboriginal leaders, NTEU members and HR experts from RMIT has also developed and started to operationalise the vision and strategy for engaging and retaining Aboriginal and Torres Strait Islander staff at RMIT. As the governance committee that reports to RMIT senior executive and also Council the monitoring and evaluating of the current Plan and future activities is overseen at a high level. The engagement of an Indigenous Workforce Advisor in October 2019 also showed the commitment and investment in the career development of current staff. The Advisor has also begun work on the 2021-25 Indigenous Employment Plan and future trajectory of what an Indigenous workforce will look like and be required to deliver on to improve employment opportunities for current and future staff and to meet RMIT's future direction and vision. In 2019, the Dep PVC, Professor McMillan, continued in his role and was also elected Chair of Academic Board.

Currently RMIT is progressing towards meeting the Indigenous Victorian parity base of 1% of RMIT's Victorian based staff (which is defined as approximately 4,682 staff). RMIT is on target to achieve this by the end of the current IEP, 2020. As we start to develop the new IEP 2021-2025 we will revisit this target. As we develop the new IEP we are also defining what the Indigenous workforce will look like and need to look like heading towards 2025. We have a system that enables us to use the latest ABS census data, trends in the tertiary sector as well as the employment and careers market to determine what workforce is required in 2025 and beyond. This will help define what types and levels of work/employment we require and how we plan, support and train First Nations people for these roles.

Further to this RMIT continues to support their VC Indigenous Pre-Doc and Post Doc program that is ambitious and generous and will develop a pool of PhD academics that will be fully prepared employees by the end of their fellowship.

Table 6.2 Indigenous workforce data (2019 breakdown)^{i ii iii iv}

Level/Position	Permanent		Casual/Fixed Term Contract	
	Academic	Non-academic	Academic	Non-academic
LEVEL 5		2		1
LEVEL 6		3		1
LEVEL 7		4		
LEVEL 8		2		1
LEVEL 9		2		2
LEVEL 10		3		
EXECUTIVE level 1	1			
CASUALS			2	7
Vocational Education Teacher 5			1	
Academic A			6	
Academic B	1		2	
Academic C	1			
Academic E	1			

6.3 Indigenous Governance Mechanism

RMIT's Indigenous governance committee reflects our commitment to the principles and practices of self-determination. The governance committee is made up of the most senior Indigenous staff at RMIT including the leadership team from within the Office of Indigenous Education and Engagement. During the second half of 2019 a number of issues occurred which reduced the number of Aboriginal staff being able to attend meetings however, the remaining committee members met bi-monthly for the second half of 2019. These meetings were structured around report backs for the areas of our business within the university to ensure coordination of efforts and requests for funding to support activities are collectively discussed and assessed. ISSP spending and resource allocation occurred in the beginning of 2019, with proposals put forward, considered and agreed. The activities and allocation agreements were monitored through report backs.

Supporting this Committee, the university also has an Indigenous Staff Network which was constituted through the Enterprise Agreement. The ISN meets four times a year to health check our business within the university and to discuss issues of community concern, including the treaty process in Victoria.

Table 6 Membership of Indigenous Governance Committee.

Title	Current Incumbent	Community
Dep PVC, Indigenous Education and Engagement and Chair of Academic Board	Mark McMillan	Wiradjuri
Director, Indigenous Engagement	Stacey Campton	Gunggari
Senior Manager, Indigenous Education	Jason Brailey	Tharawal
HR Business Partner, DSC and Indigenous HR	Jillian Weaven	Wiradjuri
Elder in Residence	N'Arwee't Carolyn Briggs AO	Boon wurrung
Manager, Ngarara Willim Student Services	Nicole Shanahan	Miriuwung Gajerrong and Arabana
Manager, Indigenous Community Partnerships	Kevin Moore	Gurindji

6.4 Statement by the Indigenous Governance Mechanism

Members of RMIT's Indigenous Leadership Committee endorse the approval of the performance and financial acquittal reports provided in this statement.

Additional information for completing the template

- ⁱ Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.
- ⁱ Record the number of students (head count) not EFTSL.
- ⁱ Include both preserved and new ISSP scholarships.
- ⁱ This figures in this column should be the sum of the relevant row.
- ⁱ The total may not be the sum of the previous columns as some students may receive several scholarships.
- ⁱ Include payments to all enabling students, including remote and regional students.
- ⁱ Include payments to all undergraduate students, including remote and regional students.
- ⁱ Include payments to all postgraduate students, including remote and regional students.
- ⁱ Record only hours of instruction received by the students (do not include staff planning or organising time).
- ⁱ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- ⁱ Add more rows if necessary.
- ⁱ Include a brief description of the activity.
- ⁱ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
- ⁱ Only record amounts which would/did require payment during the 2019 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.
- ⁱ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.
- ⁱ This figures in this column should be the sum of the relevant row.
- ⁱ Record all verbal and written scholarship offers for the 2019 calendar year, including those offers that were not accepted by the student. Record the 2019 component of new scholarship offers and the planned 2019 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- ⁱ This data confirms the provider's compliance with Section 21(3) of the Guidelines.
- ⁱ This section confirms that the provider complies with Section 35A of the Guidelines.
- ⁱ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
- ⁱⁱ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
- ⁱⁱⁱ The numbers recorded here should be a headcount of staff and not the full-time equivalent.
- ^{iv} There is no longer a requirement to break up these by faculty. Please group together results by level.