

Indigenous Student Success Program

2023 Performance Report

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1. Declaration


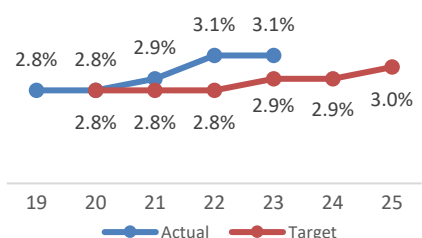
In providing this Performance Report, it is acknowledged that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2. Enrolments (Access)

Griffith University (Griffith) remains one of the leading universities nationally in Aboriginal and Torres Strait Islander student participation (ranking second nationally according to [Department of Education 2022](#)). In 2020, Griffith set its strategic priorities for the subsequent 5 years and set a commitment to increase the participation rate of Indigenous students to 3% by 2025 ([Griffith Academic Plan 2021-2025](#)).

In 2023, 1,103 Indigenous students were enrolled at Griffith. This represents a 3.1% participation rate for Indigenous students (as a percentage of domestic onshore students), exceeding Griffith's 2023 target of 2.9% and its 5-year target of 3% by 2025.

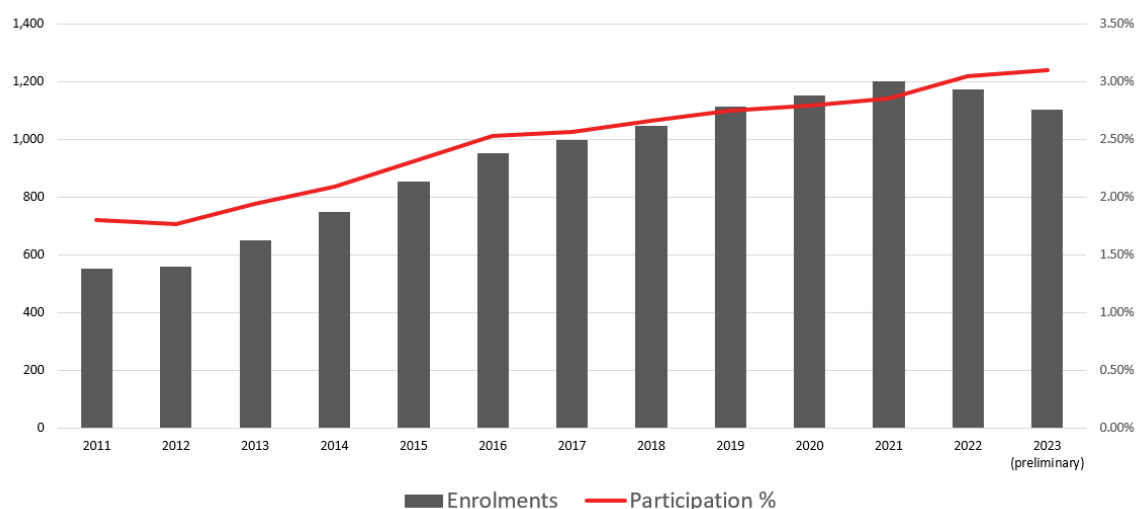
Table 1: First Peoples student participation for 2023, as a percentage of domestic onshore students (indicative data).

2023 actuals	2023 target	Status	Actuals v Target
3.1%	2.9%		

The number of Indigenous students studying at Griffith has grown dramatically over the last 10 years, as shown in Figure 1. There has been a decline in the overall domestic student demand in 2023 (including a small decline in Indigenous student enrolments) in a strong employment and continuing high cost of living environment.

The 1,103 Indigenous student enrolments in 2023 comprised 843 undergraduate students, 215 postgraduate students, 35 Research Higher Degree students plus non-award students, studying across all five physical campuses and a strong online cohort.

Figure 1: Griffith University – First Peoples student enrolments (headcount) and participation (as a % of domestic onshore students – indicative data for 2023) .



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

Supporting student access

The Deputy Vice Chancellor (Indigenous, Diversity and Inclusion) portfolio (ISSP funded, University funded, HEPPP funded)

Professor Cindy Shannon AM, Deputy Vice Chancellor (Indigenous, Diversity and Inclusion) (DVCIDI) 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 Griffith Pathways in Place Program.

In 2023, the DVCIDI portfolio supported engagement with schools and community organisations, emphasising access to education, and preparation for tertiary education for Indigenous students. A sample of those activities included:

- Collaborating with the Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF), on outreach initiatives such as the Creative Arts Competition 2023 and hosting the 2023 QATSIF New Recipients and Student Leaders' Celebrations event at Logan campus.
- Facilitation of the Aboriginal and Torres Strait Islander Aspirations Program (ATSAP) Challenge at Gold Coast campus (involving Education Queensland, Griffith Sciences Group, GUMURRII SSU, First Peoples Health Unit).

Indigenous Outreach and Engagement Programs 2023 (ISSP funded, HEPPP funded, University funded)

The Indigenous Outreach and Engagement program seeks to raise aspirations and widen the participation of Aboriginal and Torres Strait Islander peoples in higher education. The GUMURRII team works with colleagues across Griffith in delivering programs and activities that build aspiration, provide information on pathways to study and increase the academic preparedness of students for tertiary studies.

Activities and programs include on-campus experiences, school visits, presentations, information sessions, market stalls, careers days, expos and events and recognition of culturally significant events. In 2023, these included:

Schools engagement through either on-campus or in-school visits in the Redlands, Brisbane, Gold Coast, Ipswich, Logan, regional and remote Queensland. Throughout 2023, this included engagement with approximately 80 schools, including 21 school visits and connection with over 1,750 school students or prospective university students. The team supported Griffith Schools Engagement on regional initiatives:

- Creative Futures program (Townsville, Cairns, and Mackay - working with 7 schools). The program provides access to inclusive and sustainable arts education and practice in regional Queensland, raising aspirations for local talent and providing meaningful opportunities for communities to engage with the creative arts. Griffith's creative and performing arts schools joined forces with Schools Engagement and Indigenous Outreach and Engagement teams to bring a lively program involving students in projects which they had to perform or present on the final day.
- Griffith's Regional Roadshow 2023, visiting five regional communities across Queensland - Cunnamulla, Roma, Charleville, Dalby, 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 workshops to approximately 250 students.

Year 9-10 Indigenous STEM Camp – NEW initiative : A collaboration between the Griffith Sciences Group and GUMURRII SSU. The 2023 Indigenous STEM camp is the first initiative aligned with our new focus, going beyond raising aspiration. The program received over 120 applications from across Australia. Of the applicants, 30 Indigenous Year 9-10 students who demonstrated strong academic performance were invited to attend a four-day STEM program on the Gold Coast. The students from 22 schools across Southeast Queensland, Northern Territory, Victoria, North Queensland, and Northern NSW, participated in workshops on theory-based STEM activities, academic skills, Student Ambassador storytelling, and information on student services and pathways to Griffith.

Participant survey outcomes:

- **96%** indicated that *"After attending this camp, going to university or TAFE is something I WANT to do"*.
- **100%** indicated *"this camp helped me understand the support available to me at Griffith University"*.
- **96%** indicated *"I EXPECT to attend university or TAFE in the future"*.

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 program combines academic workshops with cultural activities, experiences of success at a university and exposure to relatable success stories.

After two years of survey data collected from 2021-2022, the 2023 program was specifically targeted to Year 8 students and focused on academic team-based projects in core discipline areas (e.g. Maths, English and Science). Held at Griffith's Logan campus, 53 Aboriginal and Torres Strait Islander students from 6 schools in South-East Queensland attended the 2023 Deadly U Experience.

The impact of the 2023 Deadly U Experience was evident - 82.9% of students responded that they understand their pathways to study and study options at Griffith, and 80.4% of respondents indicated they understand what support is available to them at Griffith (program evaluation survey).

The program was delivered by GUMURRII SSU in collaboration with Griffith's Academic Groups (Griffith Business School, Health, Sciences and Arts, Education and Law). Griffith Indigenous Student Ambassadors were also engaged through the program to share their stories and experiences.

Admissions Pathways (University funded, with involvement from GUMURRII SSU staff funded by ISSP)

Griffith 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 medical science, physiotherapy, paramedicine, occupational therapy, 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.

During 2023, the revised First Peoples Direct Entry Program delivered improved assessment and selection tools, information, and admission decisions in the First Peoples admissions process.

The Student Success Team at GUMURRII SSU worked with Griffith Admissions to refine, implement and operationalise these changes throughout 2023. The pathway re-introduced student interviews conducted by GUMURRII SSU and Academic staff. The improvements to the process – the reintroduction of interviews and access to improved admission data and system – enabled staff to better assess the applicant's readiness to succeed at university, to build a relationship with the student prior to their starting at university and to promote the services and support available to students prior to enrolment. This ensured stronger assessment of student needs, capacity, and academic risk with the aim of increasing student retention and success.

In 2023, 4 First Peoples students commenced in Griffith's new undergraduate Diploma program offerings (including Diplomas of Applied Science and Diploma of Information Technology). Griffith's undergraduate diplomas give students a supported start to university studies, providing a transition to a chosen and corresponding bachelor degree, to which they are offered guaranteed entry into the second year. Students develop foundational knowledge and skills, and can access a variety of student support programs, including GUMURRII's TSP tutoring program, setting them up for success in future bachelor studies. Students undertake their first year of study in the diploma alongside peers in the bachelor degree and can finish their studies in the same amount of time, at no extra cost.

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

Griffith's Indigenous Research Unit (IRU) welcomed a new Director, Professor Peter Anderson, and a Research Excellence Officer (Indigenous) in 2023.

The IRU prioritised:

- the expansion and promotion of scholarship opportunities for Indigenous HDR students, ensuring scholarships are competitive in attracting and supporting HDR enrolments.
- consultation and the development of a fit for future purpose pathway program for Indigenous undergraduate students aiming to equip students with the knowledge and skills to successfully maintain a research higher degree. The new Pathways into Research Program will be offered by the IRU in 2024. **(NEW initiative)**

Scholarships (ISSP funded, University and External funded)

More than 600 scholarships are on offer to all students (including First Peoples) at Griffith, 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 2.

Table 2: ISSP Scholarships - breakdown of 2023 payments¹.

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³								
Undergraduate ⁴	130,500	55	129,625	30	15,000	3	275,125	58
Post-graduate ⁵							-	
Other							-	
Total	130,500	55	129,625	30	15,000	3	275,125	58

Throughout 2023, Griffith's Financial Support and Scholarships team worked in collaboration with GUMURRII SSU on Indigenous scholarship selection and processes.

Griffith has continued to support students through additional equity scholarships, with Indigenous students being prioritised as part of the selection criteria for equity-based scholarships and bursaries.

- In addition to ISSP-funded scholarships offered and received in 2023, an additional 126 scholarships were received by Indigenous coursework students, from Griffith and donor funding, with a total value more than \$580,000 over the life of the scholarships.
- Student Financial Support Payment (University funded) – 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 2023, 7 Indigenous students received payments, totalling \$7,000.

3. Progression (outcomes)

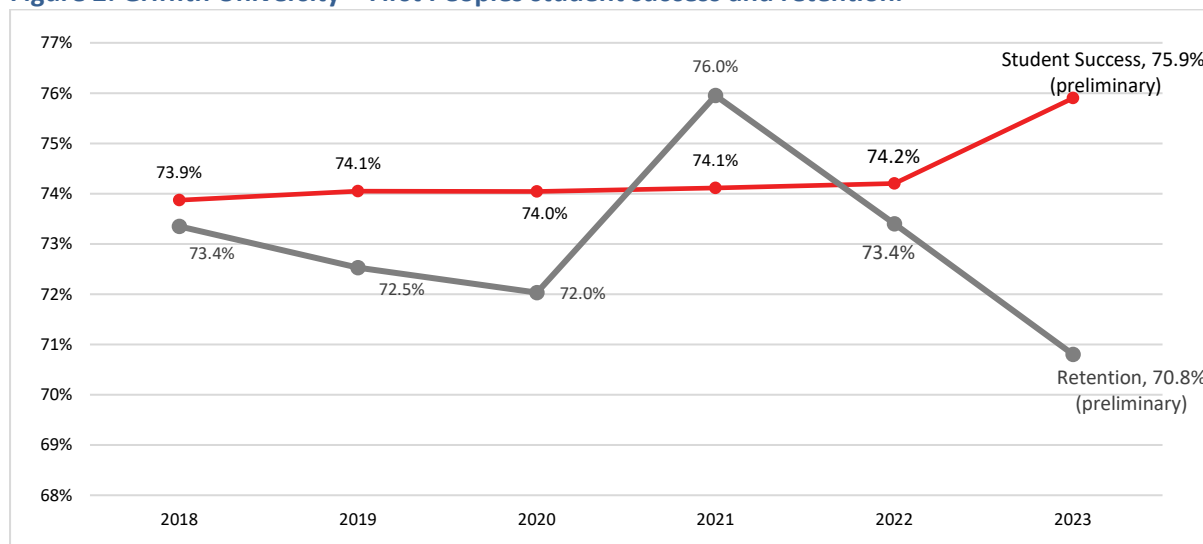
Griffith aims to ensure every Indigenous student succeeds in their studies and moves into a successful career. Griffith has targets to improve the retention and completion of Griffith students to above the national average ([Griffith Strategic Plan 2020 – 2025](#)) and to increase Indigenous student retention to 77% by 2025 (Griffith Academic Plan 2021-2025). In 2023, Griffith introduced an additional target to increase Indigenous student success to 76.3% by 2025.

While Griffith improved and significantly exceeded its target for Indigenous student retention in 2021, our preliminary data indicates a drop in student retention over the last two years, including for Indigenous students (refer to Figure 2). The impact of a strong labour market and the cost-of-living

crisis materially impacts students' willingness to remain at, and their ability to afford, university. This is a sector-wide challenge.

In 2023, Indigenous student success improved, increasing to 75.9% (refer to Figure 2, 2023 is indicative data) and exceeding the 2023 target of 75.3% and on track to achieve the 2025 target. Student success measures academic performance by comparing the EFTSL of courses passed to the EFTSL of courses attempted.

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



Griffith has initiated a program of activities to address retention.

In 2023, Griffith continued to work hard to create an exceptional student experience. Griffith has launched **Student Partnership Programs** to deeply engage our diverse student community to shape their experience at Griffith. **(NEW University initiative)**

GUMURRII SSU, the IRU and the Office of DVCIDI have been engaged in these university wide initiatives and have directly supported Indigenous student through equity scholarships and bursaries, student success services and a tutoring program to improve student success and address retention.

GUMURRII Student Success Unit (ISSP funded)

The GUMURRII SSU is a dedicated unit for Aboriginal and Torres Strait Islander students, which works 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'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 in 2023 included:

- Relocation and refresh of the **Logan campus GUMURRII SSU unit** to a more central and student-friendly space. The new unit is designed to better suit student needs, is welcoming and employs the latest technology to support group work, tutoring, social and recreational engagement for students. The new space has been well received by students and staff,

delivering increased belonging and engagement with the students and a more connected Indigenous community on Logan campus. **(NEW initiative)**

- **Hands Up! Tertiary Preparation Program** (Hands Up!), a transition program for commencing First Peoples students is focused on academic success, well-being, networking and engagement, and personal development and leadership. The program was developed and coordinated by GUMURRII SSU staff with contributions from Griffith's Library and Learning services, other Griffith staff, students, and community members. In 2023 the program returned to a 2-day residential program in Trimester 1, with offerings on both north and south campuses, plus a day where both cohorts came together. An additional compressed offering was delivered in Trimester 2.
- Expanded **student communications channels** to include GUMURRII social media, Instagram account and digital communications screens in all GUMURRII units. **(NEW initiative)**
- Strengthened relationship and partnerships with **Griffith Honours College** to improve outcomes and opportunities for high achieving Indigenous students. Examples included offering an all-year entry process for Indigenous students to Honours College; a streamlined direct recruitment processes; and joint staff participation in New Columbo Plan interview preparation for applicants.
- **GUMURRII Social Series** – seven events, from sports to the arts, providing opportunities to engage with students in a relaxed social setting and encouraging student-to-student and staff-to-student engagement and creating a sense of belonging.
- **First Peoples Graduate Valedictory Celebration** – GUMURRII continues its strong tradition of celebrating the achievements of its graduating Indigenous cohort each year, hosting a special celebration event for graduating students and their families, together with the University Executive and key community partners and Elders. The First Peoples Graduate Valedictory Celebration acknowledged the success of 176 graduates in 2023.
- **Data-informed student services** – to deliver comprehensive and personalised student success planning for the duration of a student's university journey through to successful completion and employment. In 2023, GUMURRII hired a data translator (a new position) to work with GUMURRII and the Griffith Planning Analytics and IT teams to better understand the Indigenous student journey and inform retention and success approaches, academic interventions and services for Indigenous students. **(NEW initiative)**
- **Additional supplementary and other support** - During 2023, GUMURRII was able to provide additional supplementary financial and other support to an increasing but small number of Indigenous students who were experiencing crisis or emergency situations. The current housing accessibility and affordability crisis experienced in Brisbane, in addition to the cost-of-living escalation, continues to impact a growing number of Indigenous. Additionally, GUMURRII has 10 laptop computers available for short - medium term student loan and provided financial support to students to attend the Australian Indigenous Doctors' Association annual conference.

Tutoring for Success Program (TSP) (ISSP funded)

Griffith's TSP program provided the tutorial assistance shown in Table 3 throughout 2023, supporting student success by providing supplementary one-on-one and small group tuition to Indigenous students.

Table 3: Tutorial assistance provided in 2023.

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)*
Enabling	0	0	0	
Undergraduate	210	7,310	10,965	1,044,153.88
Post-graduate	44	1,532	2,297	218,775.10
Other	0	0	0	
Total	254	8,842	13,261	1,262,928.98

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

The redesign of the program and the employment of a dedicated TSP team over the past two years has resulted in increased student success rates (approximately 90% of courses passed) for those students engaging in the program in 2023. The program has been recognised nationally, as a finalist in the Australian Financial Review Higher Education Awards in the Equity and Access category, and within Griffith, TSP was highly commended in the Vice Chancellor's Awards for Excellence for Enhancing the Student Experience.

TSP activities in 2023:

- 2 x dedicated TSP tutor skills development workshop days (in-person).
- Cultural competency training for TSP tutors.
- Increased employment stability for TSP team members with their appointment to continuing roles. **(NEW initiative)**
- Increased rates of pay for TSP tutors.
- Streamlined TSP management systems.
- Continuous improvement in TSP tutor-to-student matching outcomes and TSP tutor recruitment through improved use of student data and management systems.
- Close collaboration with the new GUMURRII Data Translator.

20% of tutors in the program in 2023 identified as being Indigenous and 26% of tutors had attained a postgraduate level qualification.

Improving student retention continues to be the focus for 2024. Data has shown that those students who participate in TSP achieved significantly improved academic outcomes and retention. With demonstrated positive success outcomes for students in the program, we have set new targets and strategies to continue to grow TSP by engaging more Indigenous students in the program in 2024, as part of a much broader retention approach, based on data-informed early interventions and support and building a roadmap with each student for their university journey.

Research Higher Degree Initiatives (University funded, ISSP funded, HEPPP funded)

The IRU focused on strengthening and expanding the services for Indigenous HDR cohort in 2023, based on areas identified from the HDR student experience survey - cohort strengthening, research skill development and capacity building through workshops and seminars. Workshops cover a wide range of topics, both cultural and technical, all relevant to Indigenous researchers and supervisors.

Activity included:

- engagement with the supervision team of the current Indigenous HDR cohort, to assist the supervision team with student milestone management progression and completion of their candidature.

- a Griffith University SharePoint site detailing a range of support services available to Indigenous HDR students.
- connection with Diversity Council of Australia with **paid internship opportunities** for Indigenous HDR students.
- Researcher Education and Development (RED) seminar series including *Rights Based Research: Creating an Indigenous Research Consciousness* by Professor Peter Anderson.
- IRU Research Symposium – *Research with Respect* - November 2023. **(NEW initiative)**

Indigenous Engagement Officer (Creative Arts) (ISSP funded)

The Indigenous Engagement Officer (Creative Arts) directly supports improved outcomes in Indigenous student success, progression, retention, and participation for Griffith's creative arts programs, including the Queensland College of Art and Design (QCAD), Griffith Film School and Queensland Conservatorium at Griffith's South Bank campus.

The Indigenous Engagement Officer (Creative Arts) develops and delivers creative arts engagement activities with key internal and external stakeholders including First Peoples students, community organisations and partner schools and links with industry to foster partnerships and promote Indigenous creative arts. Some examples in 2023 included:

- Support for Griffith creative arts students to attend and exhibit at the Cairns Indigenous Art Fair.
- Participation in QCAD Regional Queensland outreach program which included Cairns and Gin Gin.
- On campus workshop delivery for the QAGOMA 'Design Tracks: Creative Pathways' program - an annual 3-day residential program for Aboriginal and Torres Strait Islander secondary students from across Queensland.

The position focused on a student cohort of 68 in 2023, 46% of whom were commencing in a program of study. Students included those studying the Bachelor of Contemporary Australian Indigenous Art, a unique program with a 100% Indigenous cohort, investing Aboriginal and Torres Strait Islander people with the skills and techniques to become professional artists, with teaching practices built around and respecting traditional cultural principles and protocols.

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

Griffith strives to be a place where peoples of all cultures feel valued and respected, and where Aboriginal and Torres Strait Islander people, cultures, knowledges, experiences and perspectives form an integral part of our learning, teaching, research, and community engagement.

Griffith is committed to providing a more comprehensive framework for teaching Indigenous content and cultural competency in our degrees and creating appropriate cultural training for staff and students.

In 2023:

- the AIATSIS Core Cultural Learning program was made available to all Griffith staff; the full program consists of 10 interactive modules that are designed to be informative, interactive and allow for critical self-reflection. **(NEW initiative)**
- 223 participants completed face-to-face cultural competency workshops, delivered in collaboration between the Office of the DVCIDI and Human Resources; these include workshops focused on cultural capability and embedding Indigenous content in curricula. **(NEW initiative)**
- Yuwahn Wupin Cultural Training continues to be in use by the Health Group to ensure that all students understand how to provide safer healthcare before going into practice.

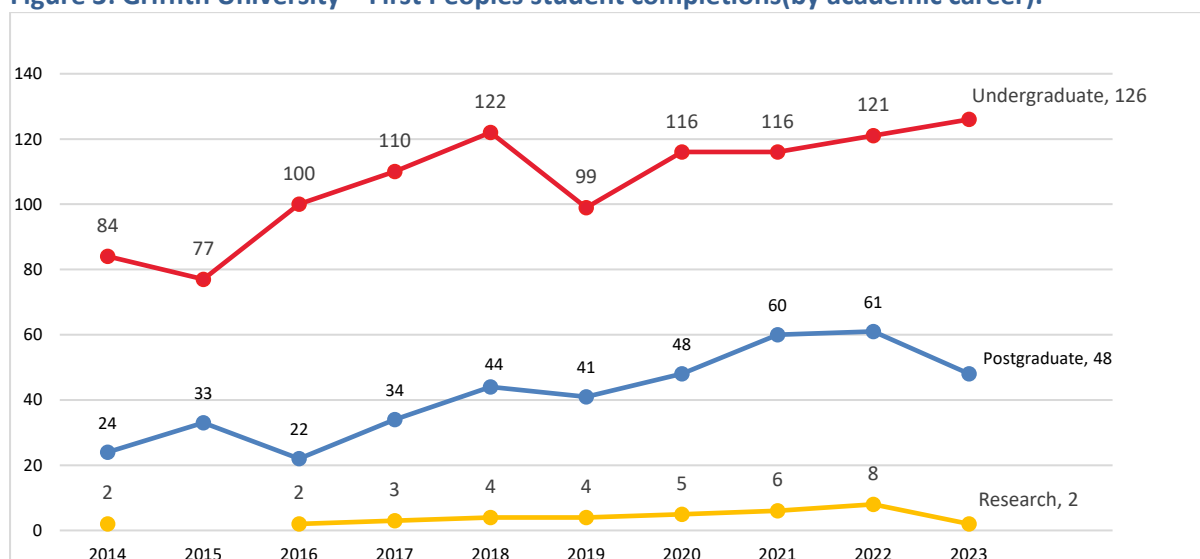
- Kombumerri Together Project: Griffith's School of Education and Professional Studies produced this project in collaboration with Kombumerri Traditional Custodians, and the Queensland Department of Education to give educators access to Indigenous cultural knowledge.

In 2023, Griffith once again undertook a whole-of-university Employee Engagement Survey to identify and measure progress on priority actions and key workforce metrics around staff engagement and satisfaction. The survey provides an understanding of the experiences and priorities of the Griffith workforce, the data helping to inform organisational and workforce strategies and priorities. In 2023, the survey results from Indigenous staff showed improvement across all three pillars of the survey – engagement, wellbeing and progress.

4. Completions (outcomes)

In 2023, Griffith proudly graduated 176 Indigenous students (refer to Figure 3). Griffith ranks third nationally and first in Queensland, in the number of Indigenous student completions ([Department of Education 2022](#)).

Figure 3: Griffith University – First Peoples student completions (by academic career).



Of the total Griffith student completions in 2023, 1.9% were Indigenous students.

Griffith 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 2. Enrolments and 3. Progression, Griffith delivers a range of dedicated programs, services and support that aim to strengthen Indigenous student participation, success, and completion.

Career Readiness (University funded)

Griffith continues to mature its employability ecosystem and capacity to help our students build strong graduate identities and transition to the world of work. The appointment of an inaugural Dean (Career Readiness) has brought greater focus to the University's employability strategy. Griffith has launched the **Making Career Readiness Matter Project**, which will see students, staff, alumni, and industry working in partnership to co-design a new career readiness strategy and vision that is distinctive to Griffith. Several activities are underway, such as a comprehensive review of employability approaches – including the approach to work-integrated learning – and improved data on student career readiness.

GUMURRII Student Success Unit (ISSP funded)

GUMURRII SSU's Student Success Officers work in direct consultation and collaboration with Indigenous students. Throughout 2023, 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.

In addition to the programs and activity set out in Sections 2. and 3. above, 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 2023 this included ongoing collaborations with the Griffith Law School, Griffith Careers and Employment, Griffith Honours College, CareerTrackers, Institute of Urban Indigenous Health 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.
- student placements in paid internships.
- 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' knowledges 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.

5. Regional and remote students

As a values-based university, Griffith is committed to First Peoples education. Griffith values, in combination with quality online delivery, have been significant factors in making Griffith a strong choice for regional and remote Indigenous students. Griffith consistently ranking twelfth nationally for Indigenous rural and remote student participation (refer to Figures 4 and 5) ([Department of Education 2022](#)).

Figure 4: Griffith University – First Peoples regional and remote EFTSL, and % of Indigenous students who are rural and remote students.

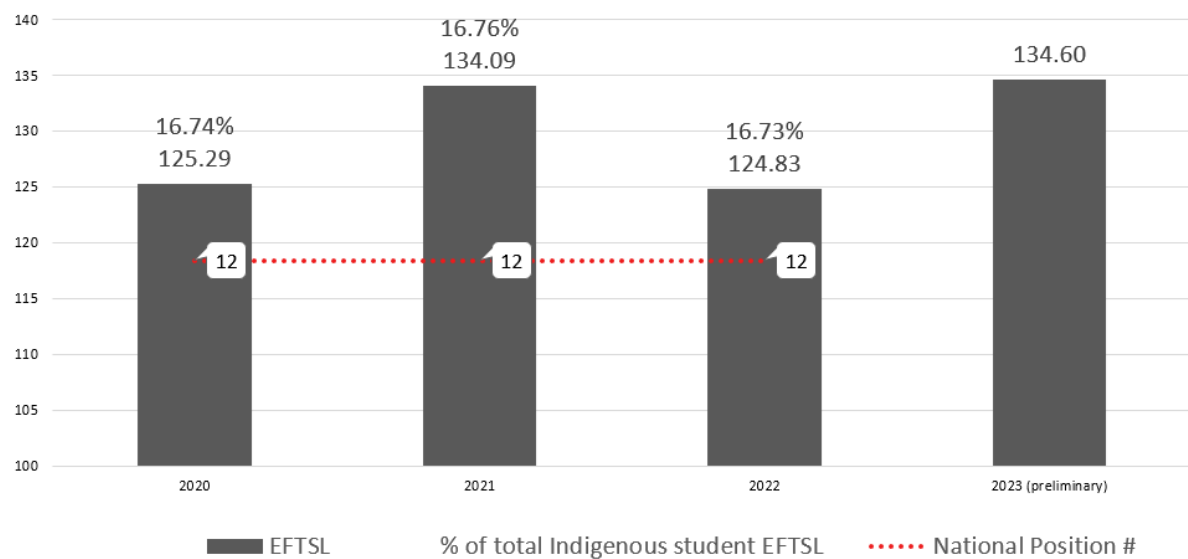
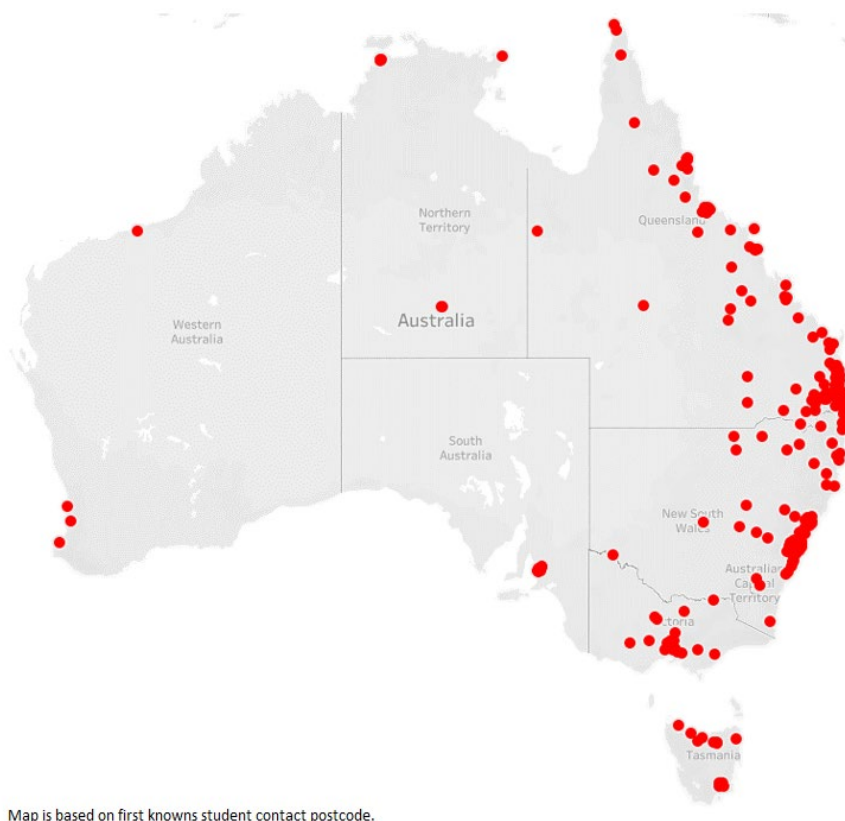


Figure 5: 2023 Griffith University – First Peoples students by State.



Regional and Remote Outreach (ISSP funded, HEPPP funded)

As outlined in Section 2, the Indigenous Outreach team delivers an extensive program, designed to engage with and attract Indigenous students to university. In developing their annual program, consideration is given to the needs and access considerations for regional and remote students.

In 2023, 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.

Activity included:

- the Creative Futures Regional Engagement Program and the Griffith Regional Roadshow 2023 (as noted in Section 2 above).
- staff from the GUMURRII Outreach and Student Success teams attending the Cloncurry Careers Expo, engaging with almost 90 attendees.
- Indigenous STEM Camp provided opportunities for regional and remote students to participate in the program, with full support for travel and accommodation to attend (as noted in Section 2 above).
- the Deadly U Experience - In 2023, the program was held at Griffith's Logan campus, with 53 Aboriginal and Torres Strait Islander students attending from 6 schools across South-East Queensland.

Access to online learning

Griffith's Digital Master Plan is a comprehensive digital strategy to deliver on core commitments to build technology capabilities that support the delivery of new learning and teaching models, including the Digital Campus, whilst also supporting research priorities.

Griffith's thriving Digital Campus, its third largest and fastest growing campus, offers an extensive range of undergraduate and postgraduate degrees online, increasing access to and affordability of academic opportunities for regional and remote students. Providing a highly flexible, supportive environment, the Digital Campus has more than 100 degrees available full-time or part-time, fully online or with on-campus hours mixed.

21% of Griffith's First Peoples students studied online in 2023 - 235 Indigenous students from across the country chose a program of study delivered fully online at Griffith. In addition, many students undertake optional course offerings online or will undertake some component of their course contact or assessment online.

In 2023, Griffith won the Canstar Blue 2023 Online University Award for the best online student experience and was rated five stars for quality of education received, student support available, learning resources, opportunities and career prospects after graduation and overall satisfaction.

GUMURRII SSU – student services

In response to the growth in online Indigenous student enrolments, GUMURRII SSU ensures that its student services and support, typically afforded throughout Griffith's physical centres, are providing a comparable level of services and access to digital and online environments.

- In 2023, orientation and pre-orientation initiatives included online delivery options.
- GUMURRII's Student Success Officers and TSP Officers are readily available for online student support and consultation as part of their normal service delivery and pastoral care.
- TSP tutoring sessions have the option to be conducted fully online, accommodating rural and remote students and others who study online.

Scholarships

Griffith continued to offer a range of scholarships for Indigenous students in 2023, including scholarships for regional and remote students (shown in Table 4). Examples include:

- Accommodation Scholarships such as the Indigenous Commonwealth Education and Accommodation Scholarships, and the George Alexander Foundation Scholarship which helps recipients with the costs associated with accommodation fees, preferencing students relocating from rural, regional, and remote areas.
- The Art in Bark Bursary supports students from regional and remote Queensland, who study at the Queensland College of Art and Design (QCAD), including the Bachelor of Contemporary and Australian Indigenous Art.
- The Mario Bortolanza Regional Scholarship supports a student from regional, rural, or remote Queensland commencing an undergraduate music degree at the Queensland Conservatorium Griffith University.

Table 4: ISSP Scholarship data for remote and regional students¹⁰.

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2022 Payments	103,500	35	138,188	26	10,000	2	251,688	37
B. 2023 Offers ¹¹	147,000	49	203,500	37	0	0	350,500	49
C. Percentage ¹² (C=B/A*100)							139%	
2023 Payments	98,625	42	129,625	30			228,250	42

On-Campus Accommodation

Griffith 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's Accommodation as needed and where appropriate to support students' access to safe and affordable housing options.

6. Eligibility criteria

6.1. Indigenous Education Strategy

Throughout 2023, Griffith 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 that it recognises the unique place of First Peoples in our history and the importance of respecting Indigenous knowledges, culture, and talent. Griffith 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.

The Griffith University's [Reconciliation Statement](#) is 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

The Office of the DVCIDI 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 focus is the development of a more comprehensive framework for teaching Indigenous content in Griffith's degrees to be released in 2024.

During 2023, the learning and teaching team in the Office of the DVCIDI was instrumental in the rollout of Griffith's new Cultural Competency program (further detailed in Section 3), delivering face-to-face Cultural Competency and Embedding Indigenous Content workshops (223 participants) and monthly online drop-in sessions. Early offerings of these workshops were customised and prioritised towards Course Convenors, Program Directors, and Heads of Schools. **(NEW initiative)**

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

- LAW6000 Law Reform: Community Engagement in the 2023 Referendum **(NEW Initiative)** – This Griffith course, available to all students, examined institutions, methods and processes through which law reform is undertaken in Australia, focusing on the referendum on constitutional recognition of Aboriginal and Torres Strait Islander people. Students come to understand the role of institutions and communities in constitutional reform, the context for the movement for constitutional recognition of Indigenous peoples, and the constitutional, legal and policy detail of the referendum proposal. Using this historical context, the course furnished students with the knowledge and skills to engage with communities to achieve well-informed law reform decisions, and supported them in practical civics education initiatives for the referendum.
- The Bachelor of Contemporary Australian Indigenous Art designed to prepare Aboriginal and Torres Strait Islander students to become professional artists, offers an extensive range of Indigenous content courses through the program. A selection of these courses has also been made available to a range of other program offerings at Griffith's Qld College of Art and Design.
- Within the Griffith University Health Group (Faculty), the First Peoples Health Unit works with health, community and academic colleagues and the DVCIDI 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), Introduction to Working with First Peoples Communities (7053HSV), Qld Aboriginal and Torres Strait Islander Community Controlled Child Protection Practice Standards (7050HSV), 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 Business School is committed to indigenising the curriculum in several degrees (significantly the Bachelor of Business and MBA) through the program core courses, and electives such as Indigenous Australians: Everybody's Business (3100GBS)

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

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

Figure 6: Griffith Graduate Attributes



Griffith 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 [2023 Annual Report](#) and highlighted throughout this report.

6.2. Indigenous Workforce Strategy

Throughout 2023, Griffith 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 and in Griffith's 2024 ISSP Workforce Action Plan.

Strategic commitment to First Peoples employment

Griffith has a strong commitment to strengthening First Peoples employment through the [Griffith University's Creating a future for all Strategic Plan 2020 - 2025](#) (Strategic Plan) and the [First Peoples Employment Action Plan 2021-2025](#) (Action Plan).

The Action Plan focusses on key aspects of the employment lifecycle: talent attraction and acquisition, onboarding, development, progression, retention, employee engagement and cultural safety and its deliverables are aligned to the University's Strategic Plan. Further, Griffith has commitments to increase Indigenous employment within its Enterprise Agreements ([Academic Staff Enterprise Agreement 2023 – 2025](#) and [Professional and Support Staff Enterprise Agreement 2023 - 2025](#)):

- Strategic Plan – reach 2% of our academic and professional staff being Indigenous, with a clear plan to reaching population parity after this. The 2% target was achieved in 2021.
- Enterprise Agreements – Griffith aims to achieve population parity and is committed to a target of 3.6%.

Action to meet these targets

The whole-of-university activities from the Strategic Plan and Action Plan which are contributing to attracting and retaining Indigenous staff include the following:

- First Peoples employment targets have also been embedded in organisational plans and senior manager KPIs.
- Griffith has resourced a dedicated First Peoples Employment Partner to work across the University to facilitate the University's goals and coordinate the First Peoples Talent Network.
- Professional development and training including through Griffith's key development programs – Future Leaders, Women in Leadership and Managing at Griffith; and the Educational Assistance Scheme (providing financial and non-financial support to staff wishing to further study). Information and resources to support the supervision of Indigenous research candidates has been embedded in Griffith's program of training and development offerings.
- Griffith's promotion of academic employees' process is principled on equality of opportunity and equity and considers issues of inherent disadvantage experienced by some applicants through the application of the Achievement Relative to Opportunity Guidelines.
- Reviewed casual/fixed-term positions occupied by staff for possible conversion to fixed term/continuing appointments e.g., the GUMURRII Tutoring for Success Program staff positions were converted to continuing roles.
- In 2023, Griffith launched its 100 Academics project. The project was originally in three phases, with Phase 1 including a focussed [recruitment of new early to mid-career Aboriginal and Torres Strait Islander academics](#). Phase 1 has resulted in 6 Indigenous academic staff commencing in early 2024. **(NEW initiative)**

Over the three years of the Employee Engagement Survey (2021 – 2023), there was an +11% increase in First Peoples staff agreeing that 'There is a commitment to ongoing training and development of staff'. Learning and development was a priority for the DVCIDI portfolio in 2022-23, resulting in a +27% increase for the same question. In 2023, 79% of Indigenous staff at Griffith agreed with the survey question "I would recommend Griffith as a good place to work". This was an improvement of +7% from 2022, and exceeded the sentiment of non-Indigenous staff.

Challenges: Griffith experienced challenges recruiting First Nations staff in 2023, due to the highly competitive jobs market. This was particularly apparent when trying to recruit senior Indigenous academics, with a relatively small number of academics across the country. For example, despite a targeted advertising campaign, promotion through networks and the engagement of an external

recruitment agency, Griffith was unsuccessful in recruiting a Dean, Research (Indigenous) in 2023. For the longer term, we are focussing on building pathways into academia and the career progression of Indigenous early career academics.

Griffith has been more successful in recruiting professional staff with significant growth from 2022 to the end of 2023. An example of this success was attributed to a deliberately focussed campaign, including the development of a purpose-built microsite and targeted advertising.

There is strong demand in the jobs market for First Peoples employees and there is strong competition and potentially higher salaries on offer in industry for First Peoples employees. It is impacting on the retention of staff, particularly during the current cost of living pressures.

Oversight

The First Peoples Employment Committee advises on strategies and oversees, monitors and reports on the progress of Griffith's commitment to Indigenous employment. The Committee is chaired by a Deputy Vice Chancellor and is a subcommittee of the University Council's Equity, Diversity and Inclusion Committee. It reports through the Executive Group to the University Council.

Progress against strategic targets

The number of First Peoples staff (fixed term and continuing) employed at Griffith has nearly doubled since 2017, as shown in Figure 7. We remain committed to continuing a sustained, concerted effort across the university focussed on retention, career progression, inclusion, and cultural safety for First Peoples staff.

In 2023, Aboriginal and/or Torres Strait Islander staff at Griffith were 2.3% of Griffith's total fixed-term and continuing staff (2.4% of professional staff fixed term and continuing, and 2.1% of academic staff fixed term and continuing – headcount, as at December 2023). A breakdown of Griffith's 2023 Indigenous workforce is detailed in Figure 8.

Figure 7: Aboriginal and/or Torres Strait Islander staff at Griffith University - Higher Education staff data collection 2014-2022, Department of Education; and Griffith preliminary data for 2023 - headcount and percentage of Griffith's fixed term and continuing staff.

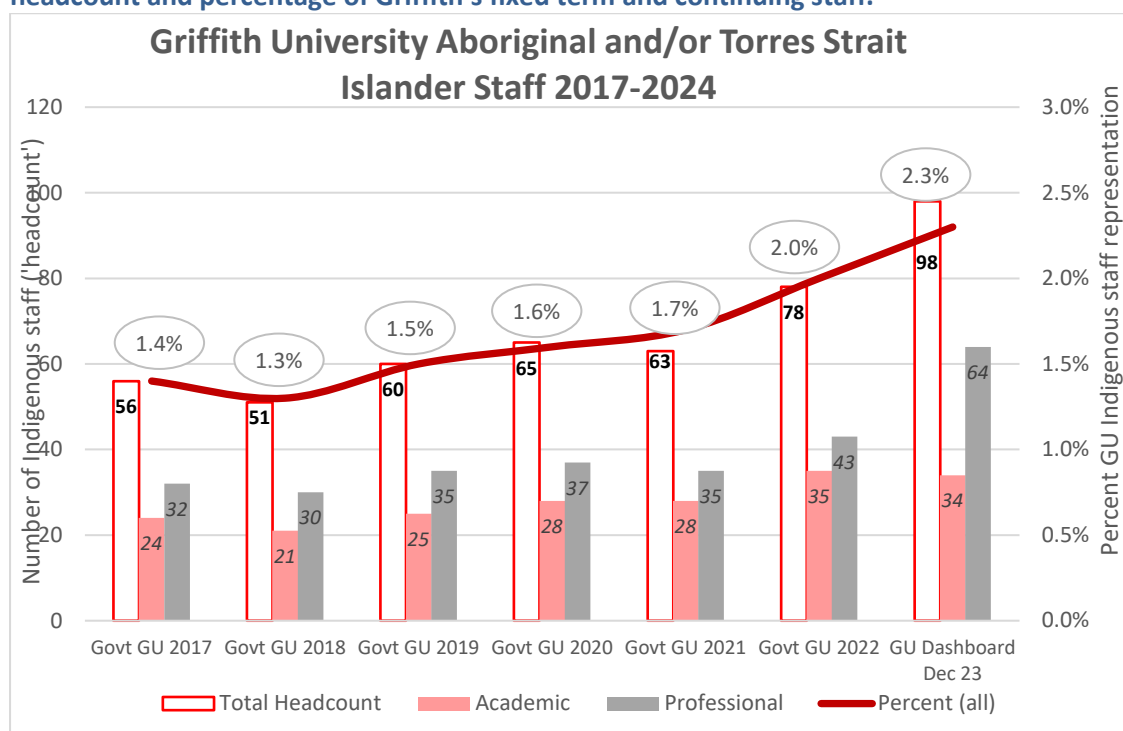
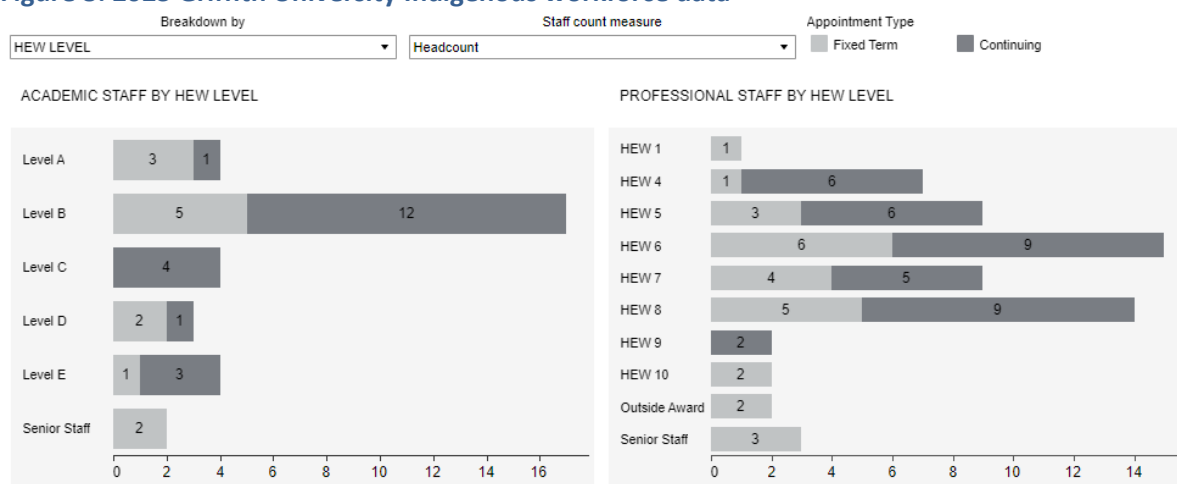


Figure 8: 2023 Griffith University Indigenous workforce data



Indicative data, as at March 2024, shows a further increase in Indigenous employment, with 2.5% of fixed term and continuing staff at Griffith identifying as Aboriginal and/or Torres Strait Islander.

6.3. Indigenous Governance Mechanism

Throughout 2023, Griffith 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 was appointed Griffith's inaugural Pro Vice Chancellor (Indigenous) in 2020. In early 2023, reflecting Griffith's values and commitments to social justice and equity, Griffith uplifted the PVC role and appointed Professor Cindy Shannon AM as Griffith's inaugural Deputy Vice Chancellor (Indigenous, Diversity and Inclusion).

The DVCIDI is 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. The leadership team in the DVCIDI portfolio also includes the Dean (Learning and Teaching – Indigenous) (an Identified position), Director of the Indigenous Research Unit (an Identified position), the Director Student Equity and Diversity, and Academic Director (Equity and Diversity).

The DVCIDI is a member of the University's Executive Group and has delegated authority and oversight of the use of ISSP funds (under the University's [Delegation Framework](#)).

The DVCIDI portfolio advises and guides the development and implementation of key University strategies for First Peoples that drive University's priorities and activity including those within the Academic Plan and the Griffith University Research and Innovation Plan. The portfolio's leadership team are active members on high-level University decision making bodies including Executive Group, Academic Committee, Programs Committee, Learning and Teaching Committee, Equity Diversity and Inclusion 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 the Health Safety and Wellbeing Committee.

Further, the DVCIDI leadership extends through Professor Shannon's role as Chair of the Equity Diversity and Inclusion 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

First Peoples governance at Griffith has for over three decades included 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 DVCIDI 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 knowledges, culture, and talent.
- priorities, strategies, and initiatives for First Peoples teaching and learning, research and engagement.

Without limiting the above, the functions of the Advisory Board include reviewing, making recommendations about and monitoring the University's progress towards improved educational outcomes for First Peoples students and staff including the University's ISSP report.

The membership of the Advisory Board is the Chair (appointed by Council – Mr Joshua Creamer), together with Aboriginal and/or Torres Strait Islander staff, students, alumni and community representatives. 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's Executive Group. It was established to facilitate and inform the development and implementation of the University's Statement of [Reconciliation](#). The Reconciliation Statement Steering Committee is responsible for:

- implementing a cohesive and aspirational Statement of Reconciliation that aligns with Griffith's Values and incorporates key aspects of Griffith's Strategic Plan goals and targets
- ensuring effective consultation across the University for the Reconciliation Statement, 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.

Voice to Parliament Referendum

In 2023, Griffith expressed institutional support for the Aboriginal and Torres Strait Islander Voice to Parliament Referendum (the Referendum). While respecting academic freedom, the University actively promoted respectful debate and ensured the dissemination of accurate information and resources on the Referendum. Support was available and offered to First Peoples staff and students pre and post the Referendum.

The University's institutional position supporting an Indigenous Voice to Parliament was endorsed by the University Council, Executive Group, Academic Committee, Elders and First Peoples Knowledge Holders Advisory Committee and the Reconciliation Statement Steering Committee.

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, Elders and First Peoples Knowledge Holders Advisory Board 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, Human Research Ethics Committee and on the Board of Graduate Research.
- Groups (Faculties) report on employment progress and initiatives twice a year, via the First Peoples Employment Committee.
- Griffith also has a First Peoples Employment Partner in Human Resources who is consulted on a broad range of staff related policies.
- The Academic Committee, the Learning and Teaching Committee, the Equity Diversity and Inclusion Committee and the Elders and First Peoples Knowledge Holders Advisory Committee include First Peoples student representatives in their membership.

6.3.1. Statement by the Indigenous Governance Mechanism

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

The DVC (Indigenous, Diversity and Inclusion) responsibilities include oversight and monitoring the use of the ISSP grant.

The DVC (Indigenous, Diversity and Inclusion) 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 DVC (Indigenous, Diversity and Inclusion) reports directly to the Vice-Chancellor of the University.

The Deputy Vice Chancellor (Indigenous, Diversity and Inclusion) authorises this Indigenous Student Success Program 2023 Performance Report and 2023 Financial Acquittal.

Professor Cindy Shannon AM
Deputy Vice Chancellor (Indigenous, Diversity and Inclusion)
Email: DVCIDI@griffith.edu.au

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2023. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2023 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² These figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

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 2023 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹¹ Record all verbal and written scholarship offers for the 2023 calendar year, including those offers that were not accepted by the student. Record the 2023 component of new scholarship offers and the planned 2022 value of previously awarded scholarships (including continuing scholarships).

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

Indigenous Student Success Program

2023 Financial Acquittal

Organisation

Griffith University

1. Financials – Income and expenditure

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

Item	(\$)
A. ISSP Grant 2023 ²	3,409,325
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	41,715
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	-
2023 ISSP Grant Income (excluding rollovers)	\$ 3,451,040

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

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	1,147,707
Other Commonwealth Government funding	-
Funds derived from external sources ⁷	227,307
Total of other non-ISSP funds for 2023	\$ 1,375,014

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2023 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	275,125
Salaries for staff working on ISSP activities ¹¹	1,854,261
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	1,106,949
Travel – domestic (airfares, accommodation & meals)	40,033
Travel – international (airfares)	-
Travel – international (accommodation and meals)	-
Conference fees and related costs ¹²	8,311
ISSP Asset purchases made during 2023 ¹³	-
A. Total Expenditure of ISSP 2023 Grant (excluding expenditure from all rollovers into 2023)	\$
B. Unexpended 2023 ISSP funds <i>approved</i> for rollover into 2024 grant year¹⁴	166,000
C. Unexpended 2023 ISSP funding to be <i>returned</i> to the NIAA	-
2023 ISSP funding committed (A + B + C) ¹⁵	\$ 3,451,040

2. Rollovers

Table 2 Rollovers ¹⁶

			<i>The two options below should total unspent funds for that line</i>	
	Project Funds Rolled over (\$)	Project Funds Expended/committed ¹⁷ (\$)	Excess Option 1: Unspent funds to be rolled into 2024 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2021 funds rolled over into 2023 - please complete column for Option 1 or 2 for any unspent funds				
2022 funds rolled over into 2023 - <i>Fully expended on additional tutoring support, academic support, analytic capabilities etc.</i>	494,000	494,000	-	-
Unexpended 2023 Funds (From Table 1c, Rows B and C)			166,000	-
Total funds approved for rollover into 2024 or to be returned ²⁰			166,000	-

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2023²¹

1. GST received by you in 2023 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> 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 inventory²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2023²⁶

Asset Description/ category	Purchase Value	ISSP contribution


Table 4c ISSP Assets - disposals during 2023

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

5. Endorsement of the Financial Acquittal³⁰

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

2023 Financial Acquittal supported and initialled by Authorised Officer:

Name:	<div>Michelle Clarke</div>		
Title:	<div>Chief Financial Officer</div>		
Phone:	<div>07 3735 7166</div>	Email:	<div>cfo@griffith.edu.au</div>
Signed:	<div></div>	Date:	<div>24/04/2024</div>

INDIGENOUS STUDENT SUCCESS PROGRAM 2023 CERTIFICATION

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

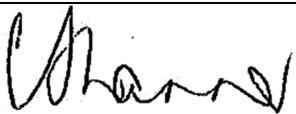
I certify that:

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

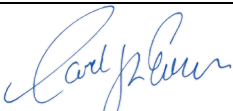
I understand that:

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

Certification recommended by the university's Indigenous Governance Mechanism:

Name:	Professor Cindy Shannon AM	
Title:	Deputy Vice Chancellor (Indigenous, Diversity and Inclusion)	
Signed:		Date: 29/04/2024

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name:	Professor Carolyn Evans	
Title:	Vice Chancellor and President	
Signed:		Date: 29/4/2024

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 2023, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- ² Do not include rollovers in ISSP 2023 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 2023 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 2021 and 2022 funds rolled into 2023, the amount included here should be the amount expended in 2023.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2024.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2024. NIAA will issue an invoice for any amounts listed in this column.
- ²⁰ Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2023.
- 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 2023.
- 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 2023 using ISSP funding that are valued over \$5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- 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 2024 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.

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.