

Indigenous Student Success Program

2022 Performance Report

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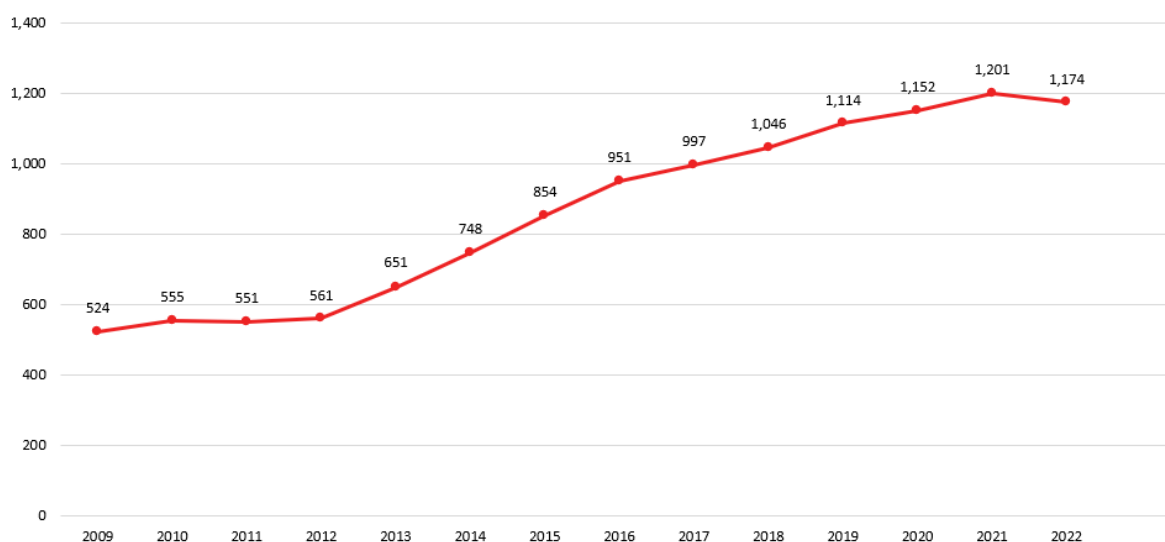
1. Enrolments (Access)

Griffith is one of the leading universities nationally in Indigenous student participation ([Department of Education 2021](#)) and has a core commitment to increase the participation rate of First Peoples students to 3% by 2025 (Griffith Academic Plan 2021-2025). In 2022, 1,174 Indigenous students were enrolled at Griffith. This represents a 2.9% participation rate for Indigenous students (as a percentage of domestic onshore students), exceeding Griffith's target of 2.8%.

	First Peoples students as a percentage of participation of all domestic onshore students	2022 target	2022 actuals	2023 target
		2.8%	2.9%	2.9%

The number of Indigenous students studying at Griffith has more than doubled in the last 10 years. The small decline in enrolments from 2021 to 2022 reflects a decline in the overall domestic student demand in a strong employment and high cost of living environment. The 1,174 Indigenous student enrolments in 2022 comprised 890 undergraduate students, 225 postgraduate students, 39 Research Higher Degree students and 20 non-award students, studying across all five physical campuses and a strong online cohort.

Figure 1: Griffith University – First Peoples student enrolments (headcount)



Strategies, activities, and programs implemented to support and improve access for Aboriginal and Torres Strait Islander students

Supporting student success – The Pro Vice Chancellor (Indigenous) portfolio (ISSP funded, University funded, HEPPP funded)

Professor Cindy Shannon AM provides executive-level leadership across Griffith in Indigenous education, research and engagement, including management responsibility for the [GUMURRII Student Success Unit](#) (GUMURRII SSU) (which includes a dedicated Indigenous outreach and engagement team), the [Indigenous Research Unit](#) (dedicated to supporting opportunities for Indigenous HDR students) and the Dean (Learning and Teaching – Indigenous).

In 2022, the University's Indigenous outreach, engagement and recruitment activities were impacted by the continuing long-term effects of COVID-19, combined with flooding in the local and wider community in the lead up to Trimester 1 2022. The 2022 academic year started with short periods of campus closures, cancellation of events and disruptions to school visits. Whilst these disruptions were not sustained throughout the year, it impacted commencing students at a critical period of their commencing university experience.

The PVC (Indigenous) portfolio continued to undertake Indigenous outreach with approximately 2,000 First Peoples prospective students engaged face-to-face or online in 2022. Activities included culturally significant events, presentations, information sessions, market stalls and communications at careers days, expos and events, visits to secondary schools and hosting school visits to campus, with the following key activities:

- 32 school engagements through either on-campus or in-school visits in the Redlands, Brisbane, Gold Coast, Ipswich, Brisbane, and Logan regions.
- The Regional Engagement Run, in partnership with the Schools Engagement and Pathways team, to Cunnamulla, Roma, Charleville, St George and Goondiwindi.
- 5 community engagements in the local Logan region.
- Hosting the 2022 Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Year 12 graduation event at Logan campus.
- Facilitation of the Aboriginal and Torres Strait Islander Aspirations Program (ATSAP) Challenge at Nathan campus, and the Regional ATSAP Challenge at Gold Coast campus.
- Recruitment of 7 Indigenous students into Griffith's Academic Bootcamps.
- Recruitment of Indigenous students into the GLO@Logan Impact Challenge.

Deadly U Experience (ISSP funded, HEPPP funded)

The Deadly U Experience program engages young Aboriginal and Torres Strait Islander students in a 3 day on-campus program highlighting the opportunities available through, and pathways to, higher education. The 2022 Deadly U Experience program specifically targeted students in Years 7-10, learning from the 2021 program which was open to students aged 10 to 16 years old. The program is delivered by Griffith University in collaboration with the Institute for Urban Indigenous Health's Deadly Choices team.

109 Aboriginal and Torres Strait Islander students from 14 schools across South-East Queensland participated in the 2022 Deadly U Experience, which included academic and cultural workshops delivered by Griffith's GUMURRII SSU, First Peoples Health Unit, Griffith Sciences, Griffith's Contemporary Australian Indigenous Art program, and the School of Nursing and Midwifery. A range of sporting workshops were delivered by Griffith University and Deadly Choices partners in the NRL, AFL, Gold Coast Suns and Gold Coast Titans.

The impact of the Deadly U Experience was immediate, with the student evaluation survey indicating that 58.5% of respondents agreed or strongly agreed that after the 2022 Deadly U Experience, they are more likely to consider going to university in future (up from 46.5% of respondents who indicated they had thought about attending university prior to attending the Deadly U Experience).

Admissions Pathways - (University funded, with input from GUMURRII SSU funded by ISSP)

Griffith University offers several pathways for First Peoples students to enter university if they do not meet the standard admission criteria, including:

- First Peoples Direct Admission for mature students.
- First Peoples Admission Pathway for students whose ATAR/Rank do not meet the admission requirements.
- First Peoples Health Pathway for admission into selected Griffith Health Programs including medicine, physiotherapy, health sciences, biomedical sciences, pharmacy, public health, nursing and midwifery and dental health.
- First Peoples Pathway to Medicine for admission to the Doctor of Medicine.
- Bachelor of Fine Arts in Contemporary Australian Indigenous Art has an admission requirement that applicants must be Aboriginal and /or Torres Strait Islander, along with an assessment of the applicant's portfolio of work.

318 formal offers to First Peoples students were made through the First Peoples pathways in 2022, up from 311 in 2021.

During 2022, the Griffith's Direct Entry Program was reviewed and redesigned to improve the assessment and selection tools, access, and admission decisions in the First Peoples admissions process. This pathway will re-introduce student interviews conducted by GUMURRII SSU staff, ensuring a greater understanding and connection with the individual applicant circumstances and capacity. Engagement through interview will also create early connection between commencing students and the GUMURRII SSU, with a view to improved retention and success outcomes. The revised process will be implemented for Trimester 1 enrolments, 2023.

Research Pathways (University funded, ISSP funded, HEPPP funded)

Delivered by the Indigenous Research Unit, the Kungullanji Research Pathways Program encourages participation in research higher degrees for Aboriginal and/or Torres Strait Islander undergraduate and postgraduate coursework students. The Program focusses on academic development, creating a research pathway for students into Higher Degrees by Research, and in time, the development of a cohort of First Peoples Early Career Researchers and work-ready graduates. Students are awarded scholarships to support them financially during their placements.

21 students completed the 2021-2022 Kungullanji Research Pathways program with the support of 35 supervisors - including two external supervisors (one from another Australian university), and 6 Aboriginal and Torres Strait Islander mentors. Ten students were from Arts, Education and Law, five from Sciences, 5 from Health and 1 from Business.

The Kungullanji Research Pathways Program was recognised at the 2022 Australian Awards for University Teaching with a Citation for Outstanding Contributions to Student Learning. The program was noted as a transformational strength-based holistic undergraduate research experience (URE) co-designed with Aboriginal and/or Torres Strait Islander students.

Scholarships (ISSP funded, University and External funded)

More than 600 scholarships are on offer to all students (including First Peoples) at Griffith University, helping make university a reality for new and continuing students based on background, chosen

study area, hardship, or achievements so far. More than 20 scholarship categories are discretely targeted at First Peoples. ISSP-funded scholarships are detailed in Table 1.

Table 1: ISSP Scholarships - breakdown of 2022 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³							\$-	0
Undergraduate ⁴	\$145,500	50	\$138,188	26	\$25,000	5	\$308,688	55
Post-graduate ⁵							\$-	0
Other							\$-	0
Total	\$145,500	50	\$138,188	26	\$25,000	5	\$308,688	55

Throughout 2022, Griffith's Financial Support and Scholarships team worked in collaboration with GUMURRII SSU on Indigenous scholarship selection and processes.

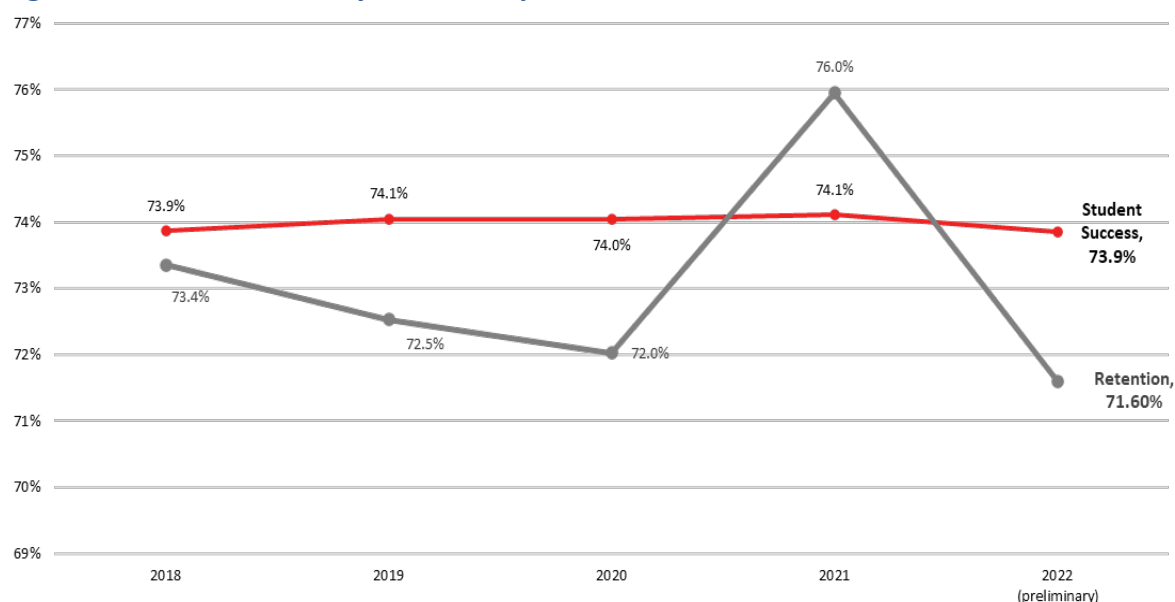
2. Progression (outcomes)

Griffith aims to ensure every Indigenous student succeeds in their studies and moves into a successful career. Its strategic commitments include to improve the retention and completion of Griffith students to above the national average and to increase Indigenous student retention to 77% by 2025 (Griffith Strategic Plan 2020 – 2025).

Following solid performance in 2021, the proportion of Griffith domestic students progressing into 2022 experienced a slight decline. This was also reflected in the Indigenous student cohort – while Griffith improved and exceeded its target for Indigenous student retention in 2021, there was a decline in Indigenous student retention and success in 2022 (based on indicative data).

These are the University's lowest results against these measures since before 2019. This—given the increased cost of living, increased competition, the impact of the COVID-19 pandemic and restructured student fee brackets, among other factors—reflects the particularly challenging environment in which tertiary institutions are operating. National outcomes are not yet available to confirm if this trend was experienced sector wide.

Figure 2: Griffith University – First Peoples student success and retention



Improving student retention and success is a key priority for 2023, and Griffith is allocating additional resource to inform this focused work – based on a model of excellence, strengths-based approach.

Throughout 2022, Griffith's primary focus was on returning to campus. Trying to engage students in on-campus activities was particularly difficult in 2022. Focus and resources were directed to the lingering financial and mental health / wellbeing impacts students continue to experience as a result of the pandemic. Griffith prioritised students and their wellbeing by providing counselling, medical services, employment support, financial advice, and IT support online.

GUMURRII SSU and the Office of Pro Vice Chancellor (Indigenous) supported Indigenous students through additional equity scholarships and bursaries, student success services, tutoring, and a HDR Coordinator to improve student success and retention.

Scholarships (University funded)

Griffith has continued to support students through additional equity scholarships and bursaries to mitigate the ongoing impacts of COVID and beyond, with Indigenous students being prioritised as part of the selection criteria for equity-based scholarships and bursaries. GUMURRII SSU purchased 10 new laptop computers to be available for short - medium term student loan in 2022, whilst the University introduced new initiatives such as the \$2,000 Technology Bursaries.

Technology Bursary - NEW initiative – 121 Indigenous students received up to \$2,000 to assist with technology requirements that directly support academic success in their programs to a total of approximately \$217,000.

Student Financial Support Payment – First introduced as COVID emergency relief support, this financial support initiative has evolved to provide support for a broader range of extraordinary or emergency financial needs, with payments up to \$1,000. In 2022, 12 Indigenous students, received payments, totalling approximately \$10k. It is worth noting that prior to the Technology Bursary development, most of those applicants would have been considered as a request for Financial Support.

GUMURRII Student Success Unit (ISSP funded)

The GUMURRII SSU is a dedicated unit for Aboriginal and Torres Strait Islander students, which provides assistance to ensure student success from recruitment, orientation to graduation: providing undergraduate and postgraduate support, including tutorial assistance. With learning centres and staff based on all five of Griffith University's physical campuses (Nathan, Gold Coast, Logan, Mount Gravatt, and South Bank), GUMURRII SSU supports one of the largest cohorts of First Peoples students at an Australian University.

In addition to the core student services provided by the GUMURRII SSU team to Indigenous students, key activities delivered in 2022 included:

- Major refurbishment of the GUMURRII student space on Nathan campus was completed 2021/2022 and re-opened in early 2022 for Trimester 1. The new unit design is focussed on student needs, delivering a welcoming space that employs the latest in technology and design for study, group work, tutoring, social and recreational engagement for students. The new space was extremely well received by students, delivering increased student pride, belonging and engagement with the unit.
- The delivery of Hands Up! Tertiary Preparation Program (Hands Up!), a transition program offered by GUMURRII SSU to commencing First Peoples students and focused on academic success, well-being, networking and engagement, and personal development and leadership. In 2022 the program was unexpectedly shifted to online delivery due to

widespread flooding events. GUMURRII staff successfully transitioned the program with little notice, whilst aiming to achieve the goals of the program. The program was developed and coordinated by GUMURRII SSU staff with contributions from Griffith's Library and Learning services staff, other Griffith staff, students, and Community members.

- The delivery of industry engagement and employability activities including the First Nations Law Students Meet the Profession, career information sessions, industry partner visits, LinkedIn workshop and a Griffith Honours College forum.
- The delivery of GUMURRII Social Series – new activity - providing opportunities to engage with students in a relaxed social setting through desirable social events, off campus. Student peer engagement and cultural relevance are also features of the initiative. Seven events were held in 2022 including attendance at sporting and arts events from Brisbane to Gold Coast.

Tutoring for Success Program (TSP) (ISSP funded) – program further refined in 2022

Griffith University's TSP program supports student success by providing supplementary one-on-one and small group tuition to Indigenous students. 2021 saw a review of the tutoring program offered by GUMURRII. Implementation of the revised Tutoring for Success Program in 2022, shown in Table 2, involved additional quality measures, and significantly increased dedicated staff resources to support the program, strengthening tutor skills and confidence in improving student outcomes.

Table 2: Tutorial assistance provided in 2022

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)*
Enabling				
Undergraduate	160	4481	6578.89	\$784,887.42
Post-graduate	34	799	1360.5	\$166,788.58
Other				
Total	194	5280	7939.39	\$951,676.00

* Expenditure for tutorial assistance includes tutors' salaries, tutor training, other salaries for Tutoring for Success Officers and Coordinators, software licences and maintenance.

Indicative data indicates that those students who do participate in the TSP program achieve significantly improved academic outcomes. In 2022, students who engaged with TSP were found to achieve a passing grade or better in 91% of cases. This is a significant rise from 88% in 2021 and 73% in 2020. This also compares very favourably to the course pass rate of 73.86% for all Indigenous students in 2022.

In 2022, GUMURRII implemented a number of new initiatives to try to engage more students in the TSP program. The following key initiatives were introduced in 2022:

- Increased resourcing for dedicated staff within GUMURRII SSU to deliver the program, development, recruitment, and onboarding of 4 new positions in this regard.
- Continued internal engagement, such as with Griffith's Honours College, to both recruit high achieving students as tutors, and collaborate on the tutor training programs.
- Continued implementation of new tutor management systems which allow faster and more refined tutor matching to students.
- Investigation and collaboration with colleagues in JCU (James Cook University) to explore opportunities to adopt proven tutoring and Indigenous student engagement management systems.
- Improved tutor training programs, design, and delivery of structured training in 2022 .

- Increased resourcing for individual tutor management, interviews, and ongoing development, to improve retention and performance of tutors.

HDR Support Coordinator (ISSP funded)

The large Indigenous HDR cohort at Griffith (39 students in 2022) were supported by the Indigenous Research Unit, including the HDR Support Coordinator role which is dedicated to planning, implementing, and administering research and training opportunities for new and continuing Indigenous HDR candidates and their supervisors. The role further supports Griffith's pathway programs for Indigenous undergraduate and Honours students into HDR, including the Kungullanj Research Pathways Program.

Investing in the cultural competency of staff and students (ISSP funded, University funded)

Griffith has confirmed its commitment to be a values-based institution and by 2025 will deliver a more coherent framework for teaching Indigenous content and cultural competency in our degrees, including appropriate cultural training for staff and students.

Griffith currently has online and in-person cultural safety training available for staff and students to develop their cultural capabilities as educators, facilitate student development of cultural capabilities and support the success of Griffith's Indigenous students, including:

- Yuwahn Wupin Cultural Training is in use by the Health Group to ensure that students understand how to provide safer healthcare before going into practice.
- Kombumerri Together Project: Griffith University's School of Education and Professional Studies produced this project in collaboration with Kombumerri Traditional Custodians, and the Queensland Department of Education to give educators access to Indigenous cultural knowledge.
- Cultural competency training workshops for Griffith staff delivered to Council, the Senior Leadership, Griffith Business School Executive Group, and the Climate Action Beacon.

Griffith has developed a plan for more comprehensive cultural safety training for all Griffith staff for implementation from 2023. The Cultural Competency program will use a multi-format approach using both an online training component (in 2022, Griffith agreed a licence with AIATISIS for the [AIATISIS CORE Cultural Learning: Aboriginal & Torres Strait Islander Australia Foundation Course](#)), and face-to-face workshops that provide teachings specific to Griffith and Southeast Queensland.

3. Completions (outcomes)

In 2022, Griffith proudly graduated 183 Indigenous students—more than in any previous year—including eight higher degree by research students (refer to Table 3). This outcome is complemented by the Department of Education's most recent available data, from 2021, which found Griffith ranks third nationally in the number of Indigenous student completions ([Department of Education 2021](#)).

Table 3: 2022 Griffith University First Peoples student completion

Academic Career	2018	2019	2020	2021	2022
UGRD	120	95	110	113	117
PGRD	43	40	47	61	58
RSCH	4	4	5	6	8
Grand Total	167	139	162	180	183

Of the total Griffith University student completions in 2022, 1.8% were Indigenous students.

Griffith University aims to ensure all First Peoples students are provided with appropriate services and opportunities to support their respective studies through to completion. As indicated in sections 1. Enrolments and 2. Progression, Griffith delivers a range of dedicated programs, services and support that aim to strengthen Indigenous student participation, success, and completion.

GUMURRII Student Success Unit (ISSP funded)

GUMURRII SSU's Student Success Officers work in direct consultation and collaboration with Indigenous students. Throughout 2022, GUMURRII SSU staff continued to act proactively in providing opportunities for Indigenous students throughout their studies to completion, and engaging with Schools, Faculties, Lecturers and Course Coordinators to offer early intervention and preventative approaches for those at risk of attrition. This included:

- Implementation of the revised Tutoring for Success Program offered by GUMURRII SSU involved additional quality measures and dedicated resources to support the program and strengthening tutor skills and confidence in improving student outcomes. 22% of tutors in the program in 2022 are Indigenous, a 4% increase from 2021.
- The GUMURRII Advancement and Employability Coordinator works directly with Indigenous students and partners to promote and nurture scholarship, bursary, award and employability opportunities and initiatives. This role prioritises the capacity building of students to apply for scholarships, internships and other employment readiness activity and continues to develop new advancement initiatives and engagement opportunities for students. In 2022, this included collaborations with the Griffith Law School, Griffith Careers and Employment, Griffith Honours College, CareerTrackers and AFL SportsReady. These collaborations resulted in:
 - paid employment that enhances learning, connection to program of study and work readiness through applied practice
 - internship opportunities with a view to potential graduate employment
 - increased placement in paid internships - particularly law
 - financial security while studying
 - improved student experience, work readiness and connectivity to industry providing more quality employment opportunities with better outcomes for our graduates.

Griffith's First Peoples Health Unit (University funded)

Griffith's First Peoples Health Unit provides high level leadership and strategic direction on Indigenous health in the areas of learning and teaching, research and engagement and embedding First Peoples' knowledge to contribute towards closing the gap in health outcomes. The Unit's functions include a focus on growing the Aboriginal and Torres Strait Islander workforce and ensuring the success of students throughout their study journey and into the workforce.

Tweed Council's Aboriginal and Torres Strait Islander Town Planner Development Program - NEW initiative

The program was developed by Tweed Shire Council in close collaboration with the Tweed Byron Local Aboriginal Land Council, Griffith School of Engineering and Built Environment and GUMURRII SSU. 2022 saw the first successful recipient of the Council's inaugural Aboriginal and Torres Strait Islander Town Planner Development Program, under which successful Indigenous students are awarded a scholarship towards their tuition, plus paid work experience during their studies in the Council's planning division. The program received two awards in 2022 at the Planning Institute of Australia New South Wales Awards for Planning Excellence: the President's Award and a Commendation in the Planning for Country category.

CareerTrackers Partnership (externally funded, ISSP funding for GUMURRII's engagement costs)

CareerTrackers is a national non-profit with the goal of creating pathways and support for First Peoples to attend and graduate from university, achieve academic excellence, industry experience and successful transition to professional futures. Griffith students who participate in the Career Trackers program have access to 'Leadership Development Institutes', extensive professional and personal development opportunities, and paid internships. The Advancement and Employability Coordinator promotes the program through several GUMURRII SSU communication channels across the year.

During 2022, 12 new Griffith students registered for the CareerTrackers program with a total of 27 registered participants and 42 CareerTrackers alumni. During 2022 it was a shared goal to further restore face to face engagement between CareerTrackers staff and Griffith students, scheduling, promoting, and hosting regular joint events for the Griffith University interns and potential interns. Students were able to opt for regional placements, and still receive a fulfilling internship experience. The CareerTrackers team worked to expand the range of discipline areas able to access internship opportunities, with new partners secured in early education and existing partners encouraged to consider interns from a wider range of discipline areas.

4. Regional and remote students

Griffith continues to attract a strong number of regional and remote Indigenous student enrolments.

Table 4: 2022 Griffith University – First Peoples regional and remote EFTSL

Regional and Remote	2018	2019	2020	2021*	2022*
EFTSL	165.48	200.26	192.60	203.80	195.10

* Preliminary

Figure 2: 2022 Griffith University – First Peoples students by State



Map is based on first known student contact postcode.

Griffith's commitment to being a values-based University with a priority focus on First Peoples, in combination with its abilities in online education delivery, have been significant factors in making Griffith a strong choice for regional and remote Indigenous students.

Griffith's Digital Campus

Griffith is committed to investing in the Digital campus and the digital capabilities of its teaching staff to ensure that all students have access to high-quality digital resources and technology-enhanced learning. Griffith's Digital Campus offers an ever increasing and extensive range of undergraduate and postgraduate degrees online, increasing access to and affordability of academic opportunities for regional and remote students.

Griffith's Digital campus remains Griffith University's third largest and fastest growing "virtual" campus, increasing to 21% of all Griffith's First Peoples students studying online in 2021 (up from 18% in 2020). During 2022, 250 Indigenous students from across the country chose a program of study delivered fully online at Griffith University, a further increase from 2021. In addition, many students will undertake optional course offerings online or will undertake some component of their course contact or assessment online.

In response to the growth in online Indigenous student enrolments, GUMURRII SSU expanded its student services and support, typically afforded throughout Griffith University's physical centres, to digital and online environments.

Scholarships

Griffith University continued to increase the scholarship opportunities offered to Indigenous students in 2022, evidenced in Table 5, where consideration is given to regional and remote students in the selection criteria. Examples include Accommodation Scholarships (such as the Indigenous Commonwealth Education and Accommodation Scholarships) and the Arrow Energy Scholarships which aim to deliver learning opportunities for Arrow's Traditional Owner partners as a priority.

Table 5: ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments	\$115,500	41	\$132,000	27	\$-		\$247,500	41
B. 2022 Offers ¹¹	\$156,000	52	\$220,000	40	\$10,000	2	\$386,000	54
C. Percentage ¹² (C=B/A*100)	135.06%	126.83%	166.67%	148.15%	0	0	156.00%	131.71%
2022 Payments	\$103,500	35	\$138,188	26	\$10,000	2	\$251,688	57

On-Campus Accommodation

Griffith University provides a range of serviced and non-serviced on-campus accommodation, with priority being provided to regional and remote students. For regional and remote students who do not choose to study online, but relocate to an urban setting, this provides accessible and coordinated accommodation options which assist students to orientate themselves and become part of the University community. GUMURRII SSU staff work in direct consultation and collaboration with Griffith University's Accommodation as needed and where appropriate to support students' access to safe and affordable housing options.

Regional and Remote Outreach

In 2022, the GUMURRII Indigenous Outreach team conducted several virtual and in-person school visits or webinars to connect with prospective students, responded to individual enquiries, hosted

family visits to Griffith campuses, and continued to provide online and in person services to prospective regional and remote students.

Regional Roadshow (HEPPP funded)

The Indigenous Outreach team joined the University's broader Schools Engagement team for a Regional Roadshow in 2022, visiting five regional communities across Queensland - Cunnamulla, Roma, Charleville, St George, and Goondiwindi. Staff delivered workshops to support students as they progress through high school to grow self-efficacy and the pursuit of excellence in school and beyond. Over one week the team delivered 34 workshops and 3 community events to approximately 700 students. Evaluation data from this initiative shows that widening participation activities in these regional schools has an immediate impact on participants' interest in tertiary study and in early success, an Indigenous student from Goondiwindi enrolled at Griffith as a result of this engagement.

5. Eligibility criteria

Throughout 2022, Griffith University fulfilled its obligations under section 13 of the ISSP Guidelines through [Griffith University's Creating a future for all Strategic Plan 2020 - 2025](#) (Griffith's Strategic Plan) and a range of mechanisms and actions outlined below.

Strategic commitment to Indigenous Education

It is a core principle of Griffith University that it recognises the unique place of First Peoples in our history and the importance of respecting Indigenous knowledge, culture, and talent. Griffith University is committed to be a place where Aboriginal and Torres Strait Islander people are valued and respected and where Indigenous cultures and knowledges form an integral part of Griffith's vision for learning, teaching, research, and community engagement.

This commitment is evidenced in Griffith's Strategic Plan, which is approved by the University's Council and underpinned by two core activity plans: [Research and Innovation Plan 2021-2025](#) and [Academic Plan 2021 – 2025](#). Griffith's Strategic Plan cascades from the University's values and includes core activities of high-quality teaching and research, enabled by strategic partnering, substantial renewal of campuses and significant investment in people.

Griffith's Strategic Plan 2020-2025 and Academic Plan 2021 – 2025 include a commitment to invest in First Peoples delivered through key actions including, by 2025:

- Providing a more coherent framework for teaching First Peoples content and cultural competency in our degrees and creating appropriate cultural training for students and staff .
- Improving retention and completion of students through coordinated academic and support services that deliver evidence-based interventions to support student success and through non-traditional pathways into Griffith.
- Embracing diversity, including in recruitment, promotion, and professional development, and enabling a culture that ensures that all staff and students, including those who are culturally and linguistically diverse and Indigenous, are provided with a safe and supportive environment.

On National Sorry Day, 26 May 2022, Griffith University launched its [Reconciliation Statement](#) — a public declaration of our commitment to promoting an environment valuing the cultures, knowledges and contribution of Aboriginal and Torres Strait Islander peoples. The Reconciliation Statement reaffirms Griffith's commitment to becoming a safe place, free from discrimination and actions which harm others.

Embedding Indigenous content in curriculum

In March 2022, Associate Professor Marcus Waters was appointed Dean (Learning and Teaching—Indigenous). Assoc Prof Waters works closely with the PVC (Learning and Teaching) and academic groups on the implementation of strategies to strengthen the University's performance in Indigenous learning and teaching. A key and initial focus for the Dean is developing a more comprehensive framework for teaching Indigenous content in Griffith's degrees.

Indigenous content is embedded in Griffith University courses, in courses specific to Indigenous perspectives and non-Indigenous specific courses. Examples include:

- The Bachelor of Contemporary Australian Indigenous Art designed to prepare Aboriginal and Torres Strait Islander students to become professional artists.
- Within the Griffith University Health Group (Faculty), the First Peoples Health Unit works with health, community and academic colleagues and the Pro Vice Chancellor (Indigenous) portfolio to facilitate Indigenous-specific learning and teaching across the spectrum of Griffith's health courses.
- Courses such as First Peoples Health and Practise (3121MED & 7210MED), First Peoples Mothers and Babies (2705NRS), First Peoples and Social Justice (2032HSV), Introduction to Working with First Peoples Communities (7053HSV) and First Peoples (1088LHS – Languages, Humanities and Social Sciences).
- Bachelor of Planning courses 1511ENV and 4017ENV require students to create a professional portfolio that includes Indigenous competence and engagement as part of a student's employability.

Griffith's Graduate Attributes: Culturally capable when working with First Australians

Griffith University has a graduate attribute that acknowledges and recognises the strength, wisdoms, knowledges and resilience of First Peoples and their cultures. This attribute ensures that upon graduation, Griffith University students are culturally capable when working with First Australians (Graduate Attribute Five).

Figure 3: Griffith Graduate Attributes



Griffith University is committed to promoting the lifelong learning skills to develop the cultural capabilities of its students. For graduates to be culturally capable when working with First Australians, students must demonstrate:

- An understanding of Aboriginal and Torres Strait Islander peoples, histories, cultures, and identities.
- An understanding of Aboriginal and Torres Strait Islander peoples' achievements and visions.
- The ability to work skilfully and purposefully with First Australians and communities in professional contexts.

Strategic success measures

Griffith has adopted the following measures for success for these initiatives - by 2025:

- 3% participation rate of First Peoples students.
- 77% retention rate for Indigenous students.

- 3% of HDR candidates and Honours students being from an Aboriginal or Torres Strait Islander background.
- Utilise the United Nations Sustainable Development Goals (SDGs) as a framework for articulating and measuring our impact with respect to social justice - Be ranked in the top 200 universities in the world for implementation of the SDGs.
- Improved levels of staff satisfaction and engagement in annual surveys.

Progress against strategic targets

While retaining its ultimate governance responsibilities, Council utilises an appropriate system of delegations and reporting to ensure the effective discharge of its accountabilities. An annual report on the progress of the Strategic Plan's implementation is submitted to Council. Griffith's progress, as measured by its strategic indicators and targets, is reported in its [2022 Annual Report](#) and highlighted throughout this report.

5.1. Indigenous Workforce Strategy

Throughout 2022, Griffith University fulfilled its obligations regarding the Indigenous Workforce Strategy under section 12 of the ISSP Guidelines through Griffith's Strategic Plan and a range of mechanisms and actions outlined below.

Strategic commitment to First Peoples employment

Griffith University proudly has the highest proportion of First Peoples staff of the Brisbane-based Universities (Source: Department of Education 2021 - <https://www.education.gov.au/higher-education-statistics/staff-data/selected-higher-education-statistics-2021-staff-data>). This is in part testament to its strong commitment to increasing First Peoples employment, inclusion, and professional development opportunities.

Commitments have been made in Griffith's Strategic Plan and its inaugural [First Peoples Employment Action Plan 2021 - 2025](#) which aim to strengthen Griffith's commitment to Aboriginal and Torres Strait Islander staff and the wider community. The First Peoples Employment Action Plan provides direction on key aspects of the employment lifecycle for First Peoples, including:

- Talent attraction and acquisition—undertaking an ambitious recruitment strategy including recruitment of senior First Peoples leaders and developing a framework for recruitment of Indigenous academic and professional staff across the University.
- First Peoples Talent Pool - within the University's upgraded talent recruitment platform, this initiative keeps registrants informed of upcoming roles and networking events and highlights potential talent for suitable roles that become available.
- Onboarding—ensuring that First Peoples staff feel welcomed and receive exceptional support upon starting at Griffith .
- Development, progression, and retention—enabling development, progression, and retention for First Peoples staff to grow into more senior roles.
- Employee engagement—engaging with First Peoples staff and the broader University community to promote cultural safety and satisfaction.

Policy and strategy actions are devolved to the relevant responsible officers and are not limited to the PVC (Indigenous) portfolio. For example, we have action and initiatives being devolved to Deputy Vice Chancellor, Group PVCs, and Director Human Resources. Groups (Faculties) monitor and report on employment progress and initiatives undertaken to achieve targets at least twice a year.

Griffith University has prioritised Aboriginal and Torres Strait Islander women in their two women-only leadership programs – the Women in Leadership Program and the Leneen Forde Future Leaders Program.

Achievement Relative to Opportunity Guidelines

Griffith University applies the Achievement Relative to Opportunity Guidelines to evaluate a person's achievements based on the opportunities that have been available to them. In applying achievement relative to opportunity, prioritising:

- The level and conditions of appointment (including the nature of the academic work profile and employment type).
- The quality and impact of the person's work outcomes given the time and/or resources available to the person.
- Any ongoing impact on achievement related to the person's circumstances.

Strategic success measures

Griffith has adopted the following measures for success for these initiatives - by 2025:

- Undertake an ambitious recruitment strategy including recruitment of senior First Peoples leaders and develop a framework for recruitment of First Peoples academic and professional staff across the University.
- Reach 2% of our academic and professional staff being First Peoples, with a clear plan to reaching population parity after this.
- Undertake workforce planning to ensure that Griffith has the right mix of staff and capability to meet its current and future needs. Consideration will be given in this process to ensuring better inclusion of under-represented groups in relevant areas.

Progress against strategic targets

In 2022, the University's proportion of both academic and professional First Peoples staff achieved 2.3% of total fixed-term and continuing staff, surpassing its 2025 target set in Griffith's Strategic Plan. A breakdown of Griffith's 2022 Indigenous workforce is detailed in Table 6.

Table 6: 2022 Griffith University Indigenous workforce data

Level / position	Continuing		Casual / contract / fixed term	
	Academic	Non-academic	Academic	Non-academic
Senior Staff	1		2	2
Level E	3		1	
Level D	2		1	
Level C	5		2	
Level B	15		4	
Level A	1		9	
Sessional			52	
HEW 10				1
HEW 9		2		2
HEW 8		9		3
HEW 7		5		2
HEW 6		12		19
HEW 5		4		15
HEW 4		8		13
HEW 3		3		3

Level / position	Continuing		Casual / contract / fixed term	
	Academic	Non-academic	Academic	Non-academic
HEW 2				3
HEW 1				8
Outside Award				25
Total	27	43	71	96

In 2022, the University released strategic funds to support the appointment of early-career Aboriginal and Torres Strait Islander staff in academic groups.

Key actions during 2022 to support the delivery of its strategic objectives to attract, retain, develop and value First Peoples academic and professional staff:

- Operationalisation of Griffith's First Peoples Employment Action Plan 2021 – 2025.
- First Peoples Employment targets have been embedded in organisational plans and senior manager KPI's.
- Cultural Competency Professional Development – development of online Cultural Competency training program which will be complimented by face-to-face workshops; recruitment of Project Officer to support this function.
- Participation and retention of First Peoples across the university. Recruitment and employment of senior Indigenous academics and professional staff across the university.
- Continued to resource a dedicated First Peoples Employment Consultant to work across the University to achieve the University's goals and coordinate the First Peoples Staff Network.

5.2. Indigenous Governance Mechanism

Throughout 2022, Griffith University fulfilled its obligations to have an Indigenous Governance Mechanism under section 11 of the ISSP Guidelines as outlined below.

First Peoples – Executive leadership

Professor Cindy Shannon AM is Griffith's inaugural Pro Vice Chancellor (Indigenous), an executive leadership role that works alongside colleagues in successfully enabling all aspects of First Peoples engagement as well as developing strategies to enhance participation, support and success of First Peoples students and communities. In recognition of this important leadership role in delivering a whole-of-University, coordinated, strengths-based approach, the GUMURRII SSU and the Indigenous Research Unit sit within the PVC (Indigenous) portfolio.

The PVC (Indigenous) is a member of the University's Executive Group. The PVC (Indigenous) has delegated authority and oversight of the use of ISSP funds.

The PVC (Indigenous) and Directors of the PVC (Indigenous) portfolio advise and guide the development and implementation of key University strategies for First Peoples that drive the University's priorities and activity including the Academic Plan and the Griffith University Research and Innovation Plan. Further, the PVC (Indigenous) leadership team are active members on high-level University decision making bodies including Executive Group, University Council, Academic Committee, Programs Committee, Learning and Teaching Committee, Equity Committee, Human Research Ethics Committee, the First Peoples Employment Committee, Griffith University Elders and First Peoples Knowledge Holders Advisory Board, the Reconciliation Statement Steering Committee and Griffith Graduate Research Students Committee.

Griffith University Council

Mr Joshua Creamer, descendant of the Waanyi and Kalkadoon people from North Western Queensland, is a member of Griffith University's Council and Council's nominated Chair of the Griffith University Elders and First Peoples Knowledge Holders Advisory Board. Mr Creamer is a barrister who specialises in human rights class actions and native title.

Council has overall responsibility to provide leadership, good governance, and oversight of the University. Council approves the University's strategic direction, monitors the University's progress, and approves the University's budget, policies, and delegations of authority.

Griffith University Elders and First Peoples Knowledge Holders Advisory Board

The University's First Peoples governance has for over three decades, and continues to, include a high-level Aboriginal and Torres Strait Islander advisory committee.

Established with the approval of the Executive Group and Council, the Griffith University Elders and First Peoples Knowledge Holders Advisory Board provides strategic advice and guidance to the Vice Chancellor through the Pro Vice Chancellor (Indigenous) on:

- Establishing and maintaining effective and ongoing engagement and consultative mechanisms with First Peoples communities and partners, recognising the unique place of First Peoples in our history and culture and the importance of respecting Indigenous knowledge, culture, and talent.
- Priorities, strategies, and initiatives for First Peoples teaching and learning, research and engagement.

The membership, frequency of meetings and operations of the Advisory Board are set out in the [Griffith University Elders and First Peoples Knowledge Holders Advisory Board Constitution](#).

Reconciliation Statement Steering Committee

The Reconciliation Statement Steering Committee is a working group of the University Executive Group. It was established to facilitate and inform the development and implementation of the University's Statement of Reconciliation. The Statement of Reconciliation Steering Committee is responsible for:

- Implementing a cohesive and aspirational Statement of Reconciliation that aligns with Griffith University Values and incorporates key aspects of Griffith's Strategic Plan goals and targets.
- Ensuring effective consultation across the University for the Statement of Reconciliation, with key stakeholders represented from relevant organisational areas.
- Developing clear alignment to the metrics within Griffith's Strategic Plans, and mechanisms to capture and report on those metrics, where appropriate.
- Developing clear goals and actions to be aligned with identified responsible officers.
- Ensuring that relevant external and internal reporting mechanisms are incorporated in relation to the Statement of Reconciliation.

The Steering Committee reports its progress including to the Executive Group and the Griffith Elders and First Peoples Knowledge Holders Advisory Group.

Other initiatives – Indigenous governance

Other activities that involve First Peoples in the decision-making of the University:

- Aboriginal and Torres Strait Islander staff are members of key committees including Learning and Teaching Committee, Academic Committee, Programs Committee, Equity Committee, Human Research Ethics Committee, and the First Peoples Employment Committee.

- The Director, Indigenous Research Unit advises on the University's policies and activities in Indigenous research including as a contributor to the University's Research Committee and as a member of the Human Research Ethics Committee and Griffith Graduate Research Students Committee.
- Groups (Faculties) report on employment progress and initiatives twice a year.
- Griffith University also has a First Peoples Employment Consultant who is consulted on a broad range of staff related policies.
- Membership of the Programs Committee includes an academic staff member representing First Peoples, whilst the Pro Vice Chancellor (Indigenous) is a member of Academic Committee.

5.2.1. Statement by the Indigenous Governance Mechanism

The Indigenous Governance Mechanism provides oversight of how ISSP-funded expenditure is prioritised, administered, and acquitted.

The PVC (Indigenous) responsibilities include oversight and monitoring the use of the ISSP grant. The PVC (Indigenous) portfolio works closely with the University's Chief Financial Officer and the Finance team in the management of the ISSP grant, including the development of budgets and the monitoring and reporting on expenditure.

The PVC (Indigenous) reports directly to the Vice-Chancellor of the University.

The Pro Vice Chancellor (Indigenous) authorises this Indigenous Student Success Program 2022 Performance Report and 2022 Financial Acquittal.

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2022. 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 2022 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.

² This figure provides 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.

³ Include payments to all enabling students, including remote and regional students.

⁴ Include payments to all undergraduate students, including remote and regional students.

⁵ Include payments to all postgraduate students, including remote and regional students.

⁶ Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁷ 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).

⁸ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁹ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹⁰ Only record amounts which required payment during the 2022 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.

¹¹ Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

¹² This data confirms the university's compliance with Section 21(3) of the Guidelines.

Indigenous Student Success Program

2022 Financial Acquittal

Organisation

Griffith University

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2022 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2022 ²	3,385,685
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	23,127
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	-
2022 ISSP Grant Income (excluding rollovers)	\$3,408,812

Table 1b Other funding used to support Indigenous students in 2022 (excluding GST) ⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	1,163,624
Other Commonwealth Government funding	20,000
Funds derived from external sources ⁷	227,775
Total of other non-ISSP funds for 2022	\$1,401,399

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2022 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	308,688
Salaries for staff working on ISSP activities ¹¹	1,644,646
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	920,015
Travel – domestic (airfares, accommodation & meals)	21,035
Travel – international (airfares)	-
Travel – international (accommodation and meals)	-
Conference fees and related costs ¹²	8,840
ISSP Asset purchases made during 2022 ¹³	-
A. Total Expenditure of ISSP 2022 Grant (excluding expenditure from all rollovers into 2022)	\$2,903,224
B. Unexpended 2022 ISSP funds approved for rollover into 2023 grant year ¹⁴	494,000 (to be advised)
C. Unexpended 2022 ISSP funding to be returned to the NIAA	11,588
2022 ISSP funding committed (A + B + C) ¹⁵	\$3,408,812

2. Rollovers

Table 2 Rollovers ¹⁶

			The two options below should total unspent funds for that line	
	Project Funds Rolled over (\$)	Project Funds Expended/committed ¹⁷ (\$)	Excess Option 1: Unspent funds to be rolled into 2023 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2020 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds				
2021 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds	537,000	537,000		
Unexpended 2022 Funds (From Table 1c, Rows B and C)			494,000	494,000
Total funds approved for rollover into 2023 or to be returned ²⁰			494,000	494,000

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2022²¹

1. GST received by you in 2022 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²	\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory ²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2022 ²⁶


Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2022

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

5. Endorsement of the Financial Acquittal³⁰

2022 Financial Acquittal supported and initialled by authorised officer:

Name:	<div>Michelle Clarke</div>		
Title:	<div>Chief Financial Officer</div>		
Phone:	<div>07 373 57166</div>	Email:	<div>cfo@griffith.edu.au</div>
Signed:	<div></div>	Date:	<div>24/04/2023</div>

INDIGENOUS STUDENT SUCCESS PROGRAM 2022 CERTIFICATION

Complete this certification after reading the completed 2022 Performance Report and 2022 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 2022 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 2022 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 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.

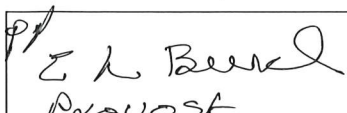
Certification recommended by the university's Indigenous Governance Mechanism:

Name: Professor Cindy Shannon AM
Title: Deputy Vice Chancellor (Indigenous, Diversity and Inclusion)

Signed:  Date: 26/4/23

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name: Professor Carolyn Evans
Title: Vice Chancellor & President

Signed:  Date: 26/4/23

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2022, 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.
- ² Do not include rollovers in ISSP 2022 Grant amount. Prior year's rollover figures to be included in Table 2.
- ³ Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ⁴ Please estimate the funds available if exact amounts are not known.
- ⁵ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁶ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁷ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁸ Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2022 Performance Report.
- ⁹ Please insert additional lines if the listing below do not suit your university's arrangements.
- ¹⁰ 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).
- ¹¹ 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.
- ¹² Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹³ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁴ This should match the figure in Table 2.
- ¹⁵ This figure should equal the Grand total in Table 1a
- ¹⁶ 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.
- ¹⁷ For 2020 and 2021 funds rolled into 2022, the amount included here should be the amount expended in 2022.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2023.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2023. NIAA will issue an invoice for any amounts listed in this column.
- ²⁰ Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2022.
- ²¹ 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.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ 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 2022.
- ²⁵ 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).
- ²⁶ Include any assets purchased during 2022 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.
- ²⁷ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁸ 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.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2023 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.
- ³¹ 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.