

Flinders University ISSP 2019 Performance Report

Organisation	Flinders University		
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Flinders University uses the term 'Indigenous' when referring to programs and strategies for Aboriginal and Torres Strait Islander peoples and uses the short form reference of 'Aboriginal peoples' when referring to both Aboriginal and Torres Strait Islander peoples.

Flinders University recognises that it operates on Indigenous peoples' traditional lands and acknowledges their continued responsibility to care for Country at the University's various teaching locations, including the lands and waters of the following peoples: Kurna, Arrernte, Boandik, Bungarla, Gunditjmara, Jawoyn, Larrakia, Nauo, Ngarrindjeri, Peramangk, Wurundjeri, Yolngu.

With a footprint spanning across regional South Australia and interstate locations in the Northern Territory and Victoria, Flinders University maintains support strategies to ensure outreach and engagement and builds upon relationships with stakeholders in these areas, including schools, Indigenous communities and organisations.

Introduction

The Office of Indigenous Strategy and Engagement (OISE) is structurally located in the Portfolio of the Deputy Vice Chancellor (Students). The office is managed by the Pro Vice Chancellor (Indigenous) who also oversees Yunggorendi Student Engagement, where Indigenous student support and engagement is administered.

2019 saw the joint appointment of interim Pro Vice Chancellor (Indigenous), Associate Professor Simone Ulalka Tur and Dr Ali Gumillya Baker to lead Indigenous engagement within the University. These appointments signified the ongoing commitment and strong focus on Indigenous success and engagement across the University and aligned Flinders University nationally. The University took an innovative approach through the joint appointment to progress the development of the University's Innovate Reconciliation Action Plan, build upon its engagement with Aboriginal and Torres Strait communities, the development of Indigenous governance mechanisms, and further whole university engagement. In addition, a full-time continuing OISE Business Manager was appointed September 2019 to work alongside the Pro Vice Chancellor (Indigenous) to advance the University's Indigenous strategic direction.

2019 was the second year of funding with the new Indigenous student success team within Yunggorendi Student Engagement and the development of new initiatives to build upon its existing Indigenous student success programs, such as the employment of a Study Skills Advisor and development of digital resources.

The Indigenous Student Success Program (ISSP) funding continued to be the predominant funding source of OISE supporting all programs and salaries (\$1.5m) with the Pro Vice Chancellor (Indigenous) and the Business Manager roles, being funded by the University. Other non-ISSP funding from government and external sources for Indigenous programs and activities across the University totalled \$1.07m.

The University is pleased to announce that the Innovate Reconciliation Action Plan has been ratified by Reconciliation Australia, May 2020.

1. Enrolments (Access)

In 2019, Flinders undertook several initiatives designed to increase awareness of education pathways, access, participation, success and completion for Aboriginal and Torres Strait Islander people in higher education. Initiatives included outreach activities promoting study, scholarship, and academic and student support and pastoral care services, led by Indigenous Student Support Officers and Access and Outreach staff in Yunggorendi Student Engagement, located in the Office of Indigenous Strategy and Engagement.

Indigenous Admission Scheme - The Indigenous Admission Scheme (IAS) administered by Yunggorendi Student Engagement provides an alternative pathway for Aboriginal and Torres Strait Islander peoples who may not have been able to gain entry into university by traditional means. There are two entry points per year, at the beginning of each semester. The process consists of a written submission and interview, with previous education and related activities forming the prospective student's application. The total number of IAS applications received in 2019 was 32 with 27 offers for commencement being made through either IAS or to students with an ATAR.

In Semester 1, 2019, a total of 73 Undergraduate offers and 38 Postgraduate offers were made. In Semester 2, 2019, 10 Undergraduate offers and 13 Postgraduate offers were made.

Foundations Studies Program - Flinders offers a Foundation Studies Program which is a bridging program for Indigenous and non-Indigenous students. Indigenous student may apply directly into the Foundation Program or be recommended through the Indigenous Admissions Scheme process. In 2019, 24 Indigenous students were enrolled in the program. After completion, four Indigenous students were made offers into undergraduate programs in 2020.

Indigenous Entry Scheme (Medicine) - A key priority of the Northern Territory and Commonwealth governments is to increase the participation of Aboriginal people in medical training. Flinders University's Indigenous Entry Stream (IES) is available to Aboriginal graduates who wish to study Medicine either in Adelaide or in the Northern Territory. For this stream, students can apply directly to Flinders University for graduate entry to the Doctor of Medicine without having to sit the University Clinical Aptitude Test (UCAT). Students who do not sit the UCAT are required to apply for and complete the University's Preparation for Medicine program. In 2019, three students gained admission through this scheme and were accepted in the Northern Territory Medical Program (NTMP).

Yunggorendi Access and Outreach – Access and Outreach staff work collaboratively with key areas across the University including the Education Pathways Team, Prospective Student Office, Flinders Rural Aboriginal Health team (A-team), management and Community Engagement Officers in Flinders NTMP, and the Poche Centre to deliver inbound and outreach recruitment programs, activities and engage in community events.

Access and Outreach activities regularly included presentations to high schools across South Australia by Yunggorendi's Access and Outreach Officer and Indigenous Student Support Officers.

Indigenous Student Guide - The Office of Indigenous Strategy and Engagement annually updates its Indigenous Student Guide which is provided to prospective students at recruitment and community events and is available to download at <https://www.flinders.edu.au/content/dam/documents/study/domestic/pathways/indigenous-student-guide.pdf>

Flinders University Rural Health SA (FURHSA)

The FURHSA Aboriginal Health team (A-team) consisting of 3 Aboriginal staff supported 8 students (5 x SA, 3 x NT) entering the MD program to attend the Preparation for Medicine Program (PMP) in Darwin in 2019. This 2-week intensive mid-year program is designed to: teach students the foundation skills and knowledge they need to study medicine; prepare them for tertiary study; and build a supportive cohort.

The A-team undertook high school visits throughout respective rural locations in South Australia, as well as Western Victoria and Western New South Wales to promote recruitment of Aboriginal students into Health Science degrees and to build relationships with the High Schools.

The Aboriginal Health team of FURHSA actively work and engage with 10 Aboriginal Community Controlled Health Organisations (ACCHO) within Moorundi (Murray Bridge), Pangula (Mt Gambier) which enables the recruitment and support of Aboriginal people working in these services who wish to enrol in Health Science degrees as mature students.

FURHSA formalised a partnership with the Aboriginal Health Council of SA (AHCSA) for the recruitment of Aboriginal Health Workers to study medicine or an allied health profession (when students have completed Certificate 3 and 4 in Aboriginal Primary Health Care).

FURHSA established the Riverland Aboriginal Youth Mentoring Group for primary school aged students. This service provides homework support at the Barmera Primary School or at the Aboriginal Wellbeing Centre in Barmera.

Additionally, FURHSA established connections with EQUALS (an international training body) who have several Aboriginal and Torres Strait Islander students studying EN and Aged Care courses, whom have expressed interest in studies at Flinders University.

FURHSA Aboriginal Health Team members attend Aboriginal Advisory Group Meetings in the Riverland. These meetings include community service and Local Health Network staff and the Aboriginal Health Team provide information on what courses are available and how to enrol.

FURHSA Aboriginal Health Team sponsor the “Deadly Awards” which acknowledge students who transition from Primary to Secondary School as well as Year 12 graduates.

Other strategies and activities funded by University resources - The College of Medicine and Public Health (CMPH) Indigenous Health Strategy was developed in 2019. Key priorities and objectives include:

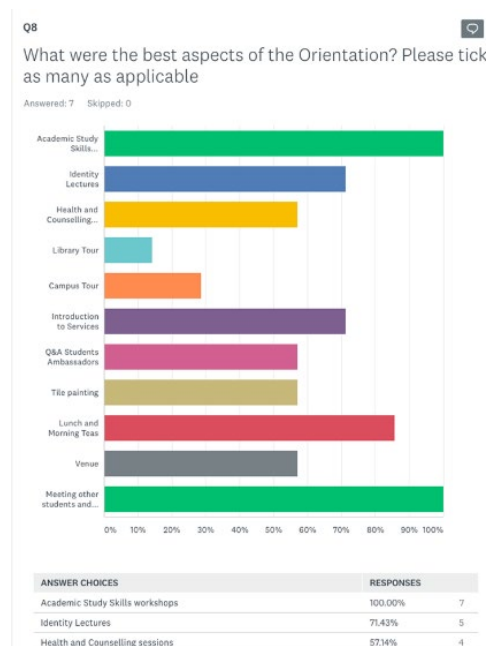
- recognition of Aboriginal and Torres Strait Islander peoples as traditional owners and custodians of the lands, Indigenous Knowledge systems and values, recruitment and employment of Aboriginal and Torres Strait Islander peoples to grow teaching and research capabilities and develop academic and professional leaders.
- increase Indigenous student enrolments, retention, successful graduation to employment through integrated and tailored support, pathways, culturally safe curricula and pedagogy; research that reflects community-priorities to enhance the health and well-being of Indigenous Australians.
- develop culturally safe graduates; and to further develop modes of community engagement to ensure comprehensive participation in, and representation of community perspectives into, Indigenous matters of relevance to our college.

In 2019, the College of Business, Government and Law developed the Igniting Success Working Party. The purpose of the working party is to provide solutions to increase the student participation in all aspects of College life.

The College of Humanities, Arts and Social Sciences developed an Indigenous Australian Studies major as part offerings within Bachelor degree programs <https://students.flinders.edu.au/my-course/course-rules/undergrad/majors/ba-indgaust>

Orientation – In addition to Flinders University’s O’Week program for all students, 19 commencing Aboriginal students attended the 3-day Yunggorendi Student Orientation Program. Hosted by Yunggorendi Student Engagement staff at the beginning of Semesters 1 and 2, the program offers a renewed, student centred, culturally affirming program for commencing students, with an emphasis on including family and community members. During this time students meet the Yunggorendi Student Engagement team members and learn about the University’s student supports and services. Existing students also participate in the program and provide real life examples and responses in a Q&A session.

During the 2019 orientation events, students developed individual learning plans and worked with the Study Skills Advisor across 5 skills sessions on: transition to University; critical reading, academic integrity and referencing; note taking; and how to write assignments. Feedback provided on orientation sessions was valuable and showed how effective the students felt about the sessions, as explained in the graphs below.



The bright tiled artwork at the entrance of the Office of Indigenous Strategy and Engagement and Yunggorendi Student Engagement Offices is hard to miss. The collaborative artwork tiling project forms part of the students’ orientation and sense of belonging to Yunggorendi and builds into the fabric of the centre and University, with the tiles being permanently affixed to the pillars at the entry of the building. This activity is offered on the last day of every Yunggorendi Orientation Program.



Figure 1- Tiles painted by students at Orientation



Figure 2- Students painting tiles at Orientation

1.2 The Rise or Fall of Indigenous EFTSL

Table 1 below indicates the rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL) in 2019. The data indicates a 6% increase in Indigenous student commencing load, or 2% increase in student enrolment numbers.

Table 1 – The Rise or Fall of Indigenous EFTSL

Year	Commencing Status	Load				Enrolments			
		Indigenous	Non-Indigenous	Unknown	% Indigenous	Indigenous	Non-Indigenous	Unknown	% Indigenous
2018	Commencing	78.1	5,165.8	64.2	1.5%	148	8,609	119	1.7%
	Continuing	134.3	8,564.2	1.3	1.6%	211	13,191	2	1.6%
	Total	212.4	13,730.0	65.4	1.5%	359	21800	121	1.6%
2019	Commencing	82.7	5,105.5	95.5	1.6%	151	8,377	190	1.8%
	Continuing	117.9	8,444.9	22.4	1.4%	195	13,162	33	1.5%
	Total	200.6	13,550.4	117.9	1.5%	346	21539	223	1.6%
Commencing Increase 2018->2019		+5.9%	-1.2%			+2.0%	-2.7%		
Total Increase 2018->2019		-5.6%	-1.3%			-3.6%	-1.2%		

1.3 Scholarships

Scholarships continued to play an important role in the retention of Aboriginal students. The University has established an Indigenous scholarship program for scholarships up to \$5000. In 2019, Flinders awarded eight Indigenous Education Costs Scholarships, 24 Indigenous Commonwealth Accommodation Scholarships, totalling \$136,672. An additional 21 other scholarships from Government, philanthropic, private or University sources were awarded, totalling \$306,797.42.

Table 2 Commonwealth Scholarships – Total breakdown of 2019 payments (including metro, regional and remote)

The value of the Indigenous Education Costs Scholarship was \$2728
The value of the Indigenous Accommodation Costs Scholarship was \$5456

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	-	-	-	-	-	-	-	-
Undergraduate	\$49,107	18	\$40,920	7.5			\$90,027	25.5
Postgraduate	\$16,368	6	\$27,280	5			\$43,648	11
Other								
Total	\$65,472	24	\$68,200	8			\$136,672	36.5

Table 3 Other Scholarships – Total breakdown of 2019 payments

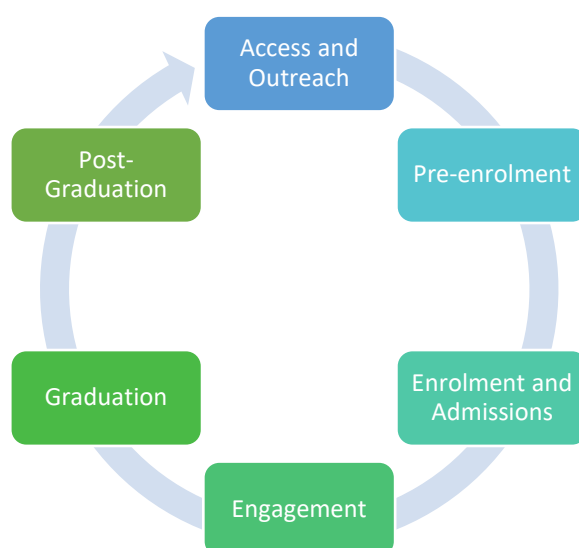
Scholarship Name	Value	No.	Total	Degree Program
Michael Kidd	\$2000	1	\$2000	Indigenous Scholarship
Peter Bailie	\$5000	1	\$5000	Health Sciences
Rotary Health	\$2500	1	\$2500	Health Sciences
NT Medical Program	\$20,000	9	\$168,842.83	NT based Medical students. Employer reserved place.
Erica Jolly	\$500	1	\$500	Education (Special Education)
POCHE	\$25,000	2	\$42,843.61	Health Sciences
Sophia Fund	\$500	1	\$500	General Indigenous
Aboriginal Health Ed.	\$10,000	3	\$30,000	Health Sciences
Resthaven	\$2500	1	\$2500	Health Sciences
Austin Taylor	\$750	1	\$750	Indigenous NT Medical Scholarship
Lowitja Scholarship		3	\$51,360.98	Indigenous Scholarship
Total		21	\$306,797.42	

2. Progression

Yunggorendi Student Engagement is a small team of eight staff consisting of a Coordinator, three Indigenous Student Support Officers, an Access and Outreach Officer, a Counsellor, Study Skills Advisor, and an Administration Officer who is responsible for the Yunggorendi Tutorial Program. The team is responsible for providing advice and assistance to prospective and current Aboriginal and Torres Strait Islander students.

Indigenous Student Support – The Yunggorendi Indigenous Student Support Officers (ISSO's) are responsible for providing individual support throughout the student's degree. Support ranges from pre-enrolment advice, academic advocacy, pastoral support, housing and finance.

The following diagram describes the student lifecycle and starting from how they came to hear about Flinders University programs through access and outreach activities and then the cycle through enrolment, engagement, graduation and then post-graduation.



Doctor of Medicine Scholarship - Flinders University Rural Health SA (FURHSA) are funded by Rural Health Medical Training (RHMT) and in November 2019 introduced the “Rural Health South Australia: Aboriginal and Torres Strait Islander Doctor of Medicine Student Scholarship”. The scholarships (of \$20,000 per year for up to four years - total value of up to \$80,000) are provided to all Aboriginal and Torres Strait Islander students who enrol in the Flinders University Doctor of Medicine (MD) in South Australia.

Professional Development Fund - The Yunggoendi Indigenous Student Professional Development Fund is available to students for the purpose of contributing to study related and professional development activity. The activity can include travel, field trips, clinical placement, conference attendance and workshops. The fund is available to both Undergraduate and Postgraduate students, to the value of \$750. In 2019, 10 students accessed this funding.

FLO – Flinders Learning Online Aboriginal student online portal provides students access to updated information and advice on University related matters including available resources, study skills, Abstudy, housing, cadetships, tutoring, and scholarships. The site is regularly updated with events, news and information relevant to study and engagement at Flinders.

Tjilbruke student lounge – The lounge for Indigenous students is located at the Bedford Park campus. It has been tastefully refurbished to include study spaces, computer suite, kitchen with food pantry and relaxation area. Yunggoendi support staff are also located down the corridor in the same location so that students have ease of access to support and services.

Student Engagement – Engagement activities for students include, weekly lunches and workshops aimed at engaging students on campus and providing a sense of belonging. In 2019, weaving workshops were conducted for staff and students.

FISA - Governed by the Clubs and Societies of the University, the Flinders Indigenous Student Association (FISA) is student run with an elected president, secretary, treasurer and committee members. The Association is funded by Flinders University Student Association (FUSA) and receives funding from the Office of Indigenous Strategy and Engagement to support student related events.

Student Ambassador Program - The Yunggoendi Student Ambassador Program is a program for students to assist with inbound and outbound recruitment activities. Students undertake training and are employed as casual staff members by the University.

Counsellor - In 2019, a dedicated Counsellor was employed to provide professional counselling services to Aboriginal students. A total of 102 sessions were held predominately to Undergraduate students (70%) who presented most with anxiety, feeling down, academic issues and relationships. Most sessions were face to face with phone and skype sessions provided to students in the Northern Territory and regional and remote areas. At the end of 2019, OISE applied for rollover funds to build a dedicated and confidential office and consulting space for the Counsellor. This application was approved with building works to commence in 2020.

Cultural Awareness – In 2019, FURHSA Aboriginal Team developed online programs and presentations to provide cultural awareness training to new and existing staff. The training will be conducted in 2020 and will form part of orientation for new staff and will be completed within the 3 months’ probation period.

FURHSA delivered cultural awareness and safety training to students and clinicians to develop staff and students’ cultural humility and understanding. Twenty hours of cultural teaching is scheduled for medical students in Year 3 (including Walk on Country). Staff and students are invited to participate in local Aboriginal Service training days with Life without Barriers.

Table 4 – The Rise or Fall of Indigenous Success/Progress Rates

The table below shows the rise or fall of success/progress rates. In 2019, there was a 5% decrease in the Indigenous student success rate.

This decrease in numbers can be attributed to a number of reasons including societal impacts. Indigenous people experience many barriers to education including, remote access issues, working whilst studying, childcare and family issues, financial and family responsibilities, language, literacy and numeracy barriers.

To support the continued success of our students, we will continue to work closely with students and provide academic advocacy, access to scholarships, tutoring and study skills advice, pastoral support and counselling, and referral to other university and Aboriginal community services.

Year	Commencing Status	Load			Success Rate [%]		
		Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown
2018	Commencing	78.13	5165.82	64.17	69.26%	83.10%	54.38%
	Continuing	134.28	8564.16	1.25	76.43%	89.09%	20.00%
	Total	212.40	13729.97	65.42	73.71%	86.78%	53.71%
Provisional 2019	Commencing	81.95	5099.28	101.24	63.28%	84.20%	66.67%
	Continuing	117.40	8446.83	22.43	74.99%	89.31%	74.07%
	Total	199.35	13546.11	123.67	69.97%	87.32%	67.97%
Commencing Increase in Success Rates 2018->2019					-9.5%	+1.3%	
Total Increase in Success Rates 2018->2019					-5.3%	+0.6%	

Table 5 – Indigenous Support Activities provided in 2019

The table below shows outreach and support activities conducted in 2019 by Yunggoorendi Student Engagement. The funding source used for these activities was ISSP funds.

Activity	Number of student participants	Expenditure (\$)
Nunga Tag	300 approx. students	\$60
Department of Education – STEM Aboriginal Student Congress	600 approx. students	\$937.17
Aboriginal SACE Conference (metro)	150 approx. students	n/a
Department for Education – SAASTA Power Cup	400 approx. students	\$710
STEAM Camp – Smith Family	30 approx. students	\$200.41
SACE Conference (Regional Roadshow – Whyalla and Port Pirie).	60 approx. students	\$1302.28
Life in the Uni Lane	100 approx. students	\$5,070
Riverhub Community Night – Seaford High School	100 approx. community members	n/a
Taoundi College – Open Day	200 approx. community members	\$200
Walkabout Centre Career Day	100 approx. students	\$300
Career Expo (Education Pathways) - Whyalla	100 approx. students	n/a
Flinders Roadshow (Education Pathways) – Whyalla	200 approx. students	n/a
Reconciliation Week	Multiple events	n/a
NAIDOC Week – Family Fun day	2,000 approx. community members	\$450

Table 6 – The Rise or Fall of Remote and Regional Indigenous Success/Progress Rates

This table shows the rise or fall of Indigenous success/progress from remote and regional areas. The table indicates a 4% decrease in the number of commencing Indigenous students from rural areas.

The factors for the decrease in these numbers can be broad and may also be specific to a rural/regional potential student, such as the transition from their home location to larger CBD areas and isolation experienced from being away from their family and community.

Rural and remote Indigenous student engagement and success will remain a priority in Yunggoendi Student Engagement, including fostering students sense of community in Yunggoendi through the newly refurbished Tjilbruke student lounge and offering of pastoral and student support programs.

Year	Commencing Status	Load			Success Rate [%]		
		Indigenous	Non-Indigenous	Unknown	Indigenous	Non-Indigenous	Unknown
2018	Commencing	25.00	952.46	13.13	70.56%	82.81%	66.67%
	Continuing	40.17	1530.25		77.27%	90.49%	
	Total	65.17	2482.71	13.13	74.65%	87.50%	66.67%
Provisional 2019	Commencing	22.50	935.26	15.75	63.10%	85.65%	73.39%
	Continuing	38.81	1468.53	6.13	76.81%	89.90%	87.76%
	Total	61.31	2403.79	21.88	71.57%	88.19%	77.46%
Commencing Increase in Success Rates 2018->2019					-11.8%	+3.3%	
Total Increase in Success Rates 2018->2019					-4.3%	+0.8%	

Yunggoendi Tutorial Program

The Yunggoendi Tutorial Program connects Indigenous students with tutors who have topic expertise. It provides supplementary tutoring for students enrolled in degree programs, including the foundation course. Tutors support students to develop their understanding and critical engagement in the curriculum.

In 2019, 69 Indigenous students received tutorial assistance from the Yunggoendi Tutorial Program. This was made up of a total of approximately 3050 tutoring hours. Tutorial staff are employed as casual staff and were paid approximately \$169,000 in salary payments.

Table 7 – Tutorial Assistance

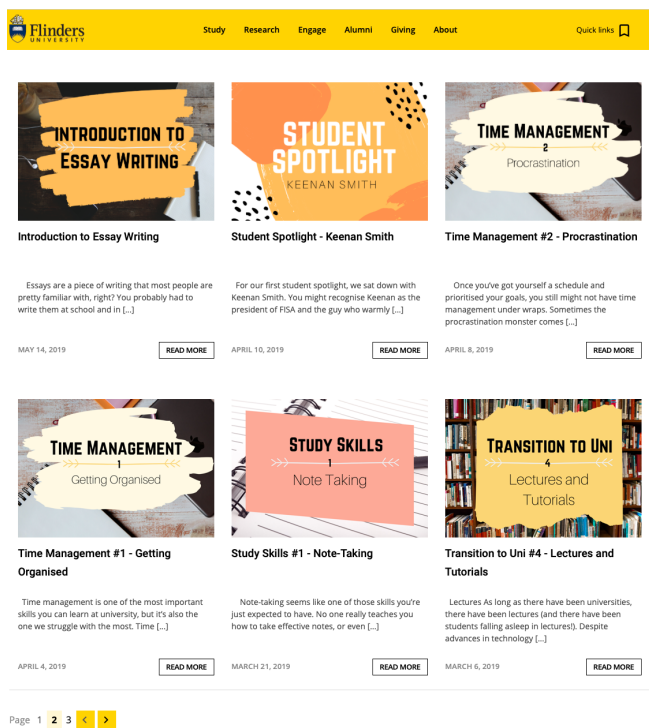
The following table outlines the breakdown of tutorial assistance and payments.

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling	9	115.25	\$6,370.64
Undergraduate	48	1590.11	\$87,896.00
Postgraduate	12	1347.75	\$74,499.14
Other	-	-	-
Total	69	3053.11	\$168,765.78

Study Skills Advisor - To further support student progression, a Study Skills Advisor was employed to provide students with academic numeracy and literacy support. Individual or group tutoring is available to all Aboriginal and Torres Strait Islander students. In 2019, the Study Skills Advisor developed digital resources in the form of a Student Skills blog with accompanying videos (Vlogs). Twenty eight blog posts were broadly categorised into Transition to Uni, Topic Preparation, Time Management, Essay Writing and Effective Reading.

The blogs have also been edited into study guides for print. The aim is that they can become resources for students to take home and provide extra support that clarifies and contextualises the conversations in student appointments.

The images below are screenshot images of the resources that were developed by the Study Skills Advisor.



Hi! I'm Lauren, the Study Skills Advisor at Yunggorendi. In this booklet, we're going to break down all the ins and outs of good essay writing. If you want more study tips, make sure you check out the Yunggorendi Study Skills Blog <https://blogs.flinders.edu.au/yunggorendi-study-skills/>.

Essay Writing

Essays are a piece of writing that most people are pretty familiar with, right? You probably had to write them at school and in most topics, they make up the bulk of assessment. But do you actually feel confident that you know what an essay is, or what's expected of you? Well, I'm here to help!

Why do we write essays?

Writing essays, particularly in an academic context, is all about **transmitting your knowledge and ideas to others**. Usually, we do this in the form of an **argument**. By putting forward a claim and using evidence to support that claim, we not only show our understanding of a topic, but we also demonstrate our critical thinking skills, our ability to communicate effectively, and are able to process our learning.

This is why they are one of the most favoured types of assessments of our lecturers and tutors.

But they are also complex pieces of writing, and they can take a while to get good at. The good news is that once you've got the formula down you're probably set up to do well. They can – depending on your discipline – be a really creative exercise as well. While essays can seem quite structured, you might be surprised at how much freedom you can often have with them once you know the rules. They're the perfect outlet to articulate your ideas.

But they don't necessarily seem this simple or approachable on the surface.

The Office of Indigenous Strategy and Engagement Staffing Profile

The Office of the Indigenous Strategy and Engagement (OISE) is structurally positioned in the Portfolio of the Deputy Vice Chancellor (Students.) OISE is led by the Pro Vice Chancellor (Indigenous) and at the end of 2019 had a total number of 11 staff in the following positions:

Table 8 – Office of Indigenous Strategy and Engagement Staffing Profile (FTE)

Title	Employment Status	Indigenous/ non-Indigenous	Funding Source
Pro Vice Chancellor Indigenous	Contract	Indigenous	University Funded
Business Manager	Continuing	Indigenous	University Funded
Coordinator Yunggorendi Student Engagement	Contract	Indigenous	ISSP funded
3 x Indigenous Student Support Officers	Contract	2 x Indigenous 1 x non-Indigenous	ISSP funded ISSP funded
Access and Outreach Officer	Contract	Indigenous	ISSP funded
2 x Administrative Officers	1 x contract 1 x continuing	1 x Indigenous 1 x non-Indigenous	ISSP funded ISSP funded
Counsellor	Contract	1 x non-Indigenous	ISSP funded
Academic Study Skills Advisors	Casual	1 x non-Indigenous	ISSP funded

3. Completions

In 2019, 44 Indigenous students graduated. This included 25 Bachelor's degrees, 11 Postgraduate (other), 2 Higher Degree Research, and 6 Higher Degree Coursework.

Graduation - Yunggorendi Student Engagement hosts a graduation celebration for Indigenous students and their families following their formal graduation ceremony on campus. Students are offered a small gift for their achievements. Thirteen students attended the Yunggorendi Graduation celebrations in semester 1 and 2 in 2019.



Figure 3 - September 2019 Graduation Celebration

Table 9 – The Rise or Fall of Indigenous Student Completions.

This table shows Indigenous completions as a proportion of all Flinders University completions. The table indicates a decrease (n=13) in the Indigenous student completion numbers.

Increasing our success and completions rates is a priority and to support this, we will work closely with students and provide academic advocacy, access to scholarships, tutoring and study skills advice, pastoral support and counselling, and referral to other university and Aboriginal community services.

We will also generate comprehensive data to identify, track and support Indigenous students' progress throughout their academic careers.

Year	Course Level - Medium	Indigenous	Non-Indigenous	Unknown	% Completions
2018	Higher Degree Coursework	10	1,789	2	0.56%
	Higher Degree Research	4	180	0	2.17%
	Postgraduate Other	13	891	0	1.44%
	Undergraduate	30	3,071	8	0.96%
2018 Total Completions		57	5,931	10	0.95%
Provisional 2019	Higher Degree Coursework	6	1,555	1	0.38%
	Higher Degree Research	2	122	0	1.61%
	Postgraduate Other	11	904	9	1.19%
	Undergraduate	25	2,842	25	0.86%
Provisional 2019 Total Completions		44	5,423	35	0.80%

Cadetships – Yunggorendi Student Engagement promote Career Trackers and AFL Sports Ready as potential host employers for paid internships, cadetships and employment for Aboriginal students studying at Flinders.

Aurora Indigenous Scholars Tour - In 2019, Flinders contributed \$9000 for a graduate to participate in the Aurora Indigenous Scholars Tour. The tour was run over five weeks with participants travelling to universities in the United States of America, and the United Kingdom. The tour provides opportunities for selected Aboriginal students to gain insights into the experience of undertaking postgraduate studies at premier institutions and to build networks and knowledge. <https://aurorafoundation.com.au/international-scholarships>

Career Hub - The University also supports students with careers and employability through its Career Hub. The online portal provides access to numerous resources to support students after graduation. The service also career planning advice, and a service that assists with resumes, applications and interview preparation. The portal also has access to job vacancies, volunteering, internships and vacation programs.

4. Regional and Remote Students

The Flinders Rural Health, Flinders NT and the Poche Centre have a specific focus on recruiting prospective students for Medicine, Nursing, Public and Allied Health Degree programs. The A-team, together with the Rural Health Student Club and the Prospective Student Office, developed a comprehensive regional recruitment program to visit regional High Schools to build relationships and provide information about studying health at Flinders. The A-team are involved in school visits and the recruitment of Aboriginal and Torres Strait Islander students into Medicine and other Allied Health disciplines. There have been several students successfully enrolled into courses in 2018 and 2019. The A-team actively supports students that are in the 3rd year of studying and has chosen a rural placement to complete their studies. Supports that have worked are mentoring, meeting with the student, and to encourage to commit to study. The A-Team maintain contact with past Indigenous medical graduates to support them in their decision making for their fellowship (specialization) training.

Broader support is available on the University's campuses and online to support Indigenous student progression and success. Students can access learning support from the Student Learning Centre, virtual classrooms and discussions centres, library support, technical support and general support services including: Flinders Connect; Career Hub; Counselling and Disability service and Student lounges. The Flinders University Student Association (FUSA) provides support for grants, scholarships, accommodation and academic and financial advocacy.

Table 10 – ISSP Scholarship data for remote and regional students

The value of the Indigenous Education Costs Scholarship is \$2728

The value of the Indigenous Accommodation Costs Scholarship is \$5456

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	\$41,478	14	\$45,517.50	8.5	\$15,000	15	\$97,981.50	39
B. 2019 Offers	\$28,644	10.5	\$51,832	9.5	-	-	\$111,848	20
C. Percentage (C=B/A*100)								
2019 Payments	\$28,644	10.5	\$51,832	9.5	-	-	\$111,848	20

Value of scholarships awarded by the University to <u>remote and regional</u> students in the 2018 academic year	\$62,573
Value of scholarships awarded by the University to <u>remote and regional</u> students in the 2019 academic year	\$111,848

Table 11 - The Rise or Fall of Indigenous remote and regional students

The table below shows the rise or fall of Indigenous Equivalent full-time student load (EFTSL) for remote and regional students. The table indicates a decrease of approximately 6% of Indigenous students from 2018.

Increasing these numbers is a priority and to support this we have in place strategies that focus on access and outreach, recruitment of students, and student support strategies and programs focussed on the retention and completions of all Indigenous students.

Year	Commencing Status	Load				Enrolments			
		Indigenous	Non-Indigenous	Unknown	% Indigenous	Indigenous	Non-Indigenous	Unknown	% Indigenous
2018	Commencing	25.0	952.5	13.1	2.6%	52	1,660	23	3.1%
	Continuing	40.2	1,530.2		2.6%	62	2,394		2.6%
	Total	65.2	2,482.7	13.1	2.6%	114	4,054	23	2.8%
2019	Commencing	22.5	935.3	15.8	2.4%	44	1,599	31	2.7%
	Continuing	38.8	1,468.5	6.1	2.6%	65	2,345	7	2.8%
	Total	61.3	2,403.8	21.9	2.5%	109	3,944	38	2.7%
Commencing Increase 2018->2019		-10.0%	-1.8%			-15.4%	-3.7%		
Total Increase 2018->2019		-5.9%	-3.2%			-4.4%	-2.7%		

5. Working with Vulnerable People Requirement

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

6. Eligibility Requirements

Flinders University has an Innovate Reconciliation Action Plan that has been approved by NIAA as a document that meets the requirement for an Indigenous Education Strategy. The RAP document was submitted to Reconciliation Australia for ratification in December 2019, as reported in the introduction formally ratified May 2020.

6.1 Indigenous Education Strategy

Reconciliation Action Plan (RAP) - In 2019, Flinders University committed to consulting, developing and implementing an Innovate RAP following two decades of incremental advances in prioritising Indigenous engagement in higher education. The University, through this inaugural Innovate RAP, seeks to build on the achievements made under the Indigenous Engagement Framework, and to further commit to improving the lives and well-being of Indigenous Australians and 'Closing the Gap'. The University seeks to create an environment that is culturally inclusive in all aspects of its business. The Flinders University Innovate RAP is the strategic Indigenous Education plan for the University. The strategies in this Innovate RAP aim to directly contribute to:

- increasing Indigenous participation, retention and success in higher education, and
- increasing levels of economic and social participation for Indigenous people and their communities.

Strategic Plan - Flinders continues to progress the University's Strategic Plan [Agenda 2025: Making a Difference commits the University to](#) engage with Indigenous Australians, students, staff and the community to respect Indigenous knowledge systems and perspectives, and to progress [Indigenous advancement in education, research, employment and wellbeing](#).

6.2 Indigenous Workforce Strategy

The Flinders University Indigenous Workforce Strategy promotes the increased participation of Aboriginal and Torres Strait Islander people in employment in both Academic and Professional roles. The University sets a bold target of 3% by 2025. Whilst the University is working towards this aspirational employment target it is realistic in its expectations and seeks to first build a cultural supportive work environment as a fundamental platform for the attraction and retention of Indigenous staff.

The University through its Indigenous Workforce Strategy (IWS) Committee monitors the implementation and Indigenous Employment Statistics. The committee meets bi-annually and provides reports to the University's Consultative Committee and the Equal Opportunity and Diversity Committee.

Table 12 - The Indigenous Workforce Strategy Advisory Group

The Indigenous Workforce Strategy (IWS) Advisory Group composition in 2019 was as follows:

Deputy Vice-Chancellor (Students)
Pro Vice Chancellor Indigenous
Director, People & Culture
Manager, Equity & Diversity
2 x Aboriginal staff members
1 x Staff member nominated by the Deputy Chair of the UCC
Executive Officer

Table 13 – Flinders University Indigenous Workforce

The following table details the Indigenous staffing profile at Flinders University at the end of 2019. There were 50 Aboriginal people employed at Flinders University including Academic and Professionals in Fixed Term, Continuing and Casual contracts.

Row Labels	Casual		Casual Total	Continuing		Continuing Total	Fixed Term		Fixed Term Total	Grand Total
	Academic	Professional		Academic	Professional		Academic	Professional		
College of Business, Government and Law							1		1	1
Level B							1		1	1
Lecturer in Law							1		1	1
College of Education, Psychology and Social Work							1		1	1
Level A							1		1	1
Associate Lecturer in Teacher Education (Physical Education)							1		1	1
College of Humanities, Arts and Social Sciences	1		1	5		5	1		1	7
Level C				3		3	1		1	4
Senior Lecturer				3		3				3
Senior Research Fellow							1		1	1
Level D				2		2				2
Associate Professor				1		1				1
Professor				1		1				1
Casual	1		1							1
Casual Academic	1		1							1
College of Medicine and Public Health	1		1	1		1	18	7	25	27
HEO 05								4	4	4
Campus Administrator, Katherine								1	1	1
Community Engagement Officer								1	1	1
Project Officer (Aboriginal Gambling Help Service)								1	1	1
Research Assistant								1	1	1
HEO 06								1	1	1
Elder on Campus								1	1	1
HEO 09								1	1	1
Manager Flinders NT								1	1	1
Level A							5		5	5
Associate Lecturer - Aboriginal and Torres Strait Islander Health							3		3	3
Research Associate Indigenous Health							2		2	2
Level B							8		8	8
Academic Lead, Rural and Remote Health (CRH)							1		1	1
Lecturer - Mental Health							1		1	1
Lecturer in Indigenous Health							1		1	1
Lecturer Indigenous Health							2		2	2
Lecturer, Indigenous Health							1		1	1
Research Fellow							2		2	2
Level C							2		2	2
Deputy Director - Poche Centre for Indigenous Health							1		1	1
Medical Director Regional Training Hub - Top End							1		1	1
Level D				1		1	2		2	3
ARC Future Fellow							1		1	1
Associate Professor				1		1				1
Matthew Flinders Fellow							1		1	1
Level E							1		1	1
Poche Chair in Indigenous Health and Well Being							1		1	1
Professional Staff Outside Award								1	1	1
Director, Poche and Rural and Remote Health								1	1	1
Casual	1		1							1
One off, Student Supervision, Marking Thesis	1		1							1
College of Nursing and Health Sciences	1		1	1		1				2
Level C				1		1				1
Senior Lecturer				1		1				1
Casual	1		1							1
Casual Academic	1		1							1
Corporate Services		2	2		1	1				3
HEO 04		2	2							2
Casual Professional		2	2							2
HEO 05					1	1				1
Mechanical Support Technician					1	1				1
Deputy Vice-Chancellor (Research)								1	1	1
HEO 06								1	1	1
Management Accountant								1	1	1
Deputy Vice-Chancellor (Students)					2	2		5	5	7
HEO 05					1	1		1	1	2
Office Coordinator					1	1				1
Project Assistant								1	1	1
HEO 06								3	3	3
Indigenous Access and Outreach Project Officer								1	1	1
Indigenous Student Support Officer								2	2	2
HEO 07								1	1	1
Coordinator, Yunggoorendi Student Engagement								1	1	1
HEO 08				1		1				1
Business Manager				1		1				1
Portfolio of the Vice-Chancellor								1	1	1
HEO 08								1	1	1
Entrepreneurship Facilitator								1	1	1
Grand Total	3	2	5	7	3	10	21	14	35	50

6.3 Indigenous Governance Mechanism

With the appointment of the interim Pro Vice Chancellors (Indigenous) in late 2019, a priority was the development of an Indigenous Governance Mechanism through the establishment of advisory committees.

The proposed membership included internal and external stakeholders, including government, community and non-for-profit organisations and Elder representation. This was submitted to the President & Vice Chancellor, Professor Colin Stirling for comment and endorsement, for implementation in 2020.

The RAP Steering Committee met five times in 2019 to lead the development of the Flinders University Innovate Reconciliation Action Plan. The interim Pro Vice Chancellors (Indigenous) were appointed as members to the steering committee May 2019. The Deputy Director Poche NT, Dr Maree Meredith was also a member of the steering committee.

Aboriginal staff in decision making roles

The Pro Vice Chancellors (Indigenous) who were appointed in the shared, part time role towards the end of 2019 were the most senior Indigenous staff members of the University and reported directly to the Deputy Vice Chancellor (Students). The PVICI's had responsibility for advising on, reviewing, making recommendations and monitoring the use of the ISSP funds, as well as broader responsibilities relating to Indigenous engagement, internally within the University and externally across the sector and local Aboriginal communities.

The Pro Vice Chancellor (Indigenous) is an ex-officio member of senior University governance committees including:

- Academic Senate
- The University's Education committee
- The University's Research committee
- The University's Higher Degree by Research committee
- Employment Strategy for Indigenous Australians Advisory Group (Deputy Chair)
- Reconciliation Action Plan Steering Committee and Working Group.
- Equal Opportunity and Diversity Committee

Colleges across the University also have specific additional Indigenous involvement in decision making, including on College Education committees and Indigenous advisory committees.

The University has committed to appoint a Council of community stakeholders and Elders to broaden Indigenous involvement in decision making. The Pro Vice Chancellor (Indigenous) was tasked with implementing the Council of community stakeholders and Elders, considering the range of the University's footprint and the number of Indigenous nations and communities with which we interact through Research and Education.

Table 14 – Aboriginal staff in decision making roles

Other activities that involve Aboriginal and Torres Strait Islander staff in decision making at the University include the following:

Committee Name	Aboriginal staff member	Years of employment
Academic Senate	Associate Professor Simone Ulalka Tur	22 years
Indigenous Workforce Strategy	Dr Ali Baker Mr Shane Mohor Ms Kelly Maxwell	20 years 8 months 7 months
Education Quality Committee	Associate Professor Simone Ulalka Tur	22 years
RAP Steering Committee	Associate Professor Simone Ulalka Tur Dr Ali Baker Dr Maree Meredith, Deputy Director POCH NT	22 years 20 years 8 years
Respect Now Always Advisory Group	Associate Professor Simone Ulalka Tur Dr Ali Gumillya Baker	22 years 20 years
Equal Opportunity and Diversity Committee	Associate Professor Simone Ulalka Tur	22 years
University Higher Degrees by Research Committee, UHRC	Dr Ali Gumillya Baker	20 years
Medical Program board, College of Medicine and Public Health CMPH	Mr Shane Mohor	8 months
College Executive, College of Medicine and Public Health CMPH	Mr Shane Mohor	8 months
Rural and remote Health Strategy, College of Medicine and Public Health CMPH	Dr Maree Meredith	8 years
College of Medicine and Public Health, Deans Advisory Group	Dr Maree Meredith	8 years
Indigenous Research Strategy Meeting	Associate Professor Simone Ulalka Tur Dr Ali Gumillya Baker Dr Maree Meredith Dr Tamara McKean Mr Shane Mohor	22 years 20 years 8 years 6 years 8 months

6.3.1 Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the ISSP Indigenous Governance Mechanism, currently consisting of two qualified senior, academic or executive staff members, has reviewed this Performance Report and Financial Acquittal and has endorsed them as an accurate indication of 2019 activities.

Indigenous Student Success Program

2019 Financial Acquittal

Organisation

Flinders University

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2019 (flexible component)	1,358,033
ISSP Grant 2019 for preserved scholarships	4,091
Subtotal ISSP Grant	1,362,124
B. Other ISSP Related Income	
Rollover of ISSP funds from 2018	137,798
Interest earned/royalties from ISSP funding	297
Sale of ISSP assets	
Subtotal other ISSP related income	138,095
Grand total	1,500,219

Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)²

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ³	494,129
Other Commonwealth Government funding	525,606
Funds derived from external sources ⁴	54,094
Total of other non-ISSP funds	1,070,829

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)⁵

Item	Actual ISSP (\$) ⁶	Estimate other funds (\$) ⁷	TOTAL (\$) ⁸
Preserved scholarships	2,727		2,727
"New" scholarships from flexible ISSP funding	133,672	306,797	440,469
Teaching and learning ⁹		30,784	30,784
Salaries for staff working on ISSP activities ^{10 11 12}	980,346	529,043	1,509,389
Administration for staff working on ISSP activities ¹³	44,366	58,936	103,302
Travel – domestic (airfares, accommodation & meals)	19,752	102,226	121,978
Travel – international (airfares)		3,451	3,451
Travel – international (accommodation and meals)		4,280	4,280
Conference fees and related costs ¹⁴		16,705	16,705
ISSP Asset purchases made during 2019 ¹⁵			
Other	43,113	18,607	61,720
A. Total Expenditure 2019	\$1,223,976	\$1,070,829	\$2,294,805
B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year	274,879		
2019 ISSP funding committed (A + B)	1,498,855		
D. Other unexpended 2019 ISSP Funds to be returned to PM&C¹⁶	0		
C. Unexpended 2019 preserved scholarships funds to be returned to PM&C	1,364		
Grand Total	1,500,219		

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)
2018 funds rolled over into 2019	137,798	0	0 Approved to carry forward \$137,798 to 2020
2019 funds agreed for rollover into 2020 Incl 2018 unspent funds	274,879	274,879	

Please provide details of rollovers outlined in Table 1d above:

- the expenditure of 2018 ISSP funds rolled over into 2019.
- progress towards expenditure of 2019 funds rolled over into 2020.

[Please delete this box if no roll-over was agreed]

As 2019 was a unique year of activities with the Office of Indigenous Strategy and Engagement in a rebuilding phase, several 2018 projects were incomplete and rolled over into 2019.

These included the following:

- Postgraduate Student Support Program – completed in 2019
- Residential Leadership Programs – incomplete
- Engagement Activities – completed in 2019
- The River Journey Project – incomplete

At the end of 2019, NIAA approved the rollover again of 2018 funds (\$137,798) for the incomplete projects.

Current progress towards projects and expenditure of 2019 funds rolled over into 2020 are on track to be expended and completed by the end of 2020.

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019¹⁹

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²⁰			\$0
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ²¹			\$0
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$	
Date remitted: / /	Date remitted: / /	Date remitted: / /	

4. ISSP Assets

Table 4a ISSP Assets inventory²²

Asset Description/ category	Adjustable Value	ISSP contribution
n/a		

Table 4b ISSP Assets - acquisitions and disposals during 2019

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

5. Endorsement of the Financial Acquittal²³

Financial Acquittal supported and initialled by:

Richard Porter

(Print name of relevant officer)

Chief Financial Officer

(Print position title)



4 May 2020

(Signature and date)

Telephone contact: 08 8201 3709

E-mail: richard.porter@flinders.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME

2019 CERTIFICATION

Complete this certification after reading the completed 2019 Performance Report and 2019 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 2019 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 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2019 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: Simone Ulalka Tur
Title: Associate Professor

Signed:  Date: 5 May 2020

Certification made by Vice-Chancellor or equivalent delegate:

Name: Professor Clare Pollock
Title: Deputy Vice-Chancellor (Students)

Signed:  Date: 18 May 2020

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 2019 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 2019 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 Commonwealth Grants Scheme 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 This could include minor equipment, consumables and other non-staff costs associated with administering ISSP activities, but cannot include contributions to savings or corporate dividends. 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 2018 funds that were rolled over into 2019 but were not expended during 2019 (ie the amount recorded in Table 2, column C).

¹⁷ For 2018 funds rolled into 2019, the amount included here should be the amount expended in 2019. For 2019 funds agreed for rollover into 2020, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2020.

¹⁸ This amount should be included in the total unspent 2019 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 assets acquired using ISSP funding prior to 2019.

²³ 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.

