

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2019 Performance Report

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### 1. Enrolments (Access)

#### **Strategies to improve access to university for Aboriginal & Torres Strait Islander students**

The Centre for Aboriginal Studies (CAS) and Curtin University remain committed to increasing the participation of Aboriginal and Torres Strait Islander people in tertiary studies to ensure education is culturally appropriate, and to create new ways of learning and working for the benefit of all people.

The University focuses on enhancing Indigenous community aspirations and capabilities for higher education through dedicated outreach activities, scholarships, admission support, multiple entry pathways etc. Below are listed the key enabling programs and outreach activities conducted by CAS and the University.

#### **Scholarships, bridging/enabling support and outreach activities**

**Scholarships:** There were approximately 14 Curtin, and 12 externals (excluding commonwealth) scholarships available to Indigenous students in 2019. A list of current scholarships is available at the following link and can be filtered by “specifically for Aboriginal/Torres Strait Islander Student”:

<https://scholarships.curtin.edu.au/search#/?order=&PersonalAttributes=Aboriginal>

#### **Enabling Programs:**

**Indigenous Tertiary Enabling Course (ITEC) – one semester, offered twice a year. Outcomes for 2019: 83 Indigenous students were enrolled and 28 of those students graduated. Of those graduating students, all have enrolled in an undergraduate course at Curtin.**

**Indigenous Pre-Medicine & Health Sciences Enabling Course (INPMHE) – one-year course. Outcomes for 2019: 31 Indigenous students were enrolled and 17 of those students graduated. Of those graduating students, all have enrolled in a Curtin health sciences undergraduate course.**

**Indigenous Pre-Business & Law (EN-INDPBE) – one-year course. Outcomes for 2019: 9 Indigenous students were enrolled and 4 of those students graduated. Of those graduating students, 1 has enrolled in a Curtin undergraduate course.**

**UniReady Enabling Program – one semester, offered twice a year. Outcomes for 2019: 20 Indigenous students were enrolled, and 7 of those students graduated. Of those graduating students all have enrolled in a Curtin undergraduate course.**

#### **Student Outreach Programs:**

The Indigenous Support team worked with Indigenous students from metro and regional/remote schools across Western Australia.

- **Schools worked with:** Carnarvon, CAPS Coolgardie, Clontarf Aboriginal College, Fremantle SHS, Karratha SHS, Kelmscott SHS, Kiara College, Milen Primary, Narrogin SHS, Sevenoaks, Southern River College, St Clare's Yule Brook.
- **Future Footprints Schools:** Trinity College, Guildford Grammar, Aquinas College, St Brigid's, Hale, Scotch College, St Hilda.
- **School Programs worked with:** Follow the Dream, Create the Dream, Curtin AHEAD, Future Footprints.

**Total students:** 393

- Future footprints 112 students' details of specific schools and number of students were not provided to CAS.

Due to staff turnover at the Centre we are unable to provide a full breakdown in terms of School Year and number of students for each year.

**Outreach conducted by the Centre included:**

- Carnarvon Curtin Experience – information and activities for 10 Students.
- Ngaanyatjarra Lands School – 30 students Curtin Campus visit to encourage primary school children to continue to attend school and opportunities for future learning.
- Millen Primary School – 50 students visit to CAS to talk with the Director about language and resilience.
- Banksia Hill Detention Centre – 2 x Careers Expo, 150 students attended and 40 enquired about attending Curtin.
- Future Footprints Expo – 100 Indigenous HSS in attendance, several in attendance enquired about Curtin courses
- CAPS Coolgardie Curtin Campus Visit – Campus tour for 17 Years 10-12 students
- Clontarf Boys Visit – Campus visit for 20 Year 10 students
- Kaaditjin Day – activities and campus visit for 5 local schools (Southern River, Yule Brook, Clontarf, Sevenoaks), 50 students attended
- NAIDOC Week Perth Opening Ceremony, Armadale and Kalgoorlie NAIDOC – spoke to community about courses and pathways to university
- Kalgoorlie ITEC Information session – including entry assessment workshops for 10 prospective students

**Rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)**

TOTAL Enrolments (Commencing & Re-enrolling)	2018		2019	
	EFTSL	Headcount	EFTSL	Headcount
Aboriginal and Torres Strait Islander students	334.1	530	365.4	592
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	23,955.30	36,445	24319.80	36,916
<b>TOTAL:</b>	<b>24,289.4</b>	<b>36,975</b>	<b>24,685.2</b>	<b>37,508</b>

**Note:** 2018 and 2019 headcount data sourced from Curtin Business Intelligence (BI) Tools.

- Includes Commonwealth Grant Scheme, Domestic Fee Paying, Fee Exempt, Research Training Scheme
- Exclude students International Onshore, International Offshore, Partner Onshore, Partner Offshore, Outsourced Teaching
- Excludes ALL students listed as 'heritage not defined'

Enrolment numbers between 2018 and 2019 saw a 11.7% growth in the overall Indigenous student numbers.

**Rise and fall of EFTSL of Aboriginal and Torres Strait Islander students from remote and regional areas**

Location Category	2018		2019	
	EFTSL	Headcount	EFTSL	Headcount
Regional	65.8	108	67.7	114
Remote	38.9	56	55.3	76
Unknown	3.7	7	1.5	3
Urban	223	359	241	399
<b>TOTAL:</b>	<b>334.1</b>	<b>530</b>	<b>365.5</b>	<b>592</b>

**Note:** 2018 and 2019 location category data sourced from Curtin Business Intelligence (BI) Tools.

- Excludes students listed as 'heritage not defined'
- Small anomaly between TOTAL Enrolments table and Location data 'may' be caused by system rounding of data

**Strategies directly funded by ISSP, partly funded by ISSP or funded by other university resources**

Scholarships – other (internal and external) resources as listed above

Scholarships – Commonwealth – directly funded by ISSP

Enabling – ITEC, Pre-Medicine, Pre-Science and Pre-Business partly funded by ISSP and other external resources

Enabling – UniReady, Health Science and Science & Engineering funded by other university resources

Outreach Activities – CAS activities partly funded by ISSP and HEPPP. AHEAD and all other university outreach funded by other university resources

**1a Scholarships (2019 breakdown) Offered (including lapsed)**

**Table 1 Scholarships - breakdown of 2019 payments**

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
<b>Enabling</b>	<b>26,250</b>	<b>15</b>	<b>9,000</b>	<b>2</b>	<b>1,000</b>	<b>1</b>	<b>36,250</b>	<b>18</b>
<b>Undergraduate</b>	<b>111,000</b>	<b>44</b>	<b>57,000</b>	<b>11</b>	<b>9,000</b>	<b>9</b>	<b>17,7000</b>	<b>64</b>
<b>Post-graduate</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Other</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>
<b>Total</b>	<b>137,250</b>	<b>59</b>	<b>66,000</b>	<b>13</b>	<b>10,000</b>	<b>10</b>	<b>213,250</b>	<b>82</b>

**Note:** Information source, Finance One database – GLAT2019 – General Ledger 2019 for relevant cost centre (Report date 5 May 2020)

Value of Scholarships <u>awarded</u> by the university to <b>remote or regional students</b> in the <b>2018</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$ 137,000</b>
Value of Scholarships <u>offered</u> by the university to <b>remote or regional students</b> in the <b>2019</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$112,000</b>

**Information source:** Student One database – Student Reward Payment Search – Report retrieved on 18/07/2020. Search criteria:

- Reward code: one of CECSIND AP, CAS-IND AP, ICECS-ISSP, ICAS-ISSP
- Payment start date: Between 01/01/2019 and 31/12/2019

## **2. Progression (access and outcomes)**

### **Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander**

The Centre has an Indigenous Support team which consists of 1 x 1.0 Full Time Equivalent (FTE) Indigenous Support Coordinator, 1 x 1.0 FTE Indigenous Support Officer and 1 x 0.6 FTE Indigenous Counsellor and Psychologist. This team currently provides support to individual students by helping them manage any issues in a proactive and preventative way, with the aim to ensure the student's wellbeing and their ability to continue studying. Some of the presented issues include financial concerns, accommodation issues, emergency relief, nutritional needs, family issues, cultural concerns, traumatic events and mental health concerns. The Indigenous Support team also manages and facilitates the CAS Mentoring program, a key strategy to support Indigenous retention by connecting senior students to new students in order to provide guidance and advice on how to more successfully transition to studying at university. Mentors are co-opted from the previous cohorts of mentees and are able to empower students and demonstrate leadership skills learned through their participation. The program is based on the Curtin Mentoring program however, the Indigenous Mentoring program model builds on the Curtin program in the following ways:

- It is more culturally appropriate – mentors are Indigenous students recruited from Curtin mainstream courses
- The program includes structured events designed to be socially and culturally appropriate to meet the needs of the mentees and mentors
- Social events are organised during the semester to ensure that regular contact is being made and students can network and liaise with their mentors and also engage in the wider Curtin community
- The Indigenous mentor program is an “opt-out” model, thus all Indigenous Tertiary Enabling Course (ITEC) and Indigenous Pre-Medicine and Health Sciences Enabling Course students are assigned a mentor
- Mentees and mentors are matched according to age, gender appropriateness and similar interests/vocational goals, allowing greater opportunities for development of rapport and sharing knowledge and experiences about their course and study

The Indigenous Support team works to enhance the support of Indigenous students across Curtin, including:

- Social events for ALL Curtin Indigenous students
- Celebrations of Aboriginal and Torres Strait Islander cultures and communities
- Participate in Indigenous Careers Expos
- Engage in Indigenous student and prospective Indigenous student consultations

The Centre employs 1 x 0.8FTE Indigenous Student Engagement & Support Officer solely for the purpose of providing ongoing positive academic outcomes, and to contribute to the overall enhancement of Indigenous student University experiences. This position works closely with the Indigenous Pre-Medicine enabling students, providing pastoral support which prepares students for entry and articulation into the Faculty of Health Sciences. Indigenous Enabling students are also encouraged to engage with university students located both within the Centre and mainstream.

The Centre also employs 1 x 0.5FTE ITEC Academic Support Officer to assist these students throughout the course of their study and then assisting them in enrolling into mainstream courses. It is hoped that the creation of this position will lead to higher articulation to mainstream courses for all Indigenous enabling students.

The Centre also coordinates the Indigenous Tutorial Assistance Scheme (ITAS) and has a significant number of tutors available to assist students with their study. This scheme is available to ALL Indigenous students across Curtin campus, i.e. students studying within the centre and Curtin mainstream Indigenous students at enabling and undergraduate.

Higher numbers of Indigenous students are enrolling into mainstream undergraduate courses. This is due to higher numbers of students graduating from the four enabling courses in the centre for Aboriginal Studies. (CAS) A total number of 56 students graduated in 2019. The majority of these students enrolled in their preferred discipline in 2019.

A strategic plan in CAS for 2019 was to absorb the current ITAS position into a new position titled Pastoral and Cultural Coordinator. This position would not only coordinate the pastoral and cultural care of each individual student but will coordinate care for a higher number of students across the University to ensure student retention and completion. Due to the complexities of the ITAS program this was placed on hold. The Pastoral and Cultural Coordinator was recruited in July 2019 and this position will be reviewed in 2020.

### **The rise or fall of success/progression rates**

<b>Breakdown of Indigenous Students (Commencing &amp; Re-enrolling)</b>	<b>2018</b>		<b>2019</b>	
	<b>EFTSL</b>	<b>Headcount</b>	<b>EFTSL</b>	<b>Headcount</b>
Indigenous Commencing	172.2	276	205	337
Indigenous Re-enrolling	161.8	254	160.4	255
<b>TOTAL:</b>	<b>334</b>	<b>530</b>	<b>365.4</b>	<b>592</b>

*Note: 2018 and 2019 progression data sourced from Curtin Business Intelligence (BI) Tools.*

- *Excludes students listed as 'heritage not defined'*

Commencing student numbers increased 2019 continuing an upward trend along with Re-enrolling student numbers also continue to trend upwards. Student retention is a key focus for the Centre over the past two years with a number of strategies implemented which from early indicators have proved effective.

### **The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2019**

Please see table 2a for information related to support provided for indigenous tutorial support.

### **The size of the Indigenous Support Unit or other Indigenous student support activities**

Other staff in the Centre that are available to assist students are the Student Support Officer, 1 x 1.0 FTE, 1 x 1.0 FTE Student Travel Officer (Away From Base program) and 1 x 1.0 FTE Indigenous Tutor Assistance Scheme Officer (ITAS). Two x 1.0 FTE Administrative Officers are also available (within their other day-to-day key responsibilities and accountabilities), to assist students with photocopying, printing, computing assistance, booking out of laptop computers and any other general enquiries student may have to help them through their studies.

### **Strategies to improve the cultural competency of staff and/or to ensure the university offers a culturally safe and enriching environment**

The Indigenous Cross-Cultural Capability Framework (ICCF) has been a strong foundation for expanding Aboriginal knowledges and perspectives amongst staff and students. Curtin University provides a

three-tiered cultural awareness training, grouped under the Intercultural Cross-Capability Framework (ICCF), consisting of:

**Ways of Working:** The Ways of Working Program covers indigenous cultural awareness and consists of one day workshop. In 2019 **460** people participated in the Ways of Working face-to-face training (ICCF Level 1).

**On-country Day Trips:** Delivering a comprehensive Indigenous Cultural Competency program for staff and students, including the facilitation of on-country activities. In 2019 **45** staff participated in immersive On-Country tours with Elder in Residence (ICCF Level 2). Since 2014 a total of 237 staff have enrolled in this unit which is continuing to increase each year.

Both CAS (Study Period 7) and the Elder in Residence (Semesters 1 & 2) offer a **Nyungar Culture and Identity unit (INDS2003)** which is a one-week intensive course. *Please see item 4, question one for further information on this unit.*

Curtin also offers the *online Professional Learning Essentials (PLE) Module, 'Introduction to Aboriginal and Torres Strait Islander People and Culture @ Curtin'*. This online course is an introductory pathway to the University's intercultural learning and teaching space. It contains a brief overview of: The Centre for Aboriginal Studies; Curtin's Reconciliation Action Plan (RAP); Level One of the Indigenous Cultural Capabilities Framework; and suggestions as to where staff can access information for embedding Aboriginal and Torres Strait Islander knowledge into the curriculum. The overall aim of this course is to prompt staff to explore and participate in further related professional learning. The aim is that all staff new to Curtin will be assigned this module. **164** staff completed the module in 2019.

[http://karda.curtin.edu.au/courses/on\\_country.cfm](http://karda.curtin.edu.au/courses/on_country.cfm)

#### **Which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources**

Indigenous Support staff of CAS – directly funded by ISSP and some Higher Education Participation and Partnership Programme (HEPPP) funding

CAS Indigenous Mentoring program – partly funded by ISSP and HEPPP funding

Ways of Working (CAS) – partly funded by ISSP

ITAS – directly funded by ISSP

#### **2a Tutorial and other assistance provided (2019 breakdown)**

Please note that due to the way data was recorded, a breakdown between student numbers and hours and courses can be provided at a later date. Oncosts can also be provided along with the student support and entry level travel workshops.

Assistance Type	Level of Study	Number of Students Assisted		Hours of Assistance		\$	
		S1	S2	S1	S2	Including oncosts	
Tutorial assistance	Enabling, Undergraduate, Postgraduate, Other (OUA).	82		2878.5	2860.83	<b>180067</b>	<b>179018</b>
		88					
		5					
		4					
	<b>TOTAL</b>			2878.5	2860.83	<b>180067</b>	<b>179018</b>
<i>Indigenous Support Unit or other Indigenous student support activities (optional breakdown of major activities or just total)</i>							
Student Support (including scholarships)							<b>213,268</b>
Entry Assessment Workshop Travel							<b>15,005</b>
<b>TOTAL</b>							<b>228,273</b>

Due to ITAS Officer resigning and the delay with backfilling this position, the above data has been captured via HR reports, financial reports and data that was readily available. This data will be recorded correctly for the 2020 acquittal.

#### Completions (outcomes)

##### **Strategies to improve award course completion of Aboriginal and Torres Strait Islander students**

Within CAS, intensive marketing efforts were conducted in 2018 and 2019 which attracted a high number of potential students into the CAS courses. Unfortunately, the number of students taking up offers was less than anticipated and commencement numbers did not reflect the number of places offered or students enrolled. Limitations to access and retention have been identified as:

- students access to computing and technology, including internet services within their communities, to make studying a university degree possible
- inability to acquire child-minding or elder care services while travelling away from their families and communities
- compounded and chronic health conditions impacting on students travel and study
- navigating travel through or from remote areas can require complex travel arrangements
- being unable to negotiate with employers for sufficient time away from employment without having to sacrifice precious leave needed to attend to family matters
- incapacity to take care of their community responsibilities whilst studying away, possibly interstate
- moving out of their familiar environment far away from family and community support or responsibilities
- having the personal confidence to succeed at a higher educational level (i.e. University)
- fear of negotiating a unfamiliar *Western* educational system that appeared strange and complex

CAS is committed to current student support services as indicated below, as these are effective with a number of students within the diverse cohort of students in CAS and across the university. These include:

- Continue to provide an inclusive and engaging Orientation week to promote a positive and culturally supportive student experience at the Centre for Aboriginal Studies and Curtin University
- Provide an informative orientation and an inclusive environment to support personal confidence and development
- Support the development of students' leadership knowledge and skills through learning and teaching in specific units that enhance opportunities towards self-determination and self-directed learning
- Continue to engage with students and invite feedback on the development of units and courses in the Centre for Aboriginal Studies
- Provide guidance and direction to students and academics on assessment policies and requirements that work towards retention of students
- Maintain weekly contact with students
- Prior to commencement of Block, hold staff meetings to plan activities and support services with Academics and Professional Student Support Services.
- Staff debriefs (mainly after Block and between Blocks)
- Student progress reports before, during and after every Block as required. Includes individual and course concerns
- Staff meet regularly to discuss any students with additional study requirements, especially during Block
- Follow-up students in their learning activities i.e. SUCCESS Program, ITAS (Tutors)
- Student consults with academic staff
- Every student is encouraged to have a tutor
- ITAS Officer aligns student requirements with appropriate ITAS tutor
- Student workshops for additional learning support
- Unit reviews and adjustments to ensure quality of learning and teaching experiences
- Course reviews to ensure consolidated approach and quality of learning and teaching
- Student Rep Meetings (to look after any issues/problems in regards to teaching/learning, and other such as accommodation, travel and meal allowance, Indigenous Guild Representative invited to this meeting)
- Provide and support social and sporting activities that encourage a sense of belonging and a supportive environment
- Continue to encourage student and staff engagement with activities across Curtin University
- Encourage student self-respect for their cultural values and personal achievements
- Continue to refer students to Curtin University Counselling and disability Services as required

The University is currently setting in place new guidelines for the retention of Indigenous students by working closely with CAS, and a Retention Strategies and Action Report has now been tabled. This report has yet to be ratified.

### **The rise or fall of completions**

<b>Completions</b>	<b>2019 Headcount</b>
Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	74
Aboriginal and Torres Strait Islander students - Postgraduate	16
Non Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	5462
Non Aboriginal and Torres Strait Islander students - Postgraduate	1595



**Note:** 2018 and 2019 completion data sourced from Curtin Business Intelligence (BI) Tools @ 22/03/2020.

- Excludes students listed as 'heritage not defined'

**Strategies connecting graduates with employment (both within and outside of the institution)**

No response to this question provided.

**Strategies to assist graduates**

Strategy	Total	Unique	
Careers workshops	46 students		3 x workshops. These are distinctive workshops for HEPPP identified students
Careers Fairs	2		This is attendance – open to all students. Research has shown this is not the best format for aboriginal students. Approx 40 Students attended with 6 Organisations represented
Leadership workshops			3 x workshops. These are distinctive workshops for HEPPP identified students
Drop-ins	143		20 minute appointments
Appointments	1		60 minute appointments
Paid Internships on Campus			
Leadership online modules			Open to all students
Careers online modules			Open to all students

**Strategies to monitor student outcomes after graduation**

No response to this question provided.

**Which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources**

CAS strategies are directly funded by ISSP

Strategies assisting graduates are funded by other university resources.

**Indigenous Education Strategy accessible by public**

**Explain how the university has met its requirements under section 13 of the ISSP Guidelines**

The Curtin Indigenous Education Strategy was completed in December 2018 and has yet to be ratified. As required under section 13 of the ISSP guidelines, the Indigenous Education Strategy includes key performance indicators and objectives on increasing the numbers of Indigenous students enrolling, retention and completion.

Curtin has made some progress towards the inclusion of Indigenous knowledge's in curricula, graduate attributes and teaching practices however work needs to continue to ensure a unified approach across Faculties. Further information will be provided on the availability of the RAP 2014-2018 Evaluation report (see Reconciliation Action Plan comments below).

Both CAS (Study Period 7) and the Elder In Residence (Semesters 1 & 2) offer a ***Nyungar Culture and Identity unit (INDS2003)*** which is a one week intensive course. Students enrolled in this unit are transported to and from various locations and are provided with the opportunity to meet and interact with Aboriginal people in Nyungar Country. The students examine significant historical, cultural and contemporary issues which have shaped, and continue to shape the lives of Nyungar people in Western Australia. In 2019 unit completions were: 22 students in Semester 1, 23 students in Semester 2 and 20 students in Study Period 7 for a total of 65 students.

Curtin University became a partner of the Jawan organisation whose aim is to build the capacity of Indigenous people by placing skilled people for leading companies and government agencies into Indigenous organisations. This is a partnership model that emphasises working with Indigenous people and supports Indigenous communities in the regions of both East and West Kimberley.

**Comment on the university's Reconciliation Action Plan if appropriate**

Curtin's RAP plan for 2019-2021 is now in the evaluation stage and the progress on the key commitments have now been reported on. That report is currently in the draft stage along with the RAP 2019-2020. Both the RAP 2014-2018 Evaluation document and the draft RAP 2019-2020 were tabled at the June 2019 Curtin Planning and Management Committee meeting for ratification and the documents are expected to be finalised by August 2020 at which time the report will be made available.

[http://karda.curtin.edu.au/about\\_us/rap.cfm](http://karda.curtin.edu.au/about_us/rap.cfm)

**Discuss the practical implementation and evaluation of your Indigenous Education Strategy**

Please see above under question one of section 4.

**Report progress against targets and milestones outlined in the strategy**

There is no progress report available at this time.

**Indigenous Workforce Strategy accessible by public**

**Explain how the university has met its requirements under section 12 of the ISSP?**

Comments in relation to how the University has met its requirements under Section 12 of the Indigenous Student Success Program Guidelines are set out below:

**(a) include key performance indicators;**

Curtin's 2018 - 2020 Strategic Planning includes KPI's for employment as outlined in the table below, with incremental targets toward an aspirational goal of achieving 3%. In 2019 we employed 156 Aboriginal or Torres Strait Islander (ATSI) staff using headcount and this comprised 1.6% of total staff headcount. A copy of our Aboriginal and Torres Strait Islander Dashboard is attached as an Appendix to this Report and outlines a number of different measures which also monitor progress in relation to employment issues such as employment status (eg casual or full time), employment level or seniority etc. We have established a target of 158 Aboriginal Staff for 2019, which will be 1.94% of total workforce based on current estimates. This new target includes individual targets for Faculties and Departments to drive stronger accountability across the University.

**(b) prioritise the following matters:**

- (i) increasing the number of academic employees engaged by the provider who are Indigenous persons; and**

One of the key mechanisms being adopted for the recruitment of Aboriginal academics and professional staff is to promote the use of Section 51 of the Equal Opportunity Act, which enables the University to adopt “special measures” to increase the level of Aboriginal employment. This is not suitable for all positions, as there may not be sufficient Aboriginal candidates that would meet the requirements of the position, but Hiring Managers are being encouraged to explore the potential for a position to be advertised as a Section 51 Position when they are considering their recruitment strategy for new or replacement staff.

We are also achieving success through the use of our Aboriginal Student Placement Program where Aboriginal Students are employed on a casual basis whilst they are undertaking study. In some cases, their work under these placements has opened up opportunities for employment at Curtin in Academic or Professional positions.

In addition, our work across the University to “Indigenize the Curriculum” and the development of new courses such as those focusing on Cultural Knowledge, will increase the demand for Aboriginal academic staff at all levels. This includes work on expanding the curriculum and on country experiences for our Indigenous Cultural Capability Framework. This will lead directly to an increase in Aboriginal academic staff.

**(ii) the professional development and career advancement of academic employees engaged by the provider who are Indigenous persons; and**

One of the Priority Areas in Our Aboriginal Employment Strategy is to develop our cohort of high performing Aboriginal and Torres Strait Islander academic and professional staff. We will achieve this through:

- implementation of flexible staffing models to ensure recognition of the transferability of diverse learnings, life experiences and the importance of role models for Aboriginal and Torres Strait Islander peoples within our community;
- ensuring work practices enable staff to meet cultural obligations through improved understanding of the diverse cultural, social and spiritual belief systems of Aboriginal and Torres Strait Islander peoples;
- maximising opportunity for higher degree by research (HDR) students to engage with employment opportunities in academic led positions;
- ensuring workforce planning includes diversity and inclusivity as essential criteria for merit selection recruitment;
- maximising the promotion of Curtin as an employer of choice for Aboriginal and Torres Strait Islander peoples through alumni engagement, business partnerships, industry connection and the broader Indigenous community connections;
- retaining and developing existing Aboriginal and Torres Strait Islander staff, providing career development pathways, mentoring, mentee and community / industry connected opportunities;
- the provision of Lecturing opportunities, particularly for young academic staff in the Centre for Aboriginal Studies, to expand their skills and provide academic career opportunities

**(c) for the 2019 grant year and subsequent grant years, include a plan agreed by an administering officer in writing that:**

**(i) increases the number of employees engaged by the provider who are Indigenous persons to at least 3 per cent of all employees of the provider; and**

**(ii) provides for the employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice-Chancellor or Deputy Vice-Chancellor, or equivalent level**

A copy of the Curtin University Aboriginal Employment and Engagement Strategy is attached. This has been endorsed by the Vice Chancellor.

In relation to point (i), this includes a commitment to increase the number of Aboriginal and Torres Strait Islander employees engaged by Curtin University to 3%.

In relation to point (ii), Professor Simon Forrest, the University's Elder in Residence is a member of the University's Planning & Management Committee (PMC). The PMC is responsible for advising the Vice-Chancellor on all matters for which the Vice-Chancellor exercises responsibility. Membership of PMC is limited to Senior Executive Staff and includes:

- a) Vice-Chancellor (Chair)
- b) Provost
- c) Deputy Vice-Chancellor, Academic
- d) Deputy Vice-Chancellor, International
- e) Deputy Vice-Chancellor, Research
- f) Chief Operating Officer
- g) Vice President, Corporate Relations
- h) Pro Vice-Chancellor, Business and Law
- i) Pro Vice-Chancellor, Health Sciences
- j) Pro Vice-Chancellor, Humanities
- k) Pro Vice-Chancellor, Science and Engineering
- l) Pro Vice-Chancellor and President, Curtin Dubai
- m) Pro Vice-Chancellor and President, Curtin Sarawak
- n) Pro Vice-Chancellor and President, Curtin Singapore
- o) Chief Financial Officer
- p) Chief Strategy Officer
- q) Chair, Academic Board
- r) Elder in Residence

**2. Include current link to the university's website outlining the strategies to increase the number of Aboriginal and Torres Strait Islander people working at the university and to support the development of current Aboriginal and Torres Strait Islander employees. This can be a special Indigenous Workforce Strategy document or a section targeting development for Aboriginal and Torres Strait Islander people in a broader university workforce strategy**

A copy of the Curtin University Aboriginal Employment and Engagement Strategy for 2018-2020 is attached. It is also worth noting that Aboriginal employment is a priority under our Elevate Level Reconciliation Action Plan for 2019-2020, which was endorsed by Reconciliation Australia in November 2018. A copy of the Elevate RAP is attached and particular reference is made to Sections 3.2, 3.3, 3.4, 3.7, 3.8 and 3.9.

**3. Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy**

The Aboriginal Employment & Engagement Strategy has not been developed in isolation. It is directly cascaded from our University's 2018-2020 Strategic Plan and the subsequent People and Culture Enabling Plan. One of the Strategic Objectives under the People and Culture section of the strategic plan is to "Improve gender and Indigenous equity". The immediacy of this intent was reflected in its inclusion in our University's "2019 Plan on a Page" which further outlined a smaller number of elements of the 2018-2020 Strategic Plan for focus in this current year.

The Aboriginal Employment & Engagement Strategy has been developed in partnership and consultation with Elder in Residence, Professor Simon Forrest; Centre of Aboriginal Studies Director, Professor Marion Kickett; the Curtin University Aboriginal and Torres Strait Islander Advisory Committee (CUATSIAC) and the Curtin Indigenous Policy Committee (CIPC) as well as being consistent with our University's existing and draft new Reconciliation Action Plans. The People Business Partner responsible for the translation of the Strategy into action has continued to involve members of the Indigenous Leadership Group in key meetings to ensure that there is an Aboriginal "voice" at the table when these issues are being discussed.

The three priorities have also been developed in consideration of key recommendations from Curtin University First-Year Student Experience: A Narrative Based Solution (2016), National Indigenous Higher Education Workforce Strategy (2011) and the review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (2012). The Universities Australia Indigenous Strategy 2018-2020 released on 1 March 2018, sets a target of equal success and completion rates for Indigenous students to non-Indigenous

#### 5a Indigenous workforce data (2018 breakdown)

Portfolio	2018 Actual	2019 Target	2019 Actual (incl trainees)	2019 Act v Target
Office of the Deputy Vice-Chancellor, Academic	61	69	70	1
Faculty of Health Sciences	20	26	19	-7
Faculty of Humanities	19	25	13	-12
Faculty of Science and Engineering	8	14	9	-5
Faculty of Business and Law	2	7	3	-4
Office of Corporate Services	18	31	15	-16
Office of Corporate Relations	3	4	5	1
Research Office at Curtin	3	5	2	-3
Curtin International	0	2	2	0
Office of Strategy and Planning	0	2	3	1
<b>Total unique headcount by portfolio</b>	<b>134</b>	<b>185</b>	<b><u>141</u></b>	<b>-44</b>
<b>Total University unique headcount of staff employed during the year (Cumulative)</b> <i>(does not equate to sum of individual portfolios due to multiple roles across portfolios)</i>	<b>116</b>	<b>160</b>	<b><u>131</u></b>	<b>-29</b>

*Note: 2019 headcount figures are sourced from Curtin Business Intelligence (BI) Tools @July 2020.*

*As staff have multiple roles across many portfolios the sum of the below does not collate to the total unique Headcount (Actual FTE) of 156 at a University level.*

#### Indigenous involvement in decision-making

The Curtin University Indigenous Governance Policy (at Attachment 1) sets out the university's current Indigenous Governance Mechanism.

The membership of each of the committees within the Indigenous Governance Mechanisms is attached (refer Attachment 2 and Attachment 3)

The reported activities and outcomes of the committees within the Indigenous Governance Mechanisms below is taken from the annual report of the Curtin Indigenous Policy Committee.

Links to the constitutions and memberships can be found at the following:

IGP: [http://policies.curtin.edu.au/local/docs/policy/Indigenous\\_Governance\\_Policy.pdf](http://policies.curtin.edu.au/local/docs/policy/Indigenous_Governance_Policy.pdf)

CUATSIAC: <https://secretariat.curtin.edu.au/Committees/Committee/56>

CIPC: <https://secretariat.curtin.edu.au/Committees/Committee/24>

### **3.1 Aboriginal and Torres Strait Islander policy development, implementation, monitoring and reporting**

The Indigenous Governance Policy objective is to enable Curtin's Aboriginal and Torres Strait Islander community to participate in decision-making processes, policy, and initiatives that affect Aboriginal and Torres Strait Islander people at Curtin. In 2019, strategic achievements included:

- Provision of on-country experiences in partnership with local communities
- Nowanup Bush Campus Statement of Intent
- Global exchange of knowledge and experiences between Aboriginal and Torres Strait Islander peoples and First Nations people around the world;
- Launch of the Curtin University Elevate Reconciliation Action Plan 2019-2020

It is recommended that amendment be made to the Curtin Indigenous Policy Committee constitution to improve efficiency and effectiveness of the committee as follows:

#### **Membership**

- Update the appointment of Chair; and positions that no longer exist. Review the effectiveness of the non-ex-officio positions and amend as necessary reflective of other memberships of committees of Council, eg. People and Culture Committee.

#### **Reporting**

- Simplifying the reporting requirements to avoid duplication of reported activity against the Indigenous Governance Policy objectives and activity under the RAP
- To better meet the monitoring requirements of an Elevate RAP, faculties and areas nominate a RAP representative who can report their relative activity. This reporting will be compiled by the Diversity and Equity Unit for formal reporting to relevant committees within the University's governance structure.

### **3.2 Curtin Indigenous Policy Committee**

In 2019 CIPC met six (6) times. The CIPC met its constitutional brief for the period under review, providing advice to the Vice-Chancellor and the PMC, by way of its minutes and reports, on matters pertaining to implementation of the University's Indigenous Governance Policy. Key discussions of CIPC included:

- Resourcing initiatives to empower Aboriginal and Torres Strait Islander peoples under the Elevate RAP
- Aboriginal Employment and Engagement Strategy
- Indigenous Research Strategy
- Indigenous Cultural Capability Framework (ICCF) and increase of Curtin staff and student participation
- Nowanup bush campus, Gondwana Link and partnership with Nowanup community
- Stakeholder engagement, including the Curtin University Aboriginal and Torres Strait Islander Committee

### **3.3 Curtin University Aboriginal and Torres Strait Islander Committee**

The role of the Curtin University Aboriginal and Torres Strait Islander Advisory Committee (CUATSIAC) is to assist the Vice-Chancellor in developing appropriate ways of responding effectively and sensitively to the educational needs and aspirations of Aboriginal people. This requires a holistic approach, under the guidance of Aboriginal people, to achieve educational equity.

Membership of the CUATSIAC comprises of Member of Council nominated by the Vice-Chancellor; Elder-in-Residence; Provost; Director, Centre for Aboriginal Studies; Deputy Vice-Chancellor, Academic; and Aboriginal and Torres Strait Islander community representatives from a variety of backgrounds across Western Australia. In 2019, the CUATSIAC conducted one (1) meeting to meet its functions under its constitution. Key discussion included:

- Curtin University Elevate Reconciliation Action Plan 2019 - 2020
- T L Robertson Library Refurbishment Project
- Curtin Indigenous Research Strategy
- Centre for Aboriginal Studies (CAS) Report
- CUATSIAC Governance

### **3.4 Indigenous Leadership Group (ILG)**

The role of the Indigenous Leadership Group (ILG) is to provide collaborative guidance and support to the University in relation to Indigenous support, education, research, and community engagement strategies; and to strengthen positive Aboriginal and Torres Strait Islander outcomes through sharing of knowledge and experiences with those who actively seek to engage with the University's Indigenous leaders.

Membership of the ILG comprises the Elder-in-Residence; Deputy Vice-Chancellor Academic; Director, Centre for Aboriginal Studies (CAS); Curtin Research Fellow, Centre for Aboriginal Studies; Casual Academic, Centre for Aboriginal Studies; Senior Indigenous Research Fellow; Director, Indigenous Engagement; Executive Assistant to Elder in Residence. In 2019, the ILG met six (6) times. This group works in a collaborative and informal manner to guide decisions impacting Aboriginal and Torres Strait Islander peoples in the University, adhering to Indigenous ways of working and voicing Aboriginal and Torres Strait Islander perspectives. Key discussions of ILG during 2019 included but were not limited to:

- Curtin University Reconciliation Action Plan 2019-2020
- Centre for Aboriginal Studies History Project and Facilities Upgrade
- Indigenous Student Success Programme (ISSP) Guidelines
- Southern Aboriginal Corporation Treaty Process
- Indigenous Perspectives and Knowledges Curriculum Framework
- Aboriginal Employment at Curtin
- Aboriginal Terms of Reference
- Cultural Safety Grant: Balang Djurapin
- ARC grant achievement

## **6a Statement by the Indigenous Governance Mechanism**

The funding has been allocated as stated in this report. The majority of the funding supports Indigenous staff in the Centre for Aboriginal Studies. Centre staff support all Indigenous students enrolled in the Centre for Aboriginal Studies and other disciplines of the University. Curtin's Indigenous Leadership Group, chaired by Professor Simon Forrest, supports the funding being used in the Centre for the appropriate programs.



# Indigenous Student Success Programme 2019 Financial Acquittal

Organisation

Curtin University

## 1. Financials – income and expenditure

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

Item	(\$)
<b>A. ISSP Grant</b>	
ISSP Grant 2019 (flexible component)	1,642,786
ISSP Grant 2019 for preserved scholarships	
<b>Subtotal ISSP Grant</b>	<b>1,642,786</b>
<b>B. Other ISSP Related Income</b>	
Rollover of ISSP funds from 2018	
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
<b>Subtotal other ISSP related income</b>	
<b>Grand total</b>	<b>1,642,786</b>

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

Item	(\$)
<b>A. Other non-ISSP funds</b>	
Other funding provided under HESA <sup>3</sup>	
Other Commonwealth Government funding	
Funds derived from external sources <sup>4</sup>	
<b>Total of other non-ISSP funds</b>	

**Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)<sup>5</sup>**

Item	Actual ISSP (\$)⁵	Estimate other funds (\$)⁷	TOTAL (\$)⁸
Preserved scholarships			
"New" scholarships from flexible ISSP funding	213,268		213,268
Teaching and learning⁹			
Salaries for staff working on ISSP activities¹⁰ ¹¹ ¹²	1,414,513		1,414,513
Administration for staff working on ISSP activities¹³	9,529		9,529
Travel – domestic (airfares, accommodation & meals)	5,476		5,476
Travel – international (airfares)			
Travel – international (accommodation and meals)			
Conference fees and related costs¹⁴			
ISSP Asset purchases made during 2019¹⁵			
Other			
<b>A. Total Expenditure 2019</b>	<b>\$1,642,786</b>	<b>\$</b>	<b>\$1,642,786</b>
<b>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</b>	<b>0</b>		
<b>2019 ISSP funding committed (A + B)</b>	<b>1,642,786</b>		
<b>D. Other unexpended 2019 ISSP Funds to be returned to PM&amp;C¹⁶</b>			
<b>C. Unexpended 2019 preserved scholarships funds to be returned to PM&amp;C</b>			

## 2. Rollovers

**Table 2 Rollovers agreed**

	Rolled over (\$) (A)	Expended/committed¹⁷ (\$) (B)	Excess to be returned to the Department¹⁸ (C) (C = A – B)
2018 funds rolled over into 2019			
2019 funds agreed for rollover into 2020			

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]

### 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019<sup>19</sup>**

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> <sup>20</sup>		\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>		\$
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

### 4. ISSP Assets

**Table 2a ISSP Assets inventory<sup>22</sup>**

Asset Description/ category	Adjustable Value <sup>23</sup>	ISSP contribution <sup>24</sup>

**Table 2b ISSP Assets - purchases during 2020**

Asset Description/ category	Purchase Value	ISSP contribution

**Table 2c ISSP Assets - disposals during 2020**

Asset Description/ category	Adjustable value	Disposals/ Sale Price <sup>25</sup>	ISSP component <sup>26</sup>	Disposals Age <sup>27</sup>

### 5. Endorsement of the Financial Acquittal<sup>28</sup>


Financial Acquittal supported and initialled by:

**David Menarry**

(Print name of relevant officer)

**Chief Financial Officer**

(Print position title)



(Signature and date)

Telephone contact: (08) 9266 1156

E-mail: D.Menarry@curtin.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 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 Mechanism:**

Name:   
Title:   
Signed:  Date:

**Certification made by Vice-Chancellor or equivalent delegate:**

Name:   
Title:   
Signed:  Date:

## Additional information for completing the template

- <sup>1</sup> 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.
- <sup>2</sup> Please estimate the funds available.
- <sup>3</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>4</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>5</sup> Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2019 Performance Report.
- <sup>6</sup> List the expenditure of the income listed in Table 1a above.
- <sup>7</sup> List the expenditure of the income listed in Table 1b above.
- <sup>8</sup> Sum ISSP expenditure and other funds expenditure.
- <sup>9</sup> Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.
- <sup>10</sup> 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.
- <sup>11</sup> Include expenditure on salaries for staff that provide tutorial assistance.
- <sup>12</sup> May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>13</sup> 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.
- <sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>16</sup> Include unspent 2018 funds that were rolled over into 2019 but were not expended during 2019 (i.e. the amount recorded in Table 2, column C).
- <sup>17</sup> 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.
- <sup>18</sup> This amount should be included in the total unspent 2019 amount listed in Table 1c, Section D.
- <sup>19</sup> 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.
- <sup>20</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>21</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>22</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- <sup>23</sup> Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014.
- <sup>24</sup> The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- <sup>25</sup> Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- <sup>26</sup> The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- <sup>27</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>28</sup> 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.

