

Reporting and acquittal requirements for the ISSP

The *Indigenous Student Assistance Grants Guidelines 2017* require Universities to provide a Performance Report and a Financial Acquittal for the 2017 academic year in early 2018. Separate Audited Financial Statements are no longer required, but you must provide the Department with a copy of the Audited Financial Statements that you provide to the Department of Education and Training at the time and in the form required by the *[Australian Higher Education] Financial Statement Guidelines 2014*.

The *Performance Report* for 2017 should reflect on the performance data supplied at [Attachment B](#) and outline key strategies used to lift outcomes during the year. Performance reporting should also demonstrate that the institution has met the conditions of eligibility for ISSP funding. A Performance Report template is provided as part of this attachment.

The *Financial Acquittal* for 2017 serves two main purposes:

1. To demonstrate that ISSP funding has been used according to the guidelines and the *Higher Education Support Act 2003*; and
2. To estimate the other financial support the university is committing to lifting Aboriginal and Torres Strait Islander student and staff outcomes, given the supplementary nature of ISSP.

The Financial Acquittal must be signed by the Chief Financial Officer or an internal auditor (for most universities) or an external auditor (for universities not reviewed by a government auditor-general). Following the recommendation of the institution's Indigenous Governance Mechanism, the Vice-Chancellor or their delegate must sign the 2017 Certification. The Financial Acquittal template is also provided as part of this attachment.

Submitting the Performance Report and Financial Acquittal

There is no page limit to the package. It is intended to be a summary of activity rather than an exhaustive account of all activities undertaken over 2017.

The ISSP Guidelines require the Performance Report and Financial Acquittal for 2017 be provided to the Department of the Prime Minister and Cabinet by **Monday, 1 May 2018**. This can be scanned and sent electronically to ISSP@pmc.gov.au.

Once the Department is satisfied that the reporting requirements have been completed and that 2017 ISSP funds have been spent in accordance with the guidelines and the Act, the documents should be published on the Institution's website along with the information supplied at [Attachment B](#) to this letter. The Indigenous Education Statements for 2016 and 2015 should also be available in the same or similar location on the University's website. Links to all of these documents should be e-mailed to ISSP@pmc.gov.au before July 2018 when the second instalment payment for the ISSP is due.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	University of Adelaide		
Contact Person	Professor Shane Hearn		
Phone	(08) 8313 3140	E-mail	shane.hearn@adelaide.edu.au

1. Enrolments (Access)

The University of Adelaide believes that there is no higher aspiration for a University than to produce Indigenous graduates of high quality who will be productive contributors to their Communities and the broader Australian society. Moreover, the University of Adelaide believes that effective outreach with Indigenous communities must be grounded in principles of mutual respect and reciprocity which establish meaningful partnerships between students, their communities and the University. In an effort to continually improve, late in 2016 we undertook a review to assess current access options into programs at the University of Adelaide.

Following this review, the University of Adelaide launched the Karnkanthi education program and committed to further consolidate the flagship program, Marni Wingku.

Karnkanthi Indigenous Education Program:

Karnkanthi Indigenous Education Program is a tailored program delivered by Wirltu Yarlu for the recruitment of years 10, 11, 12 and 13 Aboriginal and Torres Strait Islander students. The name Karnkanthi, in Kaurna means 'lifting up'. Karnkanthi, as a pathway to university draws from a strengths-based model, rather than either an equity or deficit model. Focusing on developing intrinsic strengths and capabilities, places higher expectations on students, builds resilience, values self-determination, and develops explicit strategies to help students achieve their goals with the involvement of families and communities.

Karnkanthi runs alongside existing school curriculums and is individually tailored to build on each student's unique personal and cultural strengths, and to support the development of personal and academic skills. Through both university and ISSP funding, Karnkanthi provides students access to a range of resources including a student development scholarships, tutoring and academic skills training. Furthermore, as part of the program, Wirltu Yarlu and faculties run academic camps and workshops to ensure that students are being supported and encouraged to achieve a higher ATAR and be better prepared for university.

At the end of 2017, the program had a total of 33 high achieving students participating in the program, including regional and interstate students. Wirltu Yarlu is undertaking a longitudinal evaluation to better understand the impact and effectiveness of the program.

Marni Wingku

Marni Wingku is an immersive on-campus program for Aboriginal and Torres Strait Islander high school students from across South Australia. It is run annually by Wirltu Yarlu Aboriginal Education and the five faculties at the University of Adelaide. It provides an educational experience, engaging students in a number of activities and information sessions on access, entry and succeeding at university.

In 2017, the university welcomed 223 students and 30 teachers across 24 metropolitan schools, they engaged in 11 faculty based activities which made the 2017 program the most successful to date.

Corporate Partnerships: Aboriginal AFL Academy (Port Power) Partnership

The University of Adelaide, through Wirltu Yarlu, have agreed on a partnership extending over three years as a Major Partner for the PCL Aboriginal AFL Academy (AAA) Program. This is a huge step for The University of Adelaide, which will not only increase its profile within the Indigenous South Australian community, but contribute further to closing the gap. The University of Adelaide, over the next three years, will support the next young Indigenous leaders within the AAA to empower, inspire and transition into University. The official launch was held on October 3rd, 2017 at Alberton Oval. Port Adelaide and plans are in train for 2018.

Scholarships, bridging/enabling support and outreach activities;

In accordance with ISSP, all 2017 Indigenous Commonwealth Scholarships retained the structure of previous years to provide continuity for students and reduce administrative change through the program inception.

While the Indigenous Commonwealth Education Scholarship continued with a similar structure, the appropriate Commonwealth Band Allocation determined the cost amount for each applicant. The amount increases in relation to the band of the program as it is seen as reflective of the investment made by the student into the degree.

The same allocation parameters were applied to the Reward Scholarship that commenced in Semester 2, this was administered as part of clause 20, section c of the ISAGG 2017. The Reward Scholarship acts as recognition of the student graduating from their program.

The confirmed list of 2017 graduations has detailed 6 students and the table below outlines the proposed award scale:

Category	Voucher Payment
Band 1 - UG	\$500
Band 2 - UG	\$750
Band 3 - UG	\$1000
Honours	\$250 additional
Graduate Award	\$500
Postgraduate – Masters/PhD	\$1,000

The reward was offered to students whose success rate was above our current institution rate. That students' progress at the same rate of non-Indigenous students. The rewards, also convey the message to students that the UoA value and appreciate their hard work.

The Indigenous Accommodation Scholarship had an increase in the amount that was awarded. However remained consistent in parameters to ensure assurance to regional students of consistency of support and to uphold the guidelines in offering and promoting at least 95% of the previous amounts.

the rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL);the rise and fall of EFTSL of Aboriginal and Torres Strait Islander students from remote and regional areas;

Our student numbers increased in 2017 by 8% which was an encouraging start to the year. However our regional/remote numbers declined for the access category. This was partially explained due to suspending our enabling program and the loss of our main outreach staff member in Port Augusta.

which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources.

Karnkanthi, Marni Wingku and AAA were funded primarily by the university budget with scholarships and some portion of tutors in those programs being covered by ISSP funding.

1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.

Regional/ Remote (Undergraduate)	\$10,000	10	\$37,303	10			\$47,303.00	10
Preserved Regional (Undergraduate)	\$61,912.50	22	\$55,398	12			\$117,310.50	22
Undergraduate	\$22,000	11			\$3,000	3	\$ 25,000.00	14
Post-graduate					\$1,000	1	\$ 1,000.00	1
Total	\$93,912.50		\$92,701		\$4,000		\$190,613.00	47

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$ 93,455.00
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$116,880.00

2. Progression (access and outcomes)

Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students;

Despite a 6% increase between 2013 and 2016, the University of Adelaide is currently ranked 32nd out of the 41 'Table A' higher education providers for the Indigenous student progression rate. It is anticipated that following the implementation of various student support strategies, and an overall strategic focus across the university that these rates will improve.

In 2017, following stakeholder consultation across the university, the Dean of Indigenous Research & Education Strategy and the Wirltu Yarlur Student Support and Project team, designed, developed and implemented the Student Success Strategy. With Wirltu Yarlur as lead group, playing an important role in providing advice and guidance to the faculties to improve their capability to meet the needs of our Indigenous students, this strategy facilitates a join up shared responsibility approach to improve the recruitment, support, retention and successful completion of Aboriginal and Torres Strait Islander students. The development of the Student Success Strategy is part of the Universities commitment to enable culturally appropriate, high quality support to improve the progression and completion rates of Aboriginal and Torres Strait Islander students.

The process comprises a self-assessment tool and literacy/numeracy assessment. The literacy and numeracy component aims to ensure those students entering the university are academically prepared for university-level study. The self-assessment tool is designed to measure student progress and change across several domains, using a number of validated tools which include; Resilience, Brief Resilience Scale; Social support, Multidimensional Scale of Perceived Social Support Scale; Wellbeing, PERMA scale; Time management and cultural connectedness, Time Management and Culture Scale. This data provides informs the selection of suitable programs and the level of Student Success Plan. Success Plans are individually 'tailored', and are available to all Indigenous students, but are a requirement of offer to 'access entry' students who require more support. Following the collection of baseline data the survey is administered every six months as part of the review with the support team.

These structural changes provide the opportunity for more meaningful engagement with each faculty's Indigenous Student Mentor. Faculty based Indigenous Student Mentors were established with the introduction of the *Tarrkarri Tirrka*, with a primary role to improve the coordination of Indigenous student recruitment, support, retention and successful completion of Aboriginal students. The implementation of the Student Success Strategy has been vital in providing clearer markers to the level of need required by students. Further it has provided clarification around the expected responsibilities/duties of the role and improved communication and reporting between the faculties and Wirltu Yarlur.

• ***the rise or fall of success/progression rates;***

When compared to the eastern states, a high proportion of South Australian Indigenous people live in rural and remote areas, and this has implications for the number of Indigenous students who may be university ready. This presents challenges regarding enrolment, progression and completion targets to Higher Education providers that are particular to South Australia.

Despite incremental improvement, DET data indicates that the University of Adelaide report poorer progression and completion rates than other members of the Group of Eight (Go8). Therefore, Wirltu Yarlur's has implemented a strategic realignment, focusing on these KPI's in an attempt to improve the targeted needs based pathways provided to commencing students. This revised focus resulted in budget realignment to secure additional positions in the student support team, who have been integral with the introduction of the Student Success Strategy.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	113	3896.5	
	Post graduate	7	137.5	
	Other, CASM & UPP	39	543.5	
	Other Karnkanthi		227.50	
Tutorial Assistance TOTAL	total	159	4805	\$284,456.00
Indigenous Support Unit or other Indigenous student support activities				\$198,415.00
				\$482,871.00

- *strategies to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment; and*

We are challenged to develop a cultural capability framework—promoting student and staff understanding of Indigenous Australia and the skills to work effectively in Indigenous contexts—that is relevant and applicable to our staff and students. Fundamental to achieving this will be the development of a Reconciliation Action Plan. Our Reconciliation Action Plan will become the cultural lens for future strategic approaches, based on a deep knowledge of Indigenous issues and the policy and institutional environment. It will be a ‘active’ document that is regularly reviewed, reported on, and evaluated. This document is due in 2018.

The university employs two Kurna Elders as cultural advisors on a full-time basis, who provide invaluable Indigenous knowledge and cultural perspective regarding correct procedures and sensitivities related to Indigenous and non-Indigenous staff.

All new staff at the university are required to complete an online twenty-minute Cultural Awareness Module. This module is currently under review and in partnership with Human Resources and University Operations, we are identifying possible modules to add or develop. Furthermore, when time appropriate and resourced, business units are invited to participate in face-to-face sessions, drawing on a range of providers and cultural elders.

- *which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources.*

The ISSP funds salaries for the Cultural Advisors, the university funds the online twenty-minute Cultural Awareness Module and there is budget to create the RAP.

Completions (outcomes)

- ***strategies to improve award course completion of Aboriginal and Torres Strait Islander students; the rise or fall of completions;***

The *Tarrkarri Tirrka* mandates that the University of Adelaide achieve Indigenous undergraduate and postgraduate student enrolment rates that are reflective of state population parity to 2% of total students by 2024.

Our completions have steadily flat lined over the past two years. However given the inclusion of the new Student Success Strategy, assessment process and early support mechanisms provided to future students, the University of Adelaide anticipates that this will improve overtime. We remain steadfast in our efforts to ensure that completion is an achievable and supported outcome for our students which is reflective of the strategic and operational ground work put into place through 2017.

strategies connecting graduates with employment (both within and outside of the institution);

- ***strategies to assist graduates; strategies to monitor student outcomes after graduation; and***

Indigenous employment provides ongoing personal benefits to individuals, long-term economic advantages to the workplace, and benefits to Indigenous communities as well as developing a strong Indigenous labour force. Indigenous academic and professional employees add value to the University, and are essential to creating a culturally safe environment that is attractive and relevant to Indigenous students.

Our Aboriginal and Torres Strait Islander Employment Strategy while not solely focused on broader career opportunities, has created cadetship opportunities through the students' academic endeavours. From 2016 to 2017 the cadets program increased by 433%. 2017 a total of 16 cadets were 'employed' across the university and sought to create positions that allowed students to complete postgraduate study while working in their respective school.

In 2017 the first Indigenous Alumni Award was given to Dr Carly Hayward at the University's annual Alumni award ceremony. This award will continue forward with the establishment of an Indigenous Alumni network.

The University of Adelaide, through the DVC(R) and the Dean of Indigenous Research and Education Strategy, have developed an Indigenous Research Capacity and Capability Framework Strategy (IRCCFS). The Dean's updated strategy, developed in concurrence with the *Tarrkarri Tirrka* recommendations, includes the establishment of a Project Officer position in 2018 whose main function and focus is to develop and implement the IRCCFS.

This strategy aims to improve and increase the capacity, commencement and completions of Indigenous Higher Degree by Research students within the University of Adelaide. It employs holistic benchmarks and targets that increase the employability of the student and creates a place within the university that encourages students to thrive.

which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources.

The initiatives of the IRCCFS will be a joint funding effort between Wirltu Yarlu and the Division of the DVC&VP (Research). The cadetship program has been jointly funded by PM&C and the Division of the DVC&VP (Academic). No ISSP funding has been attributed to this area.

3. Indigenous Education Strategy accessible by public

Indigenous Education Strategy accessible by public

Tarrkarri Tirrka: University of Adelaide developed the *Tarrkarri Tirrka* Integrated Aboriginal and Torres Strait Islander Education Strategy outlining Indigenous strategy, 2013-2023 period. The strategy is compliant with Clause 13 of the ISAGG (2017). This strategy integrates into, and informs elements of the Beacon of Enlightenment, the University of Adelaide's overall strategy document to further develop and attain targets regarding Indigenous education and employment 2013 - 2023. This holistic strategy aims to facilitate many of the recommendations of the 2012 Behrendt Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People, and covers all aspects of University of Adelaide's business. It is published on our website and can be found here:

<https://www.adelaide.edu.au/indigenous-education/education/>

We are currently undertaking a 'midterm review and refresh' of the *Tarrkarri Tirrka*. This will be complete in September 2018.

Scorecards

As part of expanding the evaluation and measuring of progress we have added Scorecards for each of the faculties to monitor their student and staff targets outlined in their annual business plans. More specifically, each faculty have set Indigenous student enrolment and completion targets within their Scorecard. Annually the Dean, IRES meets with the Executive Team of each faculty and go over the faculty's Scorecard. The Scorecard is an engagement tool, providing in-depth assessments to the faculty executive group on the status of all Indigenous priorities areas. They are used to evaluate faculties' progress towards their targets and gain agreement on key actions needed, share best practise and support needs. While a number of components of the strategy have been successful thus far, the scorecards indicate that none of the five faculties reached their completion target. However, some faculties are making notably better progress than others. The annual Scorecard reports are prepared and presented to VC and Council. This has been a brand new approach and will enable the Dean IRES to implement new systems of accountability across the university.

Reconciliation Action Plan (RAP)

In an effort to broaden our strategic intent in 2017 in response to the Deans IRES scoping paper and proposal (2017), the UoA council and academic board agreed to embark on the development of a Reconciliation Action Plan (RAP). Such a Plan will provide the UoA with a framework to further build upon and measure our performance with respect to Reconciliation and student outcomes. The RAP Working Party which is chaired by the Dean IRES will draft a 'Stretch RAP'. The RAP has undergone a university wide consultation. This process involved asking the University, from the very top to the grassroots level, to think about what reconciliation means to them. The UoA RAP will be finalised by October 2018.

4. Indigenous Workforce Strategy accessible by public

The University's Aboriginal and Torres Strait Islander Employment Strategy aims to increase Aboriginal and Torres Strait Islander staff numbers through employment opportunities and cadetships. The University of Adelaide has set a population parity target of 2% participation by 2023 (approximately 85 staff).

The strategy also promotes the retention and capacity building of current Aboriginal and Torres Strait Islander staff through scholarships, professional development and international opportunities and activities (<http://www.adelaide.edu.au/hr/atsies/>).

The University maintains its Aboriginal and Torres Strait Islander Investment Strategy which is sponsored by the University's Division of the Deputy Vice-Chancellor and Vice-President (Academic). The fund incentivises Faculties and Divisions to recruit Aboriginal and Torres Strait Islander staff. The funding model consists of: 100% salary funding in the first year; 66% in the second year; and 33% in the third year, with the faculty/division responsible of part of the position funding from the 2nd year and then completely funding the position on a continuing basis from the fourth year onwards.

The introduction of this model brought immediate success with increased Aboriginal and Torres Strait Islander participation. Staffing numbers increased from 16 in 2009 to 54 full-time and continuing staff in 2017, these numbers were above the projected targets outlined in the *Tarrkarri Tirrka*. Additionally, there were 19 casual staff members employed during this time, resulting in a total of 73 staff members. This is the highest number of Aboriginal and Torres Strait Islander staff recorded at the University of Adelaide.

Through in the introduction of the university's RAP, will see the existing strategy revitalised and updated in line with ISSP requirements.

No funding from ISSP is attributed to these initiatives.

Indigenous involvement in decision-making

The University of Adelaide values the contributions of Indigenous people to decision-making and includes Indigenous staff in a range of both formal and informal decision-making processes.

In 2017, the most senior Indigenous staff member within the University was the Dean of Indigenous Research and Education Strategy (DIRES), appointed at Professor Level. The Dean leads the Executive Group who primarily manages the Department and deliberates on relevant policy across the wider University, ensuring that Indigenous matters are acknowledged and recognised.

The Indigenous Education and Engagement Committee (IEEC) is the primary governance mechanism regarding Indigenous matters at The University of Adelaide, and is chaired by Professor Shane Hearn (Dean, IRES).

This committee integrates with, and informs several boards and committees across the university. IEEC has the authority to endorse and provide guidance on matters in regards to ISSP, and leads strategic planning and evaluation for strategies and programs such as the:

- RAP;
- New student procedures, e.g. Student Support Strategy;
- Indigenous outreach and engagement (Karnkanthi);
- Student pastoral care;
- Internal research, including data collation and maintenance to guide service delivery; and
- Indigenous research & Indigenous research methods.

The Dean, IRES reports directly to the Deputy Vice Chancellor & Vice President – Academic. This position reports directly to the Vice Chancellor & President.

The Dean, IRES holds seats on the following standing committees, in addition to the delegations of the DVC + VC (Academic) nationally and senior leadership groups for the division:

- Academic Board;
- University Learning Committee;
- University Research Committee; and
- Gender, Equity and Diversity Committee.

The Indigenous Governance Mechanism oversees the expenditure and higher level executive functions at the University of Adelaide. The Indigenous Governance Mechanism an all Aboriginal staff committee facilitated through the Indigenous Centre, chaired by Professor Hearn.

The Indigenous Governance Mechanism as individual members have influence, presence and decision making abilities individually. As a group recommendations and proposals are formed for broader university.

Membership and delegations are noted in the following table.

Name	Positions	Duration on IGM	Number of Meetings	Involvement in decisions	Other areas	Key roles
Professor Shane Hearn	Dean, IRES	Since inception	14	On all occasions	University, Divisional, National	As noted above
Linda Wondunna	Student Services Coordinator	Since inception	12	On all matters	Divisional, University	Student Services & Operations
Mathew Swan	Student Services Coordinator	Since inception	11	On all matters	Divisional, University	Student Outreach & Operations
Sebastian Lowery	Executive Officer	Since inception	11	On all matters	Divisional, University	Operations & Strategy
Corinne Williams	Admin. Officer	Since inception	14	On all matters	Operations	Operations

6a. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Indigenous Governance Mechanism should make a statement with reference to the performance report and the acquittal report in this section.

[Remove this guidance once this section has been completed]

The introduction of the Indigenous Student Success Programme in 2017 at the University of Adelaide coincided with the beginning of a new direction for the aspirations and future of the university's strategic pillars and engagement with local Aboriginal communities. Commencing mid-2016, Professor Shane Hearn took the role as Dean of Indigenous Research & Education Strategy that previously was a standalone position within the Vice-Chancellery building to join the portfolio back with the long running Wirrtu Yarlur Aboriginal Education that undertakes all aspects of a student higher education journey.

The realignment of funding, transparency and accountability in student metrics and apparent autonomy in the decision making process provides the Indigenous portfolio more leverage into determining the direction of the measures of success towards the student pathways, on a faculty level and the broader university conversation. Despite significant progress, the University of Adelaide still has a number of priority areas to address. These include but are not limited to:

- Recruiting, retaining, progressing and graduating Indigenous students;
- Improve our presence in Indigenous communities;
- Establish the Indigenous Research framework and prospectus;
- Reinvigorate the Indigenous Employment Strategy;
- Evaluate and revise *Tarrkarri Tirkka* Strategy; and
- Realign the universities Indigenous Governance Structure.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

University of Adelaide

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	1,293,375		1,293,375
HEPPP		582,146	582,146
Donations		61,039	61,039
Other Income		235,695	235,695
Cadetship Program		105,000	105,000
Other Operating Income		8,163	8,163
A. Total Income 2017	\$1,293,375	\$992,044	\$2,285,419

⊕. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	859,367		859,367
Other Expenses	29,187		29,187
ICECS Scholarships	31,000		31,000
ICAS Scholarships	21,316		21,316
Preserved ICECS and ICAS Scholarships	113,412		113,412
Other Scholarships	3,500		3,500
HEPPP		582,146	582,146
Donations		16,766	16,766
Cadetship Program		151,639	151,639
Indigenous Employment Strategy		408,790	408,790
Other Operating Expenditure		784,898	784,898
Beacon Initiative		453,145	453,145
B. Total Expenditure 2017	\$1,057,782	\$2,397,386	\$3,455,169
<i>C. Unexpended funds PM&C agreed to rollover</i>	233,500		
<i>D. Unexpended Funds to be returned to PM&C</i>	2,093		
E. TOTAL ISSP Funding use (B+C+D)	1,293,375		

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

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

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).		\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

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

Asset Description/ category	Adjustable Value	ISSP contribution

4a ISSP Asset - acquisitions and disposals summary

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

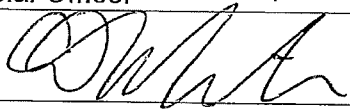
5. Financial Acquittal supported and initialled by:

Tony Mitchell

(Print name of relevant officer)

Chief Financial Officer

(Print position title)



16 May 2018

(Signature and date)

Telephone contact: 831 35805 _____ Email: tony.mitchell@adelaide.edu.au _____

Note:

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

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

Complete this certification after reading the completed 2017 Performance Report and 2017 Financial Acquittal for the Indigenous Student Success Programme.

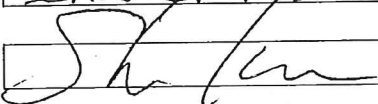
I certify that:

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

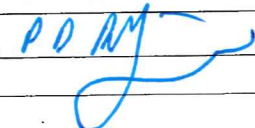
I understand that:

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

Certification recommended by university's Indigenous Governance:

Name: SHANE HEARN
Title: DEAN OF INDIGENOUS RESEARCH & EDUCATION STRATEGY
Signed:  Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name: PETER RATHJEN
Title: VICE-CHANCELLOR AND PRESIDENT
Signed:  Date: 24/5/18