

Indigenous Student Success Program

2022 Performance Report

Organisation	RMIT University		
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RMIT ISSP Performance Data on Student Access, Participation and Success

Table 1. Commencing Indigenous students for All RMIT Higher Education, 2016-2022

	2016	2017	2018	2019	2020	2021	2022
Commencing Students	68	87	91	95	94	78	99

Table 1.1 EFTSL for All RMIT Higher Education Indigenous Students

	2016	2017	2018	2019	2020	2021	2022
EFTSL -all	122.88	147.88	157.00	152.25	168.63	165.75	161.13
EFTSL -regional/remote	35.88	46.38	44.63	42.75	44.63	39.75	45.25

Table 2.1 Indigenous student retention rates (%)

	2016	2017	2018	2019	2020	2021	2022
Retention Rate	73.53%	63.86%	69.51%	73.12%	77.01%	70.83%*	NA**

*2021 is preliminary as metric also uses the following year 2022 which is yet to be verified by June 2023

**2022 is not available as retention rate for this year also requires data in following year 2023

Table 2.2 Indigenous student success rate (%)

	2016	2017	2018	2019	2020	2021	2022
Success rate	83.74%	81.95%	84.09%	80.83%	84.30%	78.01%	80.23%

Table 3. Indigenous student completions

	2016	2017	2018	2019	2020	2021	2022
Award completions	18	46	47	41	47	49	NA*

*2022 to be available by June 2023

Please note: where 2022 data is listed, it is preliminary to be verified in June 2023.

1. Enrolments (Access)

2022 has seen an increase in commencing student numbers with 99 students commencing in RMIT Higher education programs throughout the year (see Table 1).

Access and Engagement

The Ngarara Willim Centre's (Centre) Indigenous Outreach program held 15 online and face to face sessions throughout 2022, engaging with 545 Aboriginal and Torres Strait Islander young people and Community nationally. The Program built on engagement with Aboriginal and Torres Strait Islander peoples following the challenges of the pandemic in previous years. Face to face delivery returned slowly and provided the opportunity to have students on campus and participation in regional events. Planning progressed to design 'Deadly Days' on campus programs across all RMIT Colleges that focus on engagement with Melbourne metropolitan secondary schools for delivery in 2023. The centre prioritised building engagement and relationships with the Western Victoria and Goulburn Valley Region Aboriginal and Torres Strait Islander education personnel within government and private sector schools.

RMIT received 29 Indigenous Access program applications in 2022. The Centre worked closely with applicants to support their entry into study, with 23 of the applicants commencing study during the year in programs across RMIT (see Table 4).

Table 4. 2022 RMIT Indigenous Access Program commencing applications

Program	College	Students
Diploma of Visual Arts	Vocational Education	1
Diploma of Nursing	Vocational Education	4
Associate Degree in Applied Science	Vocational Education	1
Diploma of Screen and Media (Animation, Gaming and Visual Effects)	Vocational Education	1
Diploma of Conservation and Land Management	Vocational Education	2
Bachelor of Health Science/Bachelor of Applied Science (Osteopathy)	STEM	2
Bachelor of Design (Animation and Interactive Media)	Design and Social Context	3
Bachelor of Design (Digital Media)	Design and Social Context	1
Bachelor of Youth Work & Youth Studies	Design and Social Context	2
Bachelor of Fashion (Design)	Design and Social Context	1
B Criminology & Psychology	Design and Social Context	1
Bachelor of Social Work (Honours)	Design and Social Context	1
Bachelor of Business (Human Resources Management)	Business and Law	1
Bachelor of Laws	Business and Law	1
B Bus (Economics & Finance)	Business and Law	1

The Centre's Senior Advisor - Indigenous Access and Engagement continued to directly support all Aboriginal and Torres Strait Islander applicants in their aspirations, application, and enrolment processes, ensuring applicants are aware of the Indigenous Access Program, scholarships and information about the Centre and support services they will have access to during their studies.

Improving access for Indigenous applicants to psychology program was a priority for the Centre in 2022, following admissions issues in previous years that resulted in student attrition. Indigenous

applicants to BH000 Applied Science (Psychology, Honours) are now given automatic entry into the program if they meet the 75% GPA requirements, rather than being ranked with all other applicants. Required policy and process changes were made in 2022 for 2023 applications. One applicant was made an offer to Honours in Psychology in 2023 following the implementation of this change.

Community engagement and increasing access to higher education through vocational education pathways remained a high priority in 2022. RMIT worked in collaboration with the Wathaurong Aboriginal Cooperative to deliver the Graduate Certificate of Domestic and Family Violence offsite within community to staff within the region. 13 students successfully graduated from this program in March 2023. This collaboration will continue with the delivery of a Diploma of Community Services in 2023 to Wathaurong staff. This program was delivered to the Victorian Aboriginal Legal Service during 2022 and six students will successfully graduate in April 2023. Planning for a new community cohort with Dardi Munwurro delivering Diploma of Community Services has progressed throughout 2022 for delivery in 2023.

Scholarships

\$1.17m scholarships were provided to 150 Aboriginal and Torres Strait Islander students in 2022 (see Table 5 and 6).

As part of the Royal Commission into Victoria's Mental Health System, a partnership was established between RMIT, the Victorian Department of Health, VACCHO and the Centre of Excellence for Aboriginal Social and Emotional Wellbeing (The Centre) to grow the Aboriginal Social, Emotional and Wellbeing (SEWB) Workforce in Victoria. The partnership offers a scholarship and opportunities for professional development through VACCHO's Aboriginal SEWB Scholarship Program to help Aboriginal and Torres Strait Islander people obtain recognised SEWB qualifications from approved public tertiary providers. The scholarship program is flexible for scholarship recipients and supports recipients who are studying full time, part time, on campus and/or online (subject to course requirements) to support those with work commitments.

Five SEWB scholarships were offered to RMIT students in 2022, each worth up to \$135,000 for tuition fees (dependent on the program in which the student is enrolled), Student Service and Amenities Fees as well as additional financial support.

The Centre provided the Indigenous Resources Grant to students in 2022 to support the financial needs of students and to reduce the financial strain on them while studying (see Table 6).

Table 5. ISSP Scholarships - breakdown of 2022 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Undergraduate ⁴	\$261,592	41	\$82,153.91	15	0	0	\$343,745.91	56
Post-graduate ⁵	\$14,144	3	\$11,576.88	2	0	0	\$25,720.88	5
Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Total	\$275,736	44	\$93,730.79	17	0	0	\$369,466.79	61

Table 6. Other scholarships/grants

Scholarship name	Number of scholarships	2021 Total value
Aboriginal SEWB Scholarship	6	\$101,322.06
Boeing Scholarship	1	\$5,000
Calleo Indigenous Scholarship	2	\$10,810
Carey Lyon Scholarship	1	\$3,750
DELWP Diversity Scholarship	1	\$5,000
Evelyn Boekemann Scholarship	1	\$7,500
Gerard Driesen Art Scholarship	1	\$10,000
Inder Kaur Reconciliation Scholarship	2	\$20,000
My Career Kit Grant	1	\$300
RMIT Equity Notebook Grant	16	\$21,328
RMIT Equity Travel Grant	1	\$2,000
RMIT Indigenous Juris Doctor Scholarship	1	\$25,200
Indigenous Resource Grant	29	\$49,167.16
RMIT Technology Grant	1	\$299
RMIT Indigenous Accommodation Scholarship	7	\$29,400
RMIT Indigenous Study Support Scholarship - VE	14	\$41,950
RMIT Indigenous Study Support Scholarship - PG	3	\$4,280
RMIT Indigenous Study Support Scholarship - HE	33	\$112,745
Ngarara Willim Grant	71	\$87,519.10
Gama-dji Grant	103	\$51,500
Cedar Pacific Indigenous Accommodation Scholarship	15	\$205,613
Ngarara Willim PGRD CW Scholarship	3	\$12,666.64
Total	313	\$797,549.96

Higher Degree Research

The Centre undertook a comprehensive review of Indigenous Higher Degree by Research (HDR) student supports and processes began in 2022, following the creation of a fixed term role to support this work. The review undertook extensive internal consultation, as well as desktop research and benchmarking, and generated a recommendations paper - *Improving Supports and Processes for Indigenous HDR students* - which has been accepted by the University for implementation.

Following the establishment of an HDR Working Group, and increased communications to Indigenous HDR applicants and students about the supports available through the Centre, which has been able to support students and resolve HDR issues in a timelier manner, with positive feedback received from students and those involved in the process.

2. Progression (outcomes)

2022 saw a revamp and rejuvenation of our Gama-dji Orientation Program and our approach to students support and success.

Gama-dji Orientation Program

The Centre has successfully delivered the Gama-dji Orientation Program for nearly a decade. As the university transitioned back to face-to-face learning following successive COVID lockdowns we revised and rejuvenated the program. The program enables students to meet with the Centre Student Support Staff and learn about the support and enrichment activities and programs available to students. The program is unique within the university to the Centre, our students, and our community and provides students an opportunity to connect with culture and put people, connection, and relationships at the Centre. The delivery of group Gama-dji Orientations were delivered for mid-year intake where numbers of students were smaller.

Student Success Planning

In 2022 our student success model included partnering students with a dedicated Student Advisor for the duration of their program. The Student Advisor provides ongoing support to students and works with each student to compile individual success plans and refers students to other relevant supports.

Student Success Plans were a new strategy for the Centre in 2022 and were rolled out to commencing and continuing students. Through the plans we were better able to identify why students were studying, how we could address their support needs and to find out what their student experience looked like. This gave us the information to then be able to support students individually and work with them to achieve their goals and aspirations. Student success plans are ongoing and are continually being managed and updated with the student and their Advisor for the duration of their time at RMIT University.

We created a new interim Student Management System (SMS) to support student engagement and case management. The interim SMS enables us to better track progress and outcomes, enabling a proactive approach to student support. We were also able to celebrate student success when individual goals and milestones were met. The development of a longer-term solution is an area of focus for 2023.

We continued to strengthen our student success model through cultivating strong relationships with university services and staff to shape student experience and success. We improved referral processes, enabling students to be supported faster by the right person. Our relationship with the RMIT Equitable Learning Service (ELS) strengthened, following an increase in the number of students presenting at student success meetings with a need for mental health and wellbeing support. More students have been able to access Equitable Learning support early and benefit from adjustments to academic requirements that support equitable participation. In 2022:

- 33 students had an Equitable Learning Plan in place
- 4 registered students accessed intensive ongoing support from ELS
- 21 students were registered for Anxiety – the most common condition.

The Equitable Learning Service dedicated a staff member to provide service to Aboriginal and Torres Strait Islander Students which made case management and collaboration more effective.

Mental Health and Wellbeing

An Indigenous Student Counsellor was appointed to the RMIT Counselling Service in the second half of 2022. The role works collaboratively with the Centre, the Equitable Learning Centre and the RMIT Counselling Service to ensure students are supported with their health and wellbeing so they can engage in their studies successfully. The role increases the University's capacity to support students with complex mental health and wellbeing cases, and increases the cultural safety and protections for students navigating university policy and procedures (see Table 7).

Table 7. RMIT Indigenous Counsellor Student Consultations (June to December 2022)

Student study area	Total	Continue to service	Initial appointments (one-off, or for a single issue that was resolved)
Vocational Education	15	6	9
Higher Education	7	3	4
	22	9	13

During 2022 the Centre continued its broader engagement with the Student Mental Health and Wellbeing and Safer Communities teams and activities, as well as ensuring compliance with Child Safety standards. Several student-related policies were reviewed in 2022 including, for example Complaints Management, and the Centre Student Support Staff provided input to these review processes to ensure updated policies and procedures address issues of cultural safety and the provision of appropriate support for Aboriginal and Torres Strait Islander students. The University also developed a new Inclusion, Diversity, Equity and Access (IDEA) Framework in 2022, and the Centre Student Support Staff provided input into the student-focused priorities for action for access, participation and success.

The Centre continued to support the diversity of our student group by celebrating Pride Week and running a discussion panel with activities celebrating our students and staff, recognizing the journey many are on and how living within different worlds impacts health and wellbeing.

Cultural and Social Engagement activities at the Centre and across the university provided students with more opportunities to immerse themselves in experiences that had previously been unavailable with the lockdowns of previous years. Many of our students participated in NAIDOC events, both on campus and within community as well as other opportunities such as Walkin' Country, Walkin' Birrarung tours, and a Sorry Day daytrip to Rye on the 26 May, with Living Culture.

Weekly lunches provided an opportunity for students to connect with staff and other students in the Centre. These were well attended and proved to be one of our most popular activities.

Indigenous Learning Success Program

In 2022 the Centre progressed with improving our academic services to students and developing the Indigenous Learning Success Program that includes the Ngarara Willim tutoring program. We have seen an increase in student applications and engagement with the Ngarara Willim tutoring program. Most tutoring sessions continued to be online, and in semester 2 some tutoring sessions resumed face to face and were held at the Centre. Some students opted for an ongoing consistent engagement with their tutor while others used tutoring on an as needs basis. Student Success Plans proved invaluable for identifying students' academic needs enabling the Centre to provide better

matching for tutoring purposes. This also identified the need for both general academic tutoring as well as program-specific tutoring support to build student confidence.

A stronger relationship between Student Advisors and students meant that students were more aware of available options to help them academically. This included impact statements to support assessment extensions, and program advice around lightening study loads. The RMIT Library continued to produce great online resources that we were able to utilise, particularly the online learning lab.

Within the continued development of the Indigenous Learning Success Program, the Centre worked with the University of Sydney to develop our Ngarara Willim Tutoring Portal. The portal allows students to register for tutoring, book sessions with their tutor and confirm and rate each tutor session. It also allows tutors to register for the program, manage their students and confirm and rate each session. The portal gives the administration team full oversight of the tutoring program to ensure that all tutor and student sessions run smoothly. The Portal has already delivered benefits by streamlining the tutoring process and we anticipate further benefits from the use of the software's full capabilities after phase two, when it is integrated into RMIT's Workday system.

Table 8. Tutorial assistance provided in 2022

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	0			
Undergraduate	38	718	1436	91,006
Post-graduate	7	264	528	34,569
Other				
Total	45	982	1964	125,575

3. Completions (outcomes)

Indigenous student success rate increased from 78.01% in 2021 to 80.23% in 2022 (see Table 2.2). Indigenous student completions see a slight rise to 49 in 2021, we are unable to provide 2022 data at this stage (see Table 3).

The Centre focused on improving the 'Preparing to Graduate' program and Graduate call outs for implementation in 2023. We identified graduating students early to ensure students were aware of opportunities available to them, including job ready supports and connections with graduate opportunities. This also included transitions and pathway conversations and support in engaging in further study. Graduate Calls are made to students graduating at mid-year and end of year. In 2022 Centre Student Support Staff connected with 49 students throughout the year to support them in further study or employment opportunities.

Careers and Employment

In 2022 an Indigenous Careers Officer was appointed to support career and employment planning. The role connected with students to support their career planning, built on engagement with industry partners and supported the delivery of RMIT's Indigenous Careers Fair in collaboration with RMIT's Careers Success team in May. 13 Industry partners participated on the day and connected with Aboriginal and/or Torres Strait Islander students within RMIT, from external Universities and the broader Community. Eight RMIT Aboriginal and/or Torres Strait Islander higher education students attended this event.

The Careers Officer established relationships with 13 new industry partners throughout the year and developed an Industry stakeholder electronic email (EdM) with the aspiration to share good news stories of students' careers experiences and positive Industry opportunities. An Indigenous Mentoring Program was developed within the Centre and approved for implementation in 2023.

Deadly Alumni

The Deadly Alumni program was supported by regular communications through our Deadly Alumni newsletter throughout the year. This newsletter encourages engagement with RMIT and the Centre through tutoring, mentoring, employment, further study and sharing of good news and Alumni stories.

The Centre held a face-to-face Deadly Alumni Graduation and Celebration event in December for the first time since 2019. The event brought graduates together from 2022 and previous years to celebrate their success and achievements in person. We also celebrated the success of many students through academic and engagement awards. The event focuses on continuing our connection and building on engagement with our Deadly Alumni program.

4. Regional and remote students

RMIT is committed to supporting our Indigenous students who need to relocate from regional and remote locations to study at RMIT. Throughout 2022, the renewal of the Cedar Pacific Indigenous Accommodation Scholarship contract was completed for implementation in 2023 (see Table 9). This is the second contract with guaranteed studio rooms at UniLodge Royal Melbourne with Cedar Pacific contributing 50% of rent for each Indigenous resident. In 2022 RMIT's Students Group was also in contract negotiations with Cedar Pacific for a further two purpose-built student accommodation contracts for 2023 with UniLodge Melbourne Central and UniLodge Melbourne CBD. Cedar Pacific is supporting each scholarship residence with a 50% contribution towards their rent. For 2023, these three contracts offer up to 30 new scholarship beds per year for Indigenous students who need to relocate from their community to study at RMIT. Students can reside in the UniLodge scholarship accommodation for up to three years.

Table 9. Purpose Built Student Accommodation Scholarships to regional/remote students

Scholarship name	Number	RMIT contribution	Donor contribution
Cedar Pacific Indigenous Accommodation Scholarship @ UniLodge Royal Melbourne	7	\$34,362	\$44,744

RMIT prioritises regional and remote students in our Scholarship Scoring Matrix. We also offer all Indigenous students who apply for a scholarship a Study Support Scholarship and, if relocating to study, an Accommodation Scholarship. We offer tailored Student Accommodation Scholarships to regional and remote students ahead of cash scholarships, as the student accommodation provides a fostering community environment with other residents close to the university.

In addition to Student Accommodation Scholarships, RMIT also offered a range of other scholarships to regional and remote Indigenous vocational and higher education students to assist with study costs (see Table 10).

Table 10. Scholarships to regional/remote students

Scholarship name	Number	Value
Aboriginal SEWB Scholarship	4	\$30,390.54
Calleo Indigenous Scholarship	2	\$10,810.00
Carey Lyon Scholarship	1	\$3,750.00
Gerard Driesen Scholarship	1	\$10,000.00
Inder Kaur Reconciliation Scholarship	1	\$10,000.00
RMIT Equity Notebook Grant	5	\$6,665.00
RMIT Equity Travel Grant	1	\$2,000.00
RMIT Indigenous Accommodation Scholarship	2	\$6,000.00
RMIT Indigenous Study Schol-HE	2	\$3,690.00
RMIT Indigenous Study Schol-PG	1	\$530.00
RMIT Indigenous Study Schol-VE	5	\$16,210.00
Gama-dji Grant	22	\$11,000.00
Ngarara Willim Grant	11	\$11,300.00
Total	58	\$122,345.54

Table 11. ISSP Scholarship data for remote and regional students^{10 sc}

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments	\$101,000	19	\$45,000	8	n/a	n/a	\$146,000	27
B. 2022 Offers ¹¹	\$63,000	12	\$62,000	12	n/a	n/a	\$125,000	24
C. Percentage ¹² (C=B/A*100)							85.62%	
2022 Payments	\$182,296	27	\$93,730.79	14	n/a	n/a	\$276,026.79	41

^{sc} The number of ICAS (Indigenous Commonwealth Accommodation Scholarship) offers were reduced in 2022 as some students who were eligible for ICAS received a different accommodation scholarship, not funded through ISSP. The number of payments to new students were reduced as not all offers were accepted, including some that were rejected as they could not accept an ICAS and receive the ABSTUDY living allowance at the same time.

5. Eligibility criteria

5.1. Indigenous Education Strategy

2022 has seen an increase in commencing student numbers with 99 students commencing in RMIT Higher education programs throughout the year (see Table 1). Student success rate numbers have also increased (see Table 2.2 and Table 3). The 2022 numbers for student completions and student retention rate are not available at this time.

2022 was a year of strategic transition for the university. Our previous University Strategy completed in 2021 and the finalisation of a new strategy, *Knowledge with Action 2031*, was undertaken during 2022 under the leadership of a new Vice Chancellor. RMIT also developed a new University-wide Education Plan during 2022, which will be launched in Q2 2023.

In February 2022, RMIT appointed a new Pro Vice Chancellor, Indigenous Education, Research and Engagement, Professor Gary Thomas. Professor Thomas worked with university leadership throughout 2022 to review the outcomes of the RMIT *Dhumbah Goorowa 2019-2021 Reconciliation Plan* and determine the future strategic direction for RMIT in the context of Indigenous Education, Research and Engagement. *Knowledge with Action 2031* was launched in late-October 2022 and contains five Indigenous strategic commitments, including a commitment to Indigenous Knowledges in RMIT's research and learning and teaching focuses, as well as a commitment to growing our support to Indigenous Students through the development of a university-wide Indigenous Student Success Strategy.

An initiative within the new RMIT Education Plan is the delivery of an interdisciplinary, stackable curriculum architecture. A focus of this initiative is the development of student Program Learning Outcomes, one of which is the facilitation of students completing their programs as 'Ethical Global Citizens'. This includes the articulation that students actively engage with Aboriginal and Torres Strait Islander peoples' perspectives, world views and lifeways. This framing will be integral in promoting the inclusion of Indigenous knowledges in curricula, graduate attributes, and teaching practices.

The promotion of cultural capability continued throughout 2022. Staff engaged in the *Reconciliation: Racism and Cultural Safety* program of professional development modules, which was created by RMIT in 2021. RMIT also rolled out the AIATSIS Core Cultural Learning Program in 2022. RMIT's On Country Global Experiences provided an opportunity for students to grow their cultural capability via a combination of online micro-credentials partnered with physical and virtual cultural immersion opportunities.

5.2. Indigenous Workforce Strategy

At the end of 2022 RMIT had 59 FTE Indigenous staff and 22 PTE Indigenous staff. As at Q4 2022 employment category representation was 62% Professional and 38% Academic. The types of roles on offer have increased in diversity of categories and flexible workplace arrangements. RMIT is working towards an Indigenous staff target of 3 per cent, with a short-term target of 1.5 per cent by 2025.

We have implemented an Aboriginal and Torres Strait Islander Future Workforce Strategy (2021-2025) and Aboriginal and Torres Strait Islander Employment Plan (2021-2022) to support these goals. The strategies were developed with the voice of self-determination from RMIT's Aboriginal

and Torres Strait Islander workforce and outline a collective, enterprise-wide effort to employ, develop and retain an Aboriginal and Torres Strait Islander workforce in a culturally safe environment. A key strategy within the Employment Plan is to embed and build hybrid accountability, via the development of College and Portfolio Employment Plans, and a focus on developing opportunities for Indigenous leadership.

The Aboriginal and Torres Strait Islander Employment Plan (2021-2022) identified internal staff mobility pathways and a series of college recruitment 'always on campaigns' to attract the unique expertise and experiences of staff who identify as having Aboriginal or Torres Strait Islander heritage. As noted above, in 2022 we appointed the University's first Pro Vice Chancellor Indigenous Education, Research and Engagement. To support the further growth and development we created the First Peoples Workforce Development Team, with a role Employment Branding and Specialist Projects to create RMIT Indigenous Employment Brand and solidify our Employee Value Proposition.

The RMIT Aboriginal and Torres Strait Islander Employment Plan (2023-2025) is in the final stages of drafting for internal approval. Our Indigenous employment targets for 2023 were approved in late 2022. In 2023 we have started with a focus on internal staff mobility opportunities, branding in the marketplace, increase employment of Aboriginal and Torres Strait Islander Academics and senior level Professionals, building Indigenous leadership at RMIT.

5.3. Indigenous Governance Mechanism

As the university was in the process of developing a new strategic plan during 2022, the decision was made to review the current Indigenous Governance Committee to align with the university's new strategic context. The Terms of Reference and membership will be finalised in 2023 as part of the process of building out five Indigenous strategic commitments that are embedded in the new University strategy. In the interim, the PVC IERE leads decision-making and represents Aboriginal and/or Torres Strait Islander views to the senior executive and University Council, informed by Aboriginal and/or Torres Strait Islander staff, students and Communities

5.3.1. Statement by the Indigenous Governance Mechanism

I am pleased to provide this statement as a member of the RMIT University Executive Leadership and the senior Indigenous appointment at the university.

The Ngarara Willim Centre through the Senior Manager Indigenous Education, Ms Nicole Shanahan directly reports to me. As described within the body of this report, the Centre staff have continued to provide programs aligned to the purposes and intentions of the Indigenous Student Success Program guidelines.

RMIT University allocates the entirety of the ISSP funding allocation to work undertaken by the Ngarara Willim Centre.

As the Pro Vice-Chancellor, Indigenous Education, Research and Engagement I enjoy ongoing interaction with the Vice-Chancellor and all members of the Vice-Chancellor's Executive Committee to ensure the University's aspirations for pragmatic and impactful outcomes are achieved for Aboriginal and Torres Strait Islander peoples and communities across our core business. The Ngarara Willim Centre through the leadership of Ms Nicole Shanahan is focused on providing an excellent student experience for Aboriginal and Torres Strait Islander people and continues to maintain extensive relationships with communities across Victoria and interstate. The Centre will deliver an Indigenous Student Success Framework for RMIT University during 2023 and this will

ensure sustainability and greater effectiveness for the many parts of the university with responsibilities for Indigenous Student Success.

Professor Gary Thomas

Pro Vice-Chancellor, Indigenous Education, Research and Engagement

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

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

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

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

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

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

⁷ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

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

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

¹⁰ Only record amounts which required payment during the 2022 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

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

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