

Indigenous Student Success Program

2020 Performance Report

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|----------------|---------------------|--------|-------------------------------|
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1. Enrolments (Access)

The GUMURRII Student Success Unit (GUMURRII) exists to ensure Griffith University's Aboriginal and Torres Strait Islander (First Peoples) student success. With learning centres and staff based on all five of Griffith University's campuses, GUMURRII supports one of the largest cohorts of First Peoples students at an Australian University.

As a dedicated student success unit for First Peoples students, GUMURRII adopts a strengths-based approach to student outreach, engagement and support. GUMURRII works closely within the PVC(Indigenous) portfolio and with a range of internal and external stakeholders to achieve growth and improvement in participation, retention and success, and enhance the student experience for all First Peoples students.

Table A

2020 Griffith University - First Peoples Student Enrolments EFTSL

Note: double counting of multiple 2020 student enrolments has been removed from the totals

| Participation | 2017 | 2018 | 2019 | 2020 |
|---------------|--------|--------|--------|--------|
| EFTSL | 728.13 | 728.38 | 788.45 | 782.40 |

| | 2020 Undergraduate | Postgraduate Coursework | Research HDR | Non Award | Grand Total |
|-------------|--------------------|-------------------------|--------------|-----------|-------------|
| Gold Coast | 261.1 | 26.9 | 8.6 | 0.9 | 297.5 |
| Nathan | 151.3 | 8.5 | 13.1 | 0.1 | 173.0 |
| Mt Gravatt | 81.8 | 1.9 | 0.5 | 0.1 | 84.3 |
| South Bank | 51.1 | 5.6 | 7.5 | | 64.2 |
| Logan | 45.3 | | 3.3 | 0.5 | 49.1 |
| Online | 44.9 | 38.3 | | 0.3 | 83.5 |
| Other | 13.9 | 12.5 | | 4.4 | 30.8 |
| Grand Total | 649.4 | 93.7 | 33.0 | 6.3 | 782.4 |

The COVID-19 pandemic had a significant impact on the University's outreach, engagement, and recruitment activities in 2020, with extensive closure of campuses, cancellation of events and expos and restrictions on school visits. The university prioritised staff and student wellbeing and safety as teaching and business were conducted remotely for the majority of the academic year.

Despite the significant impact of the pandemic, Griffith University sustained **growth in First Peoples undergraduate, postgraduate and research HDR enrolments** in 2020 (i.e. **1,145 First Peoples students in 2020 compared to 1,127 reported in 2019**, despite a marginal decline of 6.05 EFTSL).

Strengthening Indigenous leadership – University funded, ISSP funded

In 2020, Professor Cindy Shannon AM commenced at Griffith University as the inaugural Pro Vice Chancellor (Indigenous), bringing new leadership to the First Peoples portfolio at Griffith. In recognition of this important leadership role in delivering a whole-of-University, coordinated, strengths-based approach, GUMURRII and the Indigenous Research Unit now sit within the PVC(Indigenous) portfolio, together with the additional appointment of a Director, Indigenous Engagement.

Admissions Pathways – University funded

Griffith University offers several pathways for First Peoples students to enter university, including the Direct Entry Program:

- Designed to provide an alternative admissions pathway into Griffith University, the Program has been a part of the University access and admissions initiatives for over 20 years.
- First Peoples candidates apply online to the Direct Entry Application. Applications are assessed through the University's Admissions team, working in direct consultation and collaboration with GUMURRII staff.
- Griffith University's Direct Entry Program assesses other skills and attributes (e.g. formal qualifications, life and workforce experience) that may support enrolment. Applicants are afforded the opportunity to complete a First Peoples Selection Survey to demonstrate their readiness, motivation and drivers for success in their chosen program of study.
- The Program includes a pathway for the admission First Peoples into selected Griffith Health Programs including medicine, health sciences, biomedical sciences, pharmacy, public health, nursing and midwifery and dental health.
- In 2020, a total of 291 Direct Entry Program formal offers were made to prospective First Peoples students via the Griffith University Student Admissions team. This is an increase from 238 offers made in 2019.

Research Pathways – University funded, ISSP funded, HEPPP funded

- Griffith University's Indigenous Research Unit (IRU) is dedicated to creating an environment that provides support and develops the research capacity of the University's Higher Degree by Research (HDR) candidates, and postgraduate coursework and undergraduate First Peoples students interested in pursuing a research pathway.
- Delivered by the IRU, the Kungullanji Research Pathways Program encourages participation in higher education for Aboriginal and 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. While completing their research projects, First Peoples students engage with the wider research community and develop technical and practical research skills through research training workshops and cultural sessions. On completion of the program, students present their research in a conference session. Students are awarded scholarships to support them financially during their placements.
- Held during Trimester 3, eighteen (18) students participated in the program in early 2020. During 2020 a review of the program took place to further improve outcomes for students completing in 2020, notably coursework postgraduate students now eligible to participate.

First Peoples Student Recruitment and Engagement Activities/Events – ISSP funded, University funded, HEPPP funded

- Throughout 2020, GUMURRII and the newly established First Peoples Engagement team continued to undertake outreach and engagement with local First Peoples community and prospective students. Due to COVID-19 restrictions, the majority of in person recruitment and engagement events had to be cancelled, while some activity was able to occur online. Activity included culturally significant events, presentations, information sessions, market stalls and communications at careers days, expos and events. Early and late 2020 allowed for some face-to-face engagement.
- Griffith University Open Day transformed to an online Open House where GUMURRII held a virtual booth over several weeks from mid-July to late September, along with other recruitment evenings delivered online.
- NAIDOC Week – face-to-face events were cancelled, however local online events were held. For example, GUMURRII delivered a whole-of-University and community online NAIDOC Trivia event.
- Reconciliation Week – Griffith University's annual Walk and Talk was unable to be held in 2020.

- Recruitment Activities – included online engagement and virtual visits to several remote and local secondary schools within the Southeast Queensland corridor.

Scholarships – ISSP funded, University funded

More than 600 scholarships are on offer to all students (including First Peoples) at Griffith University, with approximately 20 scholarship categories discretely targeted at First Peoples. ISSP-funded scholarships are included in Table 1 below.

Table 1 Scholarships - breakdown of 2020 payments^{1 2 3}

| | Education Costs | | Accommodation | | Reward | | Total ^{4 5} | |
|----------------------------|-----------------|-----|---------------|-----|--------|-----|----------------------|-----|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| Enabling ⁶ | | | | | | | | |
| Undergraduate ⁷ | 198,361 | 65 | 170,477 | 30 | 20,000 | 4 | 388,838 | 99 |
| Post-graduate ⁸ | | | | | | | | |
| Other | | | | | | | | |
| Total | 198,361 | 65 | 170,477 | 30 | 20,000 | 4 | 388,838 | 99 |

2. Progression (access and outcomes)

In 2020, Griffith University had 1,145 enrolled First Peoples undergraduate and postgraduate students.

2020 was an extraordinary year of disruption to students due to COVID-19 conditions. During Trimester 1, all students were required to transition to study fully online, which was particularly difficult for those who had previously engaged with their studies in 100% face-to-face mode. In a year of exception challenges, Griffith's First Peoples unit success rate dipped from 74.05 (in 2019) to 73.22 (in 2020).

Table B

2020 Griffith University - First Peoples Student Success Rates

| Success Rate | 2017 | 2018 | 2019 | 2020 |
|-------------------------------------|-------|-------|-------|-------|
| (ie units passed / units attempted) | 75.13 | 73.89 | 74.05 | 73.22 |

In addition to the strategies detailed in 1. Enrolments (Access) above, Griffith University undertook the following key initiatives to support First Peoples students' progression.

COVID-19 response and support – University funded, ISSP funded

With students required to transition into fully online study during COVID-19 restrictions, particular attention was given to staying connected with students and ensuring continuity of support. While campuses remained closed, student-facing-services such as counselling, financial support, career consultations and the services of GUMURRII continued to be available and delivered to students online.

GUMURRII responded proactively to support First Peoples students with a range of early intervention measures including direct outreach and communication with students through a variety of means such as phone calls, emails, surveys, and online video conference/meetings/forums which included yarning-circles and social connection. A questionnaire was issued to students upon campus closures to assess immediate needs, in particular those relating to student's capacity to transition to study online.

In 2020, Griffith University funded COVID-19 Student Support bursaries in Trimesters 1, 2 and 3 to eligible students to assist students transition to online learning and provide general financial support for study, medical and living costs. During 2020, over 130 COVID-19 bursaries were awarded to First Peoples students at a total value of more than \$120K.

Students who required a computer to study online, were encouraged to apply for a free, long-term computer loan via the Griffith Computer Loan Program. Griffith students could still access selected computer labs on campus and Health and Medical Services.

Griffith University's Indigenous Research Unit initiated Pandemic Positivity, an online yarning circle which engaged with First Peoples HDR students and staff. The initiative provided a safe space for students and staff to address their challenges during the pandemic, and engage and connect with their cohort, services and opportunities for learning and development.

Aboriginal and Torres Strait Islander Tertiary Access Program (ATSITAP) – ISSP funded

Griffith University's ATSITAP program supports student success by providing supplementary one-on-one and small group tuition to First Peoples students.

In 2020, a total of 225 First Peoples students received over 6,680 hours of tutorial support and assistance in their studies.

Due to campus closures as a result of the COVID-19 pandemic, the ATSITAP program transitioned to online delivery for all students and tutors for the majority of the year. While this did ensure continuation of the program, there was a decline particularly in undergraduate students accessing tutorial assistance and the number of tutorial hours provided, despite strong promotion of the program. Postgraduate numbers and tutorial hours accessed by those students remained largely unchanged by the shift to online learning.

During 2019, GUMURRII commenced a periodic internal review of ATSITAP with a view to continue delivering a supplementary tuition program that meets the diverse needs of all First Peoples students. This review was suspended in early 2020 due to COVID-19 disruption. The review recommenced in late 2020, with the benefit of better understanding the expanded and changing needs of our students. The review outcomes will be implemented in 2021.

Table 2a Tutorial assistance provided in 2020

| Level of study | Number of students assisted | Total hours of assistance⁹ | Expenditure¹⁰ (\$)# |
|-----------------------|------------------------------------|--|---------------------------------------|
| Enabling | | | |
| Undergraduate | 199 | 6132.19 | 480,424# |
| Postgraduate | 26 | 552.00 | 62,769# |
| Other | | | |
| Total | 225 | 6,684.19 | 543,193 # |

#Includes tutors, non-salary expenses and administrative support.

GUMURRII – ISSP funded

Throughout 2020, GUMURRII worked as part of the wider Pro Vice Chancellor (Indigenous) portfolio to offer and promote a culturally safe and enriched learning environment.

Throughout 2020, GUMURRII operated five learning centres with Student Success Officers based across all Griffith University's campuses (Nathan, Gold Coast, Logan, Mount Gravatt and South Bank). In 2020, to advance Griffith University's commitment to First Peoples students, two Student Success Coordinators (Southern Campuses and Northern Campuses), an Advancement and Employability Coordinator, a Senior Manager and a Senior Executive Officer joined GUMURRII.

GUMURRII operates teams focused on:

- **Student Success** - nine Student Success Officers (SSOs) led by two Student Success Coordinators and a Senior Manager, in the provision of tailored academic and pastoral support to all First Peoples students at Griffith University; and
- **Administrative / Strategic Support** consisting of a total of six (6) staff who provide administrative services and support to students, staff and stakeholders, led by the Senior Executive Officer. This includes the administration, management, and delivery of Griffith University's Aboriginal and Torres Strait Islander Tertiary Access Program.

GUMURRII, working with the Indigenous Engagement team, continued to build on our strong relationship/s with industry partners and corporate sectors and their ability to provide scholarships, internships, and employment opportunities to Griffith University's First Peoples students and graduands (e.g. AIME, CareerTrackers and QLD Department of Treasury).

Hands Up! Tertiary Preparation Program (Hands Up!)

The Hands Up! Tertiary Preparation Program (Hands Up!) is a transition program offered by GUMURRII to commencing First Peoples students. Hands Up! Is designed to support the success and well-being of all commencing First Peoples students through four main pillars:

- academic success
- well-being
- networking and engagement
- personal development and leadership.

The program was developed and coordinated by GUMURRII staff with assistance from Griffith's Library and Learning services, and contributions from Griffith staff, students and Community members. The program connects First Peoples commencing students, introduces Griffith's support services vital to their academic journey, success and well-being, and engages students in a variety of social, cultural and academic activities. Several continuing students were also engaged to participate as mentors and further develop their own leadership skills.

In 2020, Hands Up! was delivered at the Gold Coast campus from 3 – 7 February, prior to commencement of Trimester 1, with 55 commencing students registering to attend the program.

2020 GUMURRII Valedictory celebrations were permitted under revised COVID-19 restrictions, delivering an engagement event focused on celebrating student success with family and staff. With over 100 guests including students and graduates, their families and University staff, the event was an opportunity to recognise First Peoples students' remarkable achievements, made even more significant by the challenges of 2020.

Table 2b Indigenous Support Activities provided in 2020¹¹

| Activity^{12 13} | Number of student participants | Expenditure (\$) |
|---|---------------------------------------|-------------------------|
| COVID-19 Bursaries (First Peoples student recipients) | 131 | 120,453 |
| Direct Entry Admissions Initiative and online tool | 291 | 19,500 |
| HANDS-UP! pre-orientation program * | 55 | 16,484 |
| Aboriginal and Torres Strait Islander Tutorial Assistance Program (ATSITAP) * | 225 | 543,193 |
| NAIDOC fully online event* | 30 | 180 |
| First Peoples student Valedictory* | 42 | 18,913 |
| Honours College Information Session* | 11 | 297 |
| Career Tracker visits to GUMURRII Centres – drop-in sessions recommence* | 20 | 0 |

*ISSP funded

3. Completions (outcomes)

Of the total Griffith University student completions in 2020, 1.6% were First Peoples students. This represents an increase in the number of First People student completions, and the percentage of First Peoples student completions as a proportion of total student completions, compared to 2019 (i.e. 1.38% in 2019).

Table C

2020 Griffith University - First Peoples Student Completions

Completion rates by students

| | 2017 | | 2018 | | 2019 | | 2020 | |
|--------------------|----------------|------------|----------------|------------|----------------|------------|----------------|------------|
| Academic Career | Non Indigenous | Indigenous | Non Indigenous | Indigenous | Non Indigenous | Indigenous | Non Indigenous | Indigenous |
| Undergraduate | 6,827 | 107 | 6,737 | 120 | 6,701 | 95 | 6,321 | 110 |
| Postgraduate | 3,322 | 33 | 2,948 | 43 | 2,824 | 40 | 3,276 | 47 |
| Research | 355 | 3 | 328 | 4 | 354 | 4 | 327 | 5 |
| Grand Total | 10,504 | 143 | 9,993 | 167 | 9,868 | 139 | 9,924 | 162 |

Griffith University aims to ensure all First Peoples students are provided with appropriate services and mentoring to support their respective studies through to completion.

As indicated in sections 1. Enrolments and 2. Progression, GUMURRII delivers a range of dedicated programs, services and support that aim to improve First Peoples student retention, success and completion.

GUMURRII – ISSP funded

GUMURRII's Student Success Officers work in direct consultation and collaboration with First Peoples students. In particular, throughout 2020 GUMURRII staff continued to implement a proactive role in engaging with Schools, Faculties, Lecturers and Course Coordinators to offer early intervention and preventative approaches for those at highest risk of attrition.

As indicated in section 2. Progression above, a key ISSP-funded student success and completion initiative is the GUMURRII **ATSITAP** program. This initiative aims to accelerate educational outcomes for First Peoples students by providing access to academic support and supplementary individual and group tutorial assistance to First Peoples students at Griffith University. The program directly contributes to the transition, retention, and success of First Peoples students. In 2020, 127 tutors were engaged to deliver the program and 11% of tutors were First Peoples.

In 2020, GUMURRII appointed the inaugural **Advancement and Employability Coordinator** to work directly with First Peoples students and partners to promote and nurture scholarship, bursary and awards opportunities and initiatives. As an initiative to improve student outcomes, this officer focuses on furthering student progression, success, and employability upon graduation. Upon commencement, this role prioritised the capacity building of students to apply for scholarships, internships and other employment readiness opportunities whilst also planning for 2021, to ensure that all First Peoples students were given visibility of and access to advancement opportunities.

CareerTrackers Partnership - externally funded, with 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, achieving academic excellence, industry experience and successful transition to professional futures.

Griffith University through GUMURRII formally partnered with CareerTrackers in 2016 to deliver a 10-year partnership that supports First Peoples students in their successful transition into university and chosen careers, creating a community of students who share common aspirations and who are supported by mentors.

Due to COVID-19 restrictions, the CareerTrackers program pivoted through necessity, demonstrating the tremendous resilience of our students. Over the Winter Internship period, CareerTrackers adapted and worked with employment partners to support working from home internships. A particularly positive outcome of this adaption has been that it allowed regional students to stay close to their community during mandated periods of lock-down and still receive a fulfilling internship experience.

Griffith students who participate in the Career Trackers program have access to '*Leadership Development Institutes*', extensive professional and personal development opportunities and paid internships.

During 2020, 24 new Griffith students registered for the CareerTrackers program with a total of 52 registered participants. With the increased challenges to secure internship opportunities in 2020, 37 internships were filled by Griffith University's First Peoples students.

4. Regional and remote students

Griffith continues to attract a strong number of regional and remote First Peoples student enrolments. 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 University a strong choice for regional and remote First Peoples.

Griffith's Digital Campus

Griffith's Digital Campus offers an extensive range of undergraduate and postgraduate degrees online, increasing access to and affordability of academic opportunities for regional and remote students. During 2020, over 175 First Peoples students from across the country chose to study in an online program at Griffith University (i.e. chosen program of study delivered fully online). Griffith's Digital campus remains Griffith's third largest and fastest growing "virtual" campus, with 15% of all Griffith's First Peoples students studying online in 2020.

In response to the growth in online First Peoples student enrolments, and increasingly with teaching moving to online for all students during the majority of 2020, GUMURRII's Student Success Officers continued to adapt services and support typically afforded throughout Griffith University's physical centres to digital and online environments.

Scholarships

Griffith University provides an extensive range of scholarship opportunities for First Peoples 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. Although 2020 saw a small decline in the total number of First Peoples regional and remote students at Griffith University, regional and remote scholarships continued to increase in 2020. With more than 600 scholarships on offer to all students at Griffith University (including First Peoples), students are eligible for a broad range of scholarships based on background, chosen study area, hardships experienced or achievements.

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 rather 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 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 2020, GUMURRII worked with the Indigenous Outreach team to conduct a number virtual school visits or webinars to connect with prospective students. This included some remote or regional schools including Northern Peninsula Area State College at Bamaga and Central Qld, Catholic

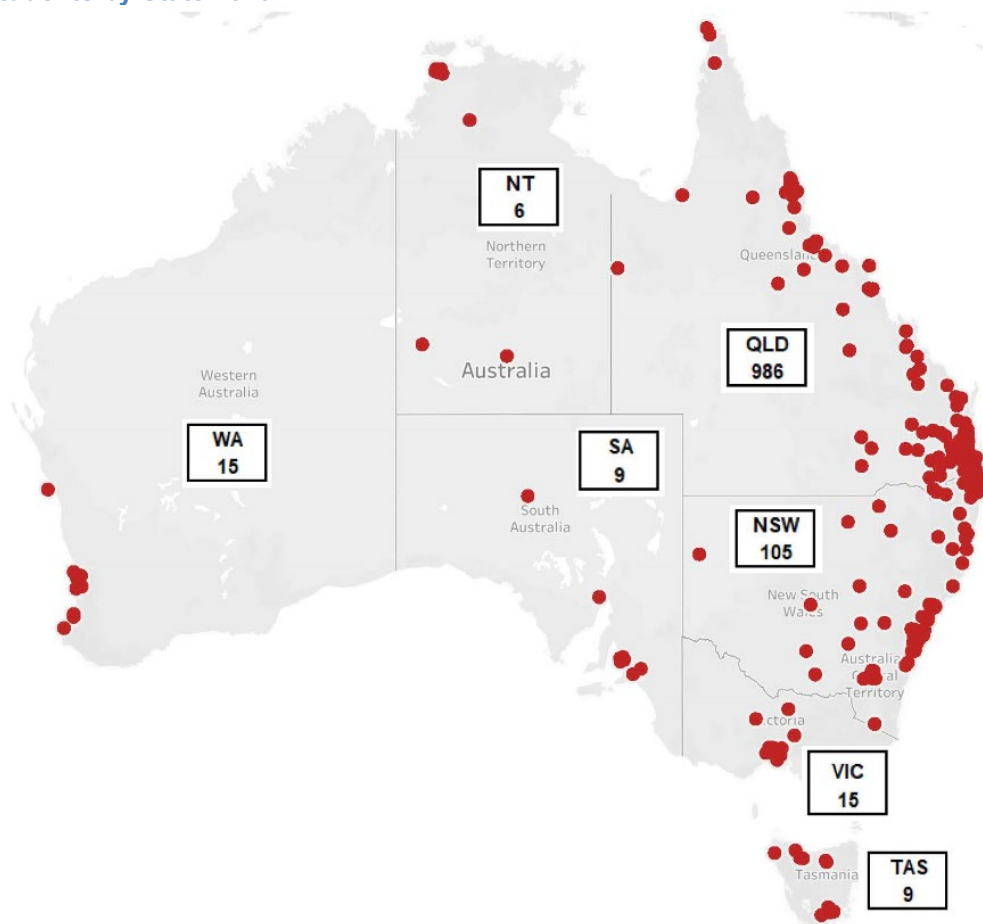
Education Schools. Individual enquiries and support continued to be provided online to prospective regional and remote students by GUMURRII staff.

Table D

2020 Griffith University - First Peoples Regional & Remote EFTSL

| Regional and Remote EFTSL | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------------------------|-------|-------|--------|--------|--------|--------|
| | 87.64 | 91.11 | 160.64 | 165.48 | 200.26 | 192.60 |

Students by State 2020



Map is based on student postcode at time of application for admission.

Table 4 Scholarship data for remote and regional students^{14 15}

| | Education Costs | | Accommodation | | Reward | | Total ¹⁶ | |
|--|-----------------|------|---------------|------|--------|-----|---------------------|------|
| | \$ | No. | \$ | No. | \$ | No. | \$ | No. |
| A. 2019 Payments | 144,543 | 53 | 137,434 | 27 | 0 | 0 | 281,977 | 80 |
| B. 2020 Offers ¹⁷ | 176,482 | 60 | 209,000 | 38 | 5,000 | 1 | 385,482 | 98 |
| C. Percentage ¹⁸ (C=B/A*100) | 122% | 113% | 152% | 141% | n/a | n/a | 137% | 123% |
| 2020 Payments | 143,755 | 48 | 170,477 | 30 | 5,000 | 1 | 319,232 | 79 |

5. Working with Vulnerable People Requirement¹⁹

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

In response to section 35A of the Indigenous Student Assistance Grants Guidelines 2017, GUMURRII has established and asserted Blue Card requirements for all relevant staff who are employed in relation to ISSP funded activities.

6. Eligibility requirements

6.1. Indigenous Education Strategy

Throughout 2020, Griffith University fulfilled its obligations under section 13 of the ISSP Guidelines through the University's strategic plan and a range of mechanisms and actions outlined below.

Griffith University is committed to be a place where Aboriginal and Torres Strait Islander people are valued and respected and where First Australian Peoples' cultures and knowledges form an integral part of Griffith's vision for learning, teaching, research, and community engagement.

This commitment is evidenced in Griffith University's [Creating a future for all Strategic Plan 2020 - 2025](#), approved by the University's Council. The commitments in the Strategic Plan 2020- 2025 cascade from the University's values and include core activities of high-quality teaching and research, enabled by strategic partnering, substantial renewal of campuses and significant investment in people.

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. The Strategic Plan 2020-2025 includes a commitment to invest in First Peoples, delivered through key actions including, by 2025:

- Provide a more coherent framework for teaching First Peoples content and cultural competency in our degrees and creating appropriate cultural training for students and staff.
- Improve 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.
- Embrace diversity, including in recruitment, promotion and professional development, and enable 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.

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 University has developed 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 1: Griffith Graduate Attributes



Graduate Attribute: Culturally capable when working with First Australians

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.

Griffith University is committed to creating a curriculum that is informed by and respects the knowledge systems of our First Peoples—Aboriginal and Torres Strait Islanders. Griffith University acknowledges the unique scholarship that First Nations peoples bring to higher education.

The Programs Committee, as a sub-committee of the Academic Committee, approves new awards and changes to existing award and advises Academic Committee on issues of education policy or practices related to the structure and requirements of the University's programs. Membership of the Program Committee includes an academic staff member representing First Peoples. Additionally, in 2020, the newly appointed Pro Vice Chancellor (Indigenous) joined the membership of the Academic Committee.

In 2020, Griffith University had the second largest number of Indigenous Australian academic staff in the country, with 17 academics involved in teaching Aboriginal and Torres Strait Islander studies and knowledge across a range of disciplines. We also encourage cultural collaboration with Elders and local communities in the development of programs and policies pertinent to teaching, student support, research, and engagement.

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 is designed to prepare Aboriginal and Torres Strait Islander students to become professional artists. Students focus on traditional Australian Aboriginal and Torres Strait Islander art media, styles and forms, together with strategies for their valuable adaption within a highly urbanised society. The course is planned in accordance with Aboriginal and Torres Strait Islander principles and philosophies. Teaching respects Aboriginal laws concerning the ways in techniques and images may be used.
- 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.

To further support the delivery of its strategic objectives in teaching First Peoples content and cultural competency in our degrees and to attract, retain and support the success of First Peoples students, Griffith University has:

- The Guidelines for Aboriginal and Torres Strait Islander Terminology provide staff and students guidance on appropriate terminology when working with Aboriginal and Torres Strait Islander people and communities.
- The Definition of Aboriginal and Torres Strait Islander Course Content defines course requirements to qualify as one that includes Aboriginal and Torres Strait Islander course content.
- The Course Profile Template provides for the inclusion of Aboriginal and Torres Strait Islander content in courses.
- The Aboriginal and Torres Strait Islander Tutorial Assistance Program policy outlines how the GUMURRII Student Support Unit will priorities allocation of academic support to Aboriginal and Torres Strait Islander Students undertaking award programs at the University.
- The Aboriginal and Torres Strait Islander Scholarships Policy sets out the University's processes for managing scholarships available to Aboriginal and Torres Strait Islander applicants.

6.2. Indigenous Workforce Strategy

Throughout 2020, Griffith University fulfilled its obligations regarding the Indigenous Workforce Strategy under section 12 of the ISSP Guidelines through the University's strategic plan and a range of mechanisms and actions outlined below.

Griffith University has a long-standing commitment to the employment of First Peoples. This commitment is evidenced in Griffith University's [Creating a future for all Strategic Plan 2020 - 2025](#).

The plan confirms Griffith's position as a values-based University, with commitment to First Peoples being one of the core values that underpin the strategy. In 2020, Griffith University committed to make a focused investment in First Peoples over the next six years and 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.

Under its Enterprise Agreement 2017- 2021, Griffith University is committed to the objective of increasing employment and professional development opportunities for Aboriginal and Torres Strait Islander, First Peoples at the University. This commitment includes:

- Expressed targets for increasing overall First Peoples employment in the Griffith Strategic Plan;
- a First Peoples Employment Committee to be maintained as a subcommittee of the University's Equity Committee.

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.

Policy and strategy actions are devolved to the relevant responsible officers and are not limited to the PVC (Indigenous). For example, we have evidence of actions being devolved to Senior Deputy Vice Chancellor, PVC(Sciences), PVC(Health) and Director Human Resources. The First Peoples Employment Committee and Enterprise Agreements require that Groups (Faculties) report on employment progress and initiatives twice a year.

Griffith University has recently introduced [Achievement Relative to Opportunity Guidelines](#). Achievement relative to opportunity is defined by Griffith as the evaluation of 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. We provide examples in the guidelines such as - **significant career interruptions: significant cultural or religious obligations; - Cultural, service or representation commitments:** The impact of: - service/committee commitments of staff from under-represented groups, for example, academic women in STEMM, **Aboriginal and Torres Strait Islander staff - Aboriginal and Torres Strait Islander staff cultural obligations/commitments.**

In 2020, Griffith University strengthened Indigenous leadership across the institution with the appointment of Professor Cindy Shannon AM, as its inaugural Pro Vice Chancellor (Indigenous). As PVC(Indigenous), Professor Shannon is a member of the University's Executive Group. Additional First Peoples leadership positions appointed in 2020 included:

- Director, Indigenous Engagement
- Senior Manager, GUMURRII
- Senior Executive Officer, GUMURRII
- 2 x Student Success Coordinators, GUMURRII

To support the delivery of its strategic objectives to attract, retain, develop and value First Peoples academic and professional staff, Griffith University has:

- a dedicated First Peoples Employment Consultant to work across the University to achieve the University's goals;
- Maintained a First Peoples Employment Committee, chaired by the Senior Deputy Vice Chancellor in 2020
- Implemented a First Peoples Employment Talent Pool, to attract and engage First Peoples talent to the University.

Further information on these initiatives can be found here: www.griffith.edu.au/equity/first-peoples-employment-page

Table 6.2 Indigenous workforce data (2020 breakdown)^{20 21 22 23}

| Level/position | Permanent | | Casual/contract/fixed-term | |
|-------------------------|-----------|--------------|----------------------------|--------------|
| | Academic | Non-academic | Academic | Non-academic |
| Level A | | | 3 | |
| Level B | 10 | | 4 | |
| Level C | 5 | | 1 | |
| Level D | 3 | | | |
| Level E | 1 | | 2 | |
| Sessional | | | 36 | |
| Outside Award | | 1 | | 22 |
| HEW 1 | | | | 2 |
| HEW 2 | | | | 4 |
| HEW 3 | | | | 6 |
| HEW 4 | | 7 | | 16 |
| HEW 5 | | 3 | | 15 |
| HEW 6 | | 14 | | 9 |
| HEW 7 | | 1 | | 5 |
| HEW 8 | | 2 | | 4 |
| HEW 9 | | 1 | | |
| HEW 10 | | 1 | | 2 |
| Senior Staff - Director | | | | 1 |
| Senior Staff - PVC | | | | 1 |
| | | | | |
| Total | 19 | 30 | 46 | 87 |

6.3. Indigenous Governance Mechanism

Throughout 2020, 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

In 2020, Griffith University appointed Professor Cindy Shannon AM as its 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 its First Peoples students and communities. In recognition of this important leadership role in delivering a whole-of-University, coordinated, strengths-based approach, the GUMURRII Student Success Unit and the Indigenous Research Unit now sit within the PVC(Indigenous) portfolio, together with the additional appointment of a Director, Indigenous Engagement.

The Pro Vice Chancellor (Indigenous) is a member of the University's Executive Group and is Griffith's most senior position held by an Indigenous person outside its Council.

The PVC (Indigenous) and Directors of the PVC (Indigenous) portfolio advised and guided the development of key University strategies that drive the University's priorities and activity for the next 5 years 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, Academic Committee, Learning and Teaching Committee, Equity Committee and the 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. 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.

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.

Prior to December 2020, the Aboriginal and Torres Strait Islander Advisory Committee (ATSIAC) provided advice on the establishment and maintenance of effective and on-going consultative mechanisms to enable the Aboriginal and Torres Strait Islander community to participate in institutional planning and decision-making relating to Aboriginal and Torres Strait Islander research, education, employment, training and professional development. The committee was cochaired by two persons invited by the Vice Chancellor, on the recommendation of the Griffith University Aboriginal and Torres Strait Islander Council of Elders, who are appointed by Council and are also the Co-Chairs of the Council of Elders.

In 2020, Griffith University undertook a review of the First Peoples governance to ensure First Peoples voice is given in decision making that affects First Peoples students, staff, and communities. The review was informed by considerable internal and external stakeholder feedback, including First Peoples staff, students, Elders and community representatives. The recommendations of the review have been supported by the University's Executive. Following the review, Council (December 2020) approved an updated First Peoples governance model involving the disestablishment of ATSIAC and delegated authority to the Vice Chancellor to establish the Griffith University Elders and First Peoples Knowledge Holders Advisory Board, to be established in 2021.

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.
- The First Peoples Employment Committee and Enterprise Agreements require that 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.

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 PVC(Indigenous) responsibilities include oversight and monitoring the use of the ISSP grant. The PVC(Indigenous) has portfolio responsibility for GUMURRII SSU, Indigenous Engagement and Indigenous Research Unit, with the respective Directors of those areas advising on, reviewing and making recommendations to the PVC(Indigenous) about 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 University's First Peoples advisory committee/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; and priorities, strategies and initiatives for First Peoples teaching and learning, research and engagement.

The Pro Vice Chancellor (Indigenous) authorises this Indigenous Student Success Program 2020 Performance Report and 2020 Financial Acquittal.

Additional information for completing the template

¹ Only payments made during 2020 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² Record the number of students (head count) not EFTSL.

³ Include both preserved and new ISSP scholarships.

⁴ This figures in this column should be the sum of the relevant row.

⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.

⁶ Include payments to all enabling students, including remote and regional students.

⁷ Include payments to all undergraduate students, including remote and regional students.

⁸ Include payments to all postgraduate students, including remote and regional students.

⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).

¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹¹ Add more rows if necessary.

¹² Include a brief description of the activity.

¹³ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

¹⁴ Only record amounts which would/did require payment during the 2020 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.

¹⁵ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

¹⁶ This figures in this column should be the sum of the relevant row.

¹⁷ Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).

¹⁸ This data confirms the provider's compliance with Section 21(3) of the Guidelines.

¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.

²⁰ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

²¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

²² The numbers recorded here should be a headcount of staff and not the full-time equivalent.

²³ There is no longer a requirement to break up these by faculty. Please group together results by level.

Indigenous Student Success Program

2020 Financial Acquittal

Organisation

Griffith University

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST)¹

| Item | (\$) |
|---|------------------|
| A. ISSP Grant | |
| ISSP Grant 2020 (flexible component) | 3,557,928 |
| ISSP Grant 2020 for preserved scholarships | 5,510 |
| Subtotal ISSP Grant 2020 | 3,563,438 |
| B. Other ISSP Related Income | |
| Rollover of ISSP funds from 2019 | 200,000 |
| Interest earned/royalties from ISSP funding | |
| Sale of ISSP assets | |
| Subtotal other ISSP related income | 200,000 |
| Grand total for 2020 | 3,763,438 |

Table 1b Other funding available to support Indigenous students in 2020 (excluding GST)²

| Item | (\$) |
|---|------------------|
| A. Other non-ISSP funds | |
| Other funding provided under HESA ³ | 836,678 |
| Other Commonwealth Government funding | 4,386,220 |
| ATO cash flow boost voluntarily allocated by you to this activity | |
| Funds derived from external sources ⁴ | 165,800 |
| Total of other non-ISSP funds for 2020 | 5,388,698 |

Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST)⁵

| Item | Actual ISSP (\$) ⁶ | Estimate other funds (\$) ⁷ | TOTAL (\$) ⁸ |
|--|-------------------------------|--|-------------------------|
| Preserved scholarships | 4,133 | | 4,133 |
| "New" scholarships from flexible ISSP funding | 384,705 | | 384,705 |
| Teaching and learning ⁹ | | | |
| Salaries for staff working on ISSP activities (excluding JobKeeper payments) ^{10 11 12} | 1,392,376 | | 1,392,376 |
| Administration for staff working on ISSP activities ¹³ | 438,124 | | 438,124 |
| Travel – domestic (airfares, accommodation & meals) | 1,866 | 8,688 | 10,554 |
| Travel – international (airfares) | | 716 | 716 |
| Travel – international (accommodation and meals) | | 96 | 96 |
| Conference fees and related costs ¹⁴ | 5,229 | 10,248 | 15,477 |
| ISSP Asset purchases made during 2020 ¹⁵ | | | |
| Tutoring | 461,301 | | 461,301 |
| Funds committed for upgrade to Student Centre | 280,520 | | 280,520 |
| Student Support Unit Costs | 230,325 | 25,190 | 255,515 |
| Indigenous Research Unit | 37,800 | 175,727 | 213,527 |
| HEPPP - First Peoples Program | | 786,329 | 786,329 |
| HEPPP– other funding support for First Peoples students | | 50,349 | 50,349 |
| External funds - Scholarships | | 165,800 | 165,800 |
| External funds - First Peoples Health Unit | | 4,386,220 | 4,386,220 |
| University funds - PVC Indigenous Unit | 122,108 | 488,433 | 610,541 |
| University Funds - Indigenous Scholarships | | 126,969 | 126,969 |
| University Funds - First Peoples Health Unit | | 2,082,197 | 2,082,197 |
| University Funds - Overheads | | 142,482 | 142,482 |
| Other (including other ATO cash flow boost expenditure not included in above figures) | | | |
| A. Total Expenditure 2020 | \$3,358,487 | \$8,449,444 | \$11,807,931 |
| B. Unexpended 2020 ISSP funds approved for rollover into 2021 grant year | 400,000 | | |
| 2020 ISSP funding committed (A + B) | 3,758,487 | | |
| D. Other unexpended 2020 ISSP Funds to be returned to PM&C¹⁶ | 3,573 | | |
| C. Unexpended 2020 preserved scholarships funds to be returned to PM&C | 1,378 | | |

For NIAA information only

JobKeeper payment/s received and expended on this activity (value \$)

2. Rollovers

Table 2 Rollovers agreed

| | Rolled over (\$) (A) | Expended/committed ¹⁷ (\$) (B) | Excess to be returned to the Department ¹⁸ (C) (C = A – B) |
|--|----------------------|---|---|
| 2019 funds rolled over into 2020 | 200,000 | 200,000 | 0 |
| 2020 funds approved for rollover into 2021 | 400,000 | 0 | |

In accordance with ISSP Rollover of Grant Determination on 29 January 2020, \$200,000 of 2019 funds have been committed in 2020 to the upgrade of First Peoples student support facilities.

In accordance with ISSP Rollover of Grant Determination on 15 January 2021, \$400,000 of 2020 funds have been approved for rollover into 2021 for delivery of First Peoples Student Success – enhancing student pathways, support and engagement.

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2020¹⁹

| | | | |
|---|---------------------|---------------------|----|
| 1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²⁰ | | | \$ |
| 2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ²¹ | | | \$ |
| Amount remitted: \$ | Amount remitted: \$ | Amount remitted: \$ | |
| Date remitted: / / | Date remitted: / / | Date remitted: / / | |

4. ISSP Assets

Table 2a ISSP Assets inventory²²

| Asset Description/ category | Adjustable Value ²³ | ISSP contribution ²⁴ |
|-----------------------------|--------------------------------|---------------------------------|
| | | |
| | | |

Table 2b ISSP Assets - purchases during 2020

| Asset Description/ category | Purchase Value | ISSP contribution |
|-----------------------------|----------------|-------------------|
| | | |
| | | |

Table 2c ISSP Assets - disposals during 2020

| Asset Description/ category | Adjustable value | Disposals/ Sale Price ²⁵ | ISSP component ²⁶ | Disposals Age ²⁷ |
|-----------------------------|------------------|-------------------------------------|------------------------------|-----------------------------|
| | | | | |
| | | | | |

5. Endorsement of the Financial Acquittal²⁸

2020 Financial Acquittal supported and initialled by:

Ben Spragge

(Print name of relevant officer)

Acting Chief Financial Officer

(Print position title)

(Signature and date)

 17/5/21

Telephone contact: 07 373 55365 E-mail: b.spragge@griffith.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME 2020 CERTIFICATION

Complete this certification after reading the completed 2020 Performance Report and 2020 Financial Acquittal for the Indigenous Student Success Programme.

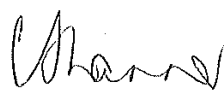
I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2020 Indigenous Student Success Programme 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 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds, and any interest earned or royalties/income derived from these Funds, was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

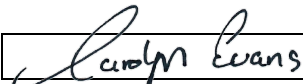
I understand that:

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

Certification recommended by university's Indigenous Governance Mechanism:

| | | |
|---------|---|-------------------|
| Name: | Professor Cindy Shannon AM | |
| Title: | Pro Vice Chancellor (Indigenous) | |
| Signed: |  | Date: 20 May 2021 |

Certification made by Vice-Chancellor or equivalent delegate:

| | | |
|---------|---|------------------|
| Name: | Professor Carolyn Evans | |
| Title: | Vice Chancellor and President | |
| Signed: |  | Date: 20/05/2021 |

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 2020 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.

² Please estimate the funds available.

³ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.

⁴ Examples of other funding are philanthropic donations, other student payments, business income etc.

⁵ Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2020 Performance Report.

⁶ List the expenditure of the income listed in Table 1a above.

⁷ List the expenditure of the income listed in Table 1b above.

⁸ Sum ISSP expenditure and other funds expenditure.

⁹ Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.

¹⁰ If the staff member works on non-ISSP specific activities (for example, mainstream tutoring or lecturing), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.

¹¹ Include expenditure on salaries for staff that provide tutorial assistance.

¹² May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.

¹³ If the staff member works on non-ISSP specific activities (for example, entering student data for non-Indigenous students), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.

¹⁴ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.

¹⁵ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.

¹⁶ Include unspent 2019 funds that were rolled over into 2020 but were not expended during 2020 (i.e. the amount recorded in Table 2, column C).

¹⁷ For 2019 funds rolled into 2020, the amount included here should be the amount expended in 2020. For 2020 funds agreed for rollover into 2021, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2021.

¹⁸ This amount should be included in the total unspent 2020 amount listed in Table 1c, Section D.

¹⁹ If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

²⁰ This amount is stated on your Recipient Created Tax Invoices (RCTIs).

²¹ This amount is stated on your Recipient Created Tax Invoices (RCTIs).

²² Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.

²³ 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 2014..

²⁴ 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).

²⁵ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.

²⁶ 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.

²⁷ Where groups of assets are disposed of, an average age can be provided.

²⁸ If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for

the organisation's internal audit function. If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.