

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

Organisation	RMIT University		
Contact Person	Jason Brailey		
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1. Enrolments (Access)

Building aspirations and the ambition of Aboriginal and Torres Strait Islander peoples to attend university and enabling both access and success post enrolment remains a core priority for RMIT. Work to specifically improve access and pathways into university is continually being undertaken to build upon and to enhance the comprehensive range of available pathway options, including from Vocational Education programs, through sub degrees to our direct entry “Indigenous Access Program”. The ‘Indigenous Access Program’ significantly increases direct access to higher education by enabling proper consideration of factors that can be used to better predict the likelihood of success beyond traditional measures like ATARs and study scores. Applicants applying through the ‘Indigenous Access Program’ submit supporting evidence of relevant work history and life experiences which the selection officers use in selection decisions. The impact and availability of the supplementary support provided through ISSP and other university academic and non-academic supports are also considered in making selection decisions to significantly widen access.

The need to continually improve access to university for Aboriginal and Torres Strait Islander people has been demonstrated by the decision to allocate resources through the university’s ‘areas of focus’ into significant targeted work to review and to improve selection, admissions, and enrolment processes for Aboriginal and Torres Strait Islander applicants. Indigenous access has been called out as a very specific focus area and as a distinct outcome. The focus of improving access, both direct and through pathways has also been supported through the recruitment of a new staff member with specific expertise in the management and improvement of student applications and selection. This new skill set is enhancing the ability of Ngarara Willim to individualise the management of student applications including by mapping appropriate pathways through our Vocational Education and sub degree pathways when required, and in the proactive development of support planning. This new role will also work to better align course options with important support mechanisms such as scholarships including the assessment process and criteria/needs assessments.

Overall the attention being paid to improving access has seen very significant and consistent increases in EFTSL for Aboriginal and Torres Strait Islander students generally and for enrolments of student from regional and remote backgrounds. As Table 1 shows, the overall percentage increase in overall EFSTL has been 64.5% with number increasing from 95.75 in 2013 to 157.50 in 2018. The percentage increase for Regional and Remote students has been more dramatic with an overall increase of 190%. These increases support the view that the work being done to not only improve but to support access through targeted scholarships (including accommodation scholarships – see Table 1a) using ISSP supplementary resources are having a significant impact.

The work being done in relation to access is largely being supported and resourced through the existing resources within the university through ensuring that Indigenous access is being considered as a discrete priority area. ISSP funding is supporting this work by enabling the specific and individualised consideration of applications and systems improvements that extend the work of the university.

Table 1: EFSTL RMIT Aboriginal and Torres Strait Islander Students.

	2013	2014	2015	2016	2017	2018	Overall increase as %
EFTSL	95.75	94.50	118.25	123.13	147.88	157.50	64.5% increase
EFTSL: Regional/Remote	16.72	22.95	33.48	36.58	47.75	48.63	190% increase

Table 1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation Costs		Reward		Total/Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote undergraduate	\$98,000.00	22	\$114,754.00	10			23	\$212,754.00
From Regional/ Remote postgraduate								
Undergraduate (non-regional/remote students)	\$41,000.00	5					5	\$41,000.00
Post-graduate (non-regional/remote students)								
Other								
TOTAL	\$139,000.00	27	\$114,754.00	10			28	\$253,754.00

Value of Scholarships awarded by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$80,483.50
Value of Scholarships offered by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers)	\$212,754.00

2. Progression (access and outcomes)

RMIT has a range of structures and programs, including academic, social and cultural support, that are aimed at retaining and supporting Aboriginal and Torres Strait Islander and non-Indigenous students to succeed. Specific support for Aboriginal and Torres Strait Islander students is delivered through a blended service model that enacts the principles of a whole of university approach whilst also capitalising on the opportunity for specific supplementary supports. 'Mainstream' academic support programs that the Aboriginal and Torres Strait Islander cohort access and have access to include SLAMS (Student Learning Adviser Mentors), PASS (Peer Assisted Study Sessions), CSIT (Computer Science and IT), the services of the Study and Learning Centre and all RMIT students have access to four hours of assignment feedback through Smarthinking. Social support was enhanced through a range of initiatives including an overhaul of the delivery of mental health services and through the development and implementation of the 'Belonging' program which aims to build a sense of connection between our students and the university. The supplementary support offered through the Office of Indigenous Education and Engagement and through Ngarara Willim included a range of programs and activities that cut across the gamut of social, cultural and academic support and engagement. Currently Ngarara Willim has eight full time staff members. These include two senior management roles (HEW 9 and 8), two

academic support staff (HEW 7 and HEW 6), a communications and administration role (HEW 6) and a recruitment and outreach coordinator (HEW 7). Ngarara Willim has been structured to be a discrete focused work unit responsible for the student related outcomes that sits within the Office of Indigenous Education and Engagement. Overall the Office has 18 staff members engaged in strategic work, the design and delivery of the professional development program Bundyi Girri and in monitoring the implementation of our Indigenous plans and strategies.

ISSP funding was used to continue to provide one-on-one and small group tutoring. This was utilised by 40.1% of our total cohort. Key relationships that enable Ngarara Willim staff to effectively support and enable success are actively built through the supplementary and personalised services delivered through Ngarara Willim Centre, particularly through the Gamadji Orientation Program. Gamadji provides an opportunity for all commencing and continuing students to participate in a range of social and cultural engagement activities aimed at building peer networks and community at RMIT specifically for Aboriginal and Torres Strait Islander people. It is also a very important platform for ensuring that the Aboriginal and Torres Strait Islander cohort are aware of and engaged with the core services offered by the university. Students are introduced to various specialist service providers in other parts of the University through Gamadji and participation in Gamadji is linked to scholarships and other activities to incentivise students to participate.

A new initiative that was developed in 2018 was an online version of Gamadji through the creation of an online module via University's learning platform. The platform collates and makes available a variety of links and materials to empower students to actively manage their learning experience. The online platform also enables communication about university and Aboriginal and Torres Strait Islander specific programs, opportunities and activities. The online module will increase the reach of this important program and will enable time poor, mature aged and other cohorts of students who may not be able to spare the time to engage face to face to still benefit from having easier access to support programs and information, both supplementary and specific and services provided by the university. Another benefit of the platform is that it makes available a rich array of data about engagement and student preference in terms of content types by keeping track of learning analytic data.

Table 2 Success rate Indigenous Only

Year	Success rate (Indigenous only)
2013	82
2014	78
2015	82.75
2016	84.05
2017	81.90
2018	84.10

One area that we have identified as a priority for ongoing work by both Deputy Vice Chancellor (Education) and by Ngarara Willim is retention.

Table 3 Retention Rates Indigenous Only.

Retention rates HE Indigenous Only	
2013	61%
2014	73%
2015	68%
2016	63%
2017	60%
2018	64%

Whilst RMIT's retention rates are well above the reported national average our aspiration is for incremental and continual improvement.

Whilst a variety of different factors influence student's decision to discontinue one key factor is not feeling valued by the institution. Providing a 'culturally safe' space for Aboriginal and Torres Strait Islander staff to work is a key priority of the Office of Indigenous Education and Engagement and for RMIT. We are breaking new ground by seeking to push the RMIT community beyond 'cultural competency' modules and training for staff. These programs have tended to fixate on Aboriginal and Torres Strait Islander people and cultures ignoring the role of emotional intelligence and self-reflective practices of non-Indigenous peoples and reducing the process to one of 'understanding the Aborigine'. RMIT is pioneering work that seeks to shift our staff toward an understanding of Indigenous and non-Indigenous relations as a crucial and unavoidable social relationship. Bundyi Girri (which roughly translates to 'shared future' in Wiradjuri) is a mixed mode program that includes face to face workshops and an online module that has been embraced as core business of the university. Bundyi Girri seeks to build an understanding of the need to engage with Indigeneity through an understanding and an acknowledgement of Indigenous sovereignty. It is being resourced by the Office of Indigenous Education and Engagement and it builds upon the cultural awareness offered to staff through the Koori Heritage Trust. To measure the impact of Bundyi Girri on staff culture and perspectives an evaluation framework has been developed that will directly measure the impact of this initiative which includes the lived experiences of RMIT Aboriginal and Torres Strait Islander staff and students.

The work being done to support retention and student success is primarily being resourced through existing university resources. This includes the costs to provide cultural awareness to the staff and the costs associated with the development and implementation of the Bundyi Girri program. ISSP supplements this by enabling us to offer support to Aboriginal and Torres Strait Islander students specifically by supporting the Ngarara Willim space as a community space and resource, and by enabling us to offer one-on-one and personally targeted support programs and opportunities.

Table 2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	36	1963.33	143,727.98
	Post graduate	1	214	\$13,497.52
	Other	26 (Includes Group Tutoring)	594.66	\$39,342
	total	63	2771.99	196,567.50
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	total			
Add other categories as relevant				

3. Completions (outcomes)

Course completions are a very useful measure of the overall success or failure across the spectrum of Aboriginal and Torres Strait Islander programs including recruitment, retention, success and the value and impact of supplementary support services provided to Aboriginal and Torres Strait Islander students. This represents a very healthy increase of 219%. (see Table 3). This success has been underpinned by a focus on all of the points of impact which include widening access, retention and supporting success.

Table 4 Higher education completion numbers Indigenous Only

Year	Total higher education completions.
2010	17
2011	17
2012	24
2013	28
2014	20
2015	22
2016	19
2017	46
2018	46

The underlying strategy to increase award course completions is best articulated through reference to the university's strategy 'Ready for work and life'. Ensuring an engaging experience for enrolled students is a key priority for Ngarara Willim and for the university. Work to support students, not only through academic, social and cultural services and programs but also through ensuring that students understand that they are being prepared for a meaningful future is crucial. This is achieved through Work Integrated Learning (WIL) programs within courses, through a range of employment and pre-employment programs which both prioritise and single out the Aboriginal and Torres Strait Islander cohort, and through strategic partnerships that benefit our cohort. These activities range from one-on-one employment coaching and services, to Indigenous specific mentoring programs, partnerships with service providers like Career Trackers, the Victorian and Australian Public Services and other employers and through soliciting and responding to requests to engage with Indigenous students is an important part of the core business of the university and of Ngarara Willim. Ngarara Willim's working relation with our internal Employment Services unit is exemplary and has shown other parts of the university what a whole-of-university approach can look like. This is particularly the case because ISSP resources are not drawn on to support this work, to the credit of the Employment Services area they have been astute in demonstrating that outcomes can be achieved through customising current 'mainstream' efforts without drawing on ISSP.

Course completion is understood at RMIT as signifying a shift in our relationship with Aboriginal and Torres Strait Islander graduates. This is reflected in our 'Deadly Alumni' program. The 'Deadly Alumni' program is an emerging program that links graduates with current students, with the university and with the broader Aboriginal and Torres Strait Islander community. Through this program and by maintaining strong ties to the community we are able to get a strong sense of our student post completion outcomes, yet there was a poor response from Indigenous graduates in the last GOS data that was collated. Ngarara Willim also remains active in creating links and connections between our students and opportunities that we are made aware of through direct request and through community networks. Currently the monitoring of student employment outcomes has been largely managed through relationships and anecdotal evidence rather than through formal processes. These processes have included calling graduates to check in and engaging with them through the Deadly Alumni network. Building a robust tracking system of monitoring outcomes but also in building sustained relationships with Alumni is an ongoing area of improvement that we are conscious engaged in.

Like other aspects of our approach to supporting Aboriginal and Torres Strait Islander students many of the initiatives and outcomes in relation to linking students to opportunities, maintaining engagement post completion and ensuring employability is achieved through supporting the university to offer tailored and appropriate services that draw on university resources. ISSP has been used to acknowledge academic excellence and to do supplementary work to create opportunities to support students into post graduate study opportunities by creating and fostering peer networks that bring post graduate and undergraduate students together and other activities that create and foster a success strengths based culture.

4. Indigenous Education Strategy accessible by public

RMIT continues to meet the requirements under section 13 of the ISSP guidelines by embedding Aboriginal and Torres Strait Islander outcomes in all of the universities plans and strategies whilst also paying specific attention to those outcomes in our Reconciliation Plans and the Education Portfolios Education Plan. This has been continued and built upon in *Dhumbah Goorowa*, the university's most recent reconciliation plan. The reconciliation plans have specific activities related to the improvement of outcomes in relation to recruitment and access, retention and success, ensuring and supporting employability and post completion engagement. Both of the reconciliation plans have specific reference to education outcomes for Indigenous students and both have a strong emphasis on transforming and improving the university's culture to make RMIT a space that meaningfully support Indigenous engagement in employment and education. The reconciliation plans are both available publicly here:

- <http://mams.rmit.edu.au/96k5jvjhplz4.pdf>
- <https://www.rmit.edu.au/content/dam/rmit/documents/about/indigenous/rmit-dhumbah-goorowa.pdf>

More recently a comprehensive evaluation framework has been developed and is being implemented to measure the qualitative outcomes of Reconciliation at RMIT, including how the organisation transforms process, systems and culture. The University also uses a project monitoring tool to measure the quantitative outcomes of Reconciliation at RMIT. This tool provides data into an electronic dashboard that is monitored by the Executive leadership. This evaluation framework feeds into the University's scorecard, which has a specific KPI relating to reconciliation. 2019 targets have been set and are monitored via quarterly milestones that relate to Indigenous education and engagement outcomes. In 2018 we achieved 93% of our Reconciliation Plan (2016-2018) outcomes, which featured Indigenous student educational outcomes. The implementation of the reconciliation plans is also overseen by the RIC (Reconciliation Implementation Committee) which is chaired by the Vice Chancellor.

5. Indigenous Workforce Strategy accessible by public

1. Indigenous Workforce Strategy accessible by public

RMIT fulfils its obligations in meeting section 12 of the ISSP guidelines through the current Aboriginal and Torres Strait Islander Employment Plan 2016–2020 To strengthen and update our approach to Indigenous employment RMIT is currently developing a university-wide Strategic Workforce Plan (SWP), which will be completed in Q4 2019. The Indigenous Workforce Plan is being developed in line with the broader institutional activity and Indigenous priorities will be reflected in all areas of RMIT's workforce planning and development. The finalised Indigenous Workforce Plan will be submitted to the Department and made available to the public in Q4 2019. In the interim, RMIT's Reconciliation Plan *Dhumbah Goorowa* articulates RMIT's commitment to building its Aboriginal and Torres Strait Islander workforce, retention and cultural capability. In addition, the RMIT University Enterprise Agreement 2018 clause 24, Part E Aboriginal and Torres Strait Islander Employment and Participation principles at RMIT, expands our commitment to strengthening our Aboriginal and Torres Islander staff commitments.

Key Performance Indicators include:

1. Embedding clause 24 of the RMIT University Enterprise Agreement 2018;
2. Number of Aboriginal and Torres Strait Islander staff EFT;
3. Retention rate;
4. Professional development undertaken;
5. Career progression; and
6. Number of staff undertaking Aboriginal and Torres Strait Islander cultural capability training

The University has an Aboriginal and Torres Strait Islander Employment Committee (ATSIEC) to ensure that the appropriate employment culture and practices are in place to support the development and advancement of the careers of current Aboriginal and Torres Strait Islander employees and to increase the overall number of Aboriginal and Torres Strait Islander employees at RMIT. This is in line with clause 25.5 of the RMIT University Enterprise Agreement 2018.

The IEP sets an employment target of achieving an Aboriginal and Torres Strait Islander staff cohort of 42 FTE by 2020. This equates to 1% of the University workforce and is in parity with the Victorian Aboriginal and Torres Strait Islander population. As at 30 June 2018 RMIT employed 27.7 Aboriginal and Torres Strait Islander employees. This will be increased to a minimum of 35 EFT as at 30 June 2019 note we currently have 28.9 EFT with nine new hires in the pipeline to deliver on this commitment. The ATSIEC will develop and implement an Aboriginal and Torres Strait Islander Employment Target setting mechanism. Such mechanism will set and oversee the implementation of the annual employment targets for each subsequent year following 2019. The annual employment targets will be consistent with the RMIT University Aboriginal and Torres Strait Islander Employment Plan 2016 – 2020.

Career planning and personal development is embedded in the University's individual staff work plans and promoted and offered to all staff via the University's Organisational Development programs. Staff, through their performance work-plans, are encouraged to highlight, discuss and nominate professional development needs with their managers.

The University continues its commitment to providing Aboriginal and Torres Strait Islander Cultural Awareness training and to date 2,500+ staff members have participated in Cultural Awareness training.

RMIT University currently have 32 Aboriginal and Torres Strait Islander staff.

5a. Indigenous workforce data (2018 breakdown)

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

Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
College of Business Portfolio	Level A	1			
	Level B	1			
	Level E	1			
College of Design & Social Context Portfolio	Level A	3			

	Level B	2			
	Level C	1			
	HEW 6		3		
	HEW 5		1		
Education Portfolio	HEW 7		1		
Operations Portfolio	HEW 10a		1		
	HEW 6		2		
	HEW 5		1		
Policy and Impact, Portfolio including the Indigenous Education and Engagement Group	Executive 1/Level E	1			
	HEW 10a		1		
	HEW 9		3		
	HEW8		1		
	HEW 7		2		
	HEW 6		1		
	HEW 5		1		
Science, Engineering and Health Portfolio	Level A	2			
	Teacher 5		1		
Totals		12	19		

6. Indigenous involvement in decision-making

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 Professor Mark McMillan, Jason Brailey and Stacey Campton, the Manager of Ngarara Willim Nicole Shanahan, the lead Indigenous HR representative Jillian Weaven, our Elder in Residence and Senior Traditional Owner N'Arweet Carolyn Briggs, and the Manager of Indigenous Community Partnerships Kevin Moore. The committee meets fortnightly and the agenda is 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 and are proposed and collectively discussed and assessed. ISSP spending and resource allocation largely happened in meeting one with proposals put forward, considered and agreed. The activities and allocation agreements were monitored through report backs at the fortnightly meetings and a meeting was held mid-year to specifically monitor progress and impact of the supplementary activities.

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.

Membership of Indigenous Governance Committee

Title	Current Incumbent		Community
Dep PVC, Indigenous Education and Engagement	Mark McMillan	2 years	Wiradjuri
Director, Indigenous Education and Engagement	Stacey Campton	5 years	Gunggarri
Executive Officer, Indigenous Education and Engagement	Jason Brailey	1.3 years	Tharawal
HR Business Partner, DSC and Indigenous HR	Jillian Weaven	6 years	Wiradjuri
Elder in Residence	N'Arwee't Carolyn Briggs	1.5 years	Boon wurrung
Manager, Ngarara Willim Student Services	Nicole Shanahan	3 years	Arabunna and Miriwung Gajerrong
Manager, Indigenous Community Partnerships	Kevin Moore	7 years	Gurindji

The Indigenous Governance Committee duties include:

- Reviewing and managing the allocation of Commonwealth funding, in particular the Indigenous Student Success Program (ISSP) including confirming or deciding expenditure decisions;
- Report on the allocated expenditure of Indigenous specific programs, projects and activities expended from University wide funds;
- Report on the allocated expenditure of State Government funding - the Wurreker TAFE and Koorie Liaison Officer Programs as required;
- Contribute to and endorse annual financial reporting requirements from the Commonwealth (in May) and State (in December) Government programs.

The Indigenous Governance Committee that oversaw ISSP expenditure was also the key oversight committee that made decisions about Indigenous business at RMIT more generally. It was felt that this approach enabled decisions to be made that were grounded in the business and needs of the students. This process was managed by having four specific Indigenous Governance Committee meetings that specifically focused on ISSP expenditure and planning. The remaining meetings of the Indigenous Steering Committee were concerned with day-to-day operational considerations including the design and development of a major change piece that has enabled the university to clearly demarcate the core business that ISSP supports (creating, supporting, building and providing opportunity for the Aboriginal and Torres Strait Islander students) and other parts of the business including policy and program development. Through this work the development of the Office of Indigenous Education and Engagement has emerged. This work has seen two distinct work streams emerge - Indigenous Engagement, which focuses on university-wide strategy, engagement and planning; and the other Indigenous Education which focuses on student recruitment, access, support and community partnerships with educational focuses and outcomes and encompasses the work of the Ngarara Willim Centre. The Indigenous Education arm is emerging as a very important enabler that supports student outcomes and our workforce ambitions.

Through this work we have built a structure which has very strong Indigenous leadership in each area, having senior leadership under the Deputy PVC Indigenous Engagement and Education. The new work area has also been shifted to the University's Office of Policy and Impact which has a whole-of-university remit that is better aligned to the remit of the Office of Indigenous Education and Engagement. This shift not only marks a maturing of RMIT's approach to Indigenous business but also creates clarity between what is the core business of the university and what is supplementary and Indigenous-specific.

6a. Statement by the Indigenous Governance Mechanism

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

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

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


I certify that:

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


I understand that:

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

Certification recommended by university's Indigenous Governance:

Name: Stacey Campton
Title: Director
Signed:  Date: 27/5/19

Certification made by Vice-Chancellor or equivalent delegate:

Name: Professor Mark McMillan
Title: Deputy Pro Vice Chancellor
Signed:  Date: 27/5/2019

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

Organisation

Royal Melbourne Institute of Technology University

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2018 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2018	\$897,360.99		\$897,360.99
Rollover of funds from previous year Email approval date: .../.../2017			
Interest earned/ royalties			
Sale of assets			
HEPPP		\$500,000.00	\$500,000.00
Australian Research Council (ARC)		\$115,969.32	\$115,969.32
Office of Indigenous Education & Engagement (RMIT Uni)		\$294,466.55	\$294,466.55
Bundy Girri (RMIT Uni)		\$596,102.00	\$596,102.00
A. Total Income 2018	\$897,360.99	\$1,506,537.87	\$2,403,898.86

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	\$389,194.07		\$389,194.07
Administration	\$62,107.18		\$62,107.18
Travel – domestic	\$48,033.40		\$48,033.40
Travel – international			
ISSP Asset purchases			
Conference fees and related costs	\$5,713.63		\$5,713.63
Scholarships	\$253,754.00		\$253,754.00
(other major expenditure categories ensuring breakdown sums to total at B below)	\$138,558.71		\$138,558.71
B. Total Expenditure 2018	\$897,360.99	\$	\$897,360.99
C. Unexpended funds PM&C agreed to rollover			
D. Unexpended Funds to be returned to PM&C			
E. TOTAL ISSP Funding use (B+C+D)	\$897,360.99		

Note: A-E must equal zero

^ Please provide a note on the progress of activity agreed under a roll over.
Please delete this box if no roll-over was agreed.

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

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

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

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

Asset Description/ category	Adjustable Value	ISSP contribution

4a ISSP Asset - acquisitions and disposals summary

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

5. Financial Acquittal supported and initialled by:

Kate Koch

(Print name of relevant officer)

Chief Financial Officer

(Print position title)



24/05/2019

(Signature and date)

Telephone contact: 9925 0694

E-mail: kate.koch@rmit.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.