



Centre for Aboriginal Studies

GPO Box U1987
Perth Western Australia 6845

Telephone +61 8 9266 7091
Facsimile +61 8 9266 2888
Email cas.enquiries@curtin.edu.au
Web www.karda.curtin.edu.au

National Indigenous Australians Agency
Charles Perkins House
16 Bowes Place
PHILLIP, ACT, 2606

Attention: Indigenous Students Success Program

**RE: Centre for Aboriginal Studies, Curtin University,
ISSP 2020 Performance Report**

The Centre for Aboriginal Studies has pleasure in providing the 2020 ISSP Performance Report outlining the activities and support provided to Aboriginal and Torres Strait Islander enrolled at Curtin University and the Centre for Aboriginal Studies.

We thank the NIAA for their ongoing support, particularly during the 2020 year whilst Curtin University and the centre for Aboriginal Studies navigated the impact of COVID19. The advice provided in terms of support Aboriginal and Torres Strait Islander students was fundamental in student retention.

Kind regards,

David Cusack

David Cusack
Deputy Director
Centre for Aboriginal Studies
david.cusack@curtin.edu.au
+61 08 9266 7091

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**Indigenous Student Success Program
2020 Performance Report**

Organisation	Centre for Aboriginal Studies, Curtin University		
Contact Person	CAS Deputy Director David Cusack		
Phone	08 9266 7091	E-mail	David.cusack@curtin.edu.au

1. Enrolments (Access)

1.1. 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.

1.2. Scholarships, bridging/enabling support, and outreach activities:

There were approximately 134 scholarships with 22 scholarships exclusively for Aboriginal and Torres Strait Islander students in 2020. 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>

Due to the COVID19 Pandemic, scholarship applications by Aboriginal and Torres Strait Islander students increased. However, students found it difficult to provide some of the paperwork required or found it difficult to apply in the online application system. It is evident that there is room for improvement and the Centre will actively work with the Curtin Scholarships team to improve this service.

1.3. Enabling Programs:

Indigenous Tertiary Enabling Course (ITEC) – one semester, offered twice a year: Outcomes for 2020: 44 Indigenous students were enrolled and 13 of those students graduated. Of those graduating students, all have enrolled in an undergraduate course at Curtin. The remainder of students formally withdrew due to the COVID19 Pandemic. As a result, the Centre did not offer a Semester 2, 2020 intake for ITEC, instead deferring enrolments to 2021.

Indigenous Pre-Medicine & Health Sciences Enabling Course (INPMHE) – one-year course: Outcomes for 2020: 19 Indigenous students were enrolled and 4 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 2020: 6 Indigenous students were enrolled and 4 of those students graduated. Of those graduating students, 1 has enrolled in a Curtin undergraduate course.

Indigenous Pre-Science & Engineering (EN-INDPSE) – one year course: Outcomes for 2020: 13 Indigenous students were enrolled and 2 of those students graduated.

UniReady Enabling Program – one semester, offered twice a year:

Outcomes for 2020: 28 Indigenous students were enrolled, and 10 of those students graduated. Of those graduating students all have enrolled in a Curtin undergraduate course.

The COVID19 epidemic had a significant impact on student enrolments with Curtin University moving to online studies. Aboriginal and Torres Strait Islander students found it difficult to transition to online studies due to various factors: no/poor internet, no access to computer/laptop. ITEC is a 6-month course and due to the number of students withdrawing, the Centre deferred running ITEC in Semester 2, 2020.

1.4. Student Outreach Programs:

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

- **Schools worked with:** Christian Aboriginal Parent Directed School (CAPS) Coolgardie, Geraldton, Kent Street SHS, Girrawheen SHS, Yanchep Senior College, Sevenoaks Senior College, Southern River College, St Clare’s Yule Brook.
- **Care School(s):** Clontarf Aboriginal College (CARE = Curriculum and Reengagement in Education)
- **Future Footprints Schools:** Trinity College, Guildford Grammar School, Aquinas College, St Brigid’s College, Hale School, Scotch College, St Hilda Anglican School for Girls, Mazenod College, Wesley College Moorditj Mob,
- **School Programs worked with:** Follow the Dream, Create the Dream, Curtin AHEAD, Future Footprints.

Total students: 45

(Future footprints students’ details of specific schools and number of students were not provided to CAS. However, CAS will maintain the appropriate records for future reference.)

The COVID19 Pandemic impacted on school participation in outreach programs. For example, Kaaditjin Day held at the Centre every year, invites 30 schools across Perth metropolitan area. Due to the COVID19 epidemic, social distancing and restrictions associated with gatherings, 19 students (Year 11, 12) along with teachers attended Kaaditjin Day. The Centre also worked with the Wirrpanda Foundation and was to hold an information workshop for students enrolled in its Deadly Sista Girlz Mentoring program (130), however again COVID19 related issues i.e., restricted gatherings, social distancing this workshop was deferred to 2021.

In addition, Curtin University offers Aboriginal and Torres Strait Islander students the opportunity to discover the benefits of engineering via the Indigenous Australian Engineering

School (IAES) forum. IAES is an annual event hosted in Perth by Curtin University on behalf of Engineering Aid Australia. It provides Aboriginal and Torres Strait Islander students from around Australia with the opportunity to experience engineering studies and careers.

Open to Indigenous students in year 9, 10, 11 and 12, students with an interest and aptitude towards engineering, science and mathematics are encouraged to apply to attend this week-long program.

The Mining and the Lands is a five-day residential tour for Aboriginal and Torres Strait Islander female students to experience what it is like to study and work in the mining industry in WA. This is a joint program between Curtin University, Ashanti Gold Australia, and the Association of Independent Schools of WA and open to Indigenous students in years 9, 10, 11 and 12.

1.5. Outreach conducted by the Centre included:

The Centre for Aboriginal Studies appointed a Program Coordinator – Cultural Programs who commenced in March 2020. Over the following months this staff member conducted a student recruitment campaign throughout the Great Southern and Southwest of Western Australia. Various information workshops were held at individual High Schools, Aboriginal Medical Services and local Aboriginal organisations promoting Curtin University and the CAS Enabling, Undergraduate and Post Graduate courses on offer for 2021.

The Centre for Aboriginal Studies also worked with Curtin Prison Outreach to convert the Indigenous Tertiary Entrance Course (ITEC) curriculum to a paper format to roll out this course to the Casuarina Prison in Semester 1, 2021. Working with the Curtin University Prison Outreach team, the Centre engaged teachers/trainers already employed by Department of Justice as ITAS Tutors. These tutors have already been approved by the appropriate agencies and by bringing engaging them as ITAS tutors the Centre effectively has a pool of ITAS Tutors available to incarcerated students should they look to further their education from within the prison system.

In addition to this the Centre also supports the JETA program (Justice and Equity Through Art) that offers incarcerated people the opportunity to further their education and develop their skills from within an Australian prison by embarking on a university degree in Fine Art. Established in 1995, the program allows prison residents to complete a degree in Fine Art with the delivery method adjusted to suit the challenging conditions, limited resources, and lack of internet in the prison environment.

Table 1a Rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)

TOTAL Enrolments (Commencing & Re-enrolling)	2019		2020	
	EFTSL	Headcount	EFTSL	Headcount
Aboriginal and Torres Strait Islander students	365.4	592	371.98	619
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	24,319.80	36,916	24,657.7	37,695
TOTAL:	24,685.20	37,508	25,029.71	38,306

Note: 2019 and 2020 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 2019 and 2020 saw slight drop of 6% drop in the overall Indigenous student numbers which may be attributed to the impact of COVID19 and the move by the University to online classes.

Table 1B Rise and fall of EFTSL of Aboriginal and Torres Strait Islander students from remote and regional areas

Location Category	2019		2020	
	EFTSL	Headcount	EFTSL	Headcount
Regional	67.7	114	71.7	126
Remote	55.3	76	60.9	99
Unknown	1.5	3	0.6	5
Urban	241	399	238.1	385
TOTAL:	365.5	592	372	619

Note: 2019 and 2020 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.

1.6. 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.

1.7. Scholarships (2020 breakdown) Offered (including lapsed)

Across the Indigenous student cohort, the retention rate and pass rate are higher with scholarship recipients achieving an average of 18% higher for retention and 16% higher for pass rate.

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

	Education Costs		Accommodation		Reward		Total ^{4 5}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁶	\$9,000	5	\$3,000	1	\$0	0	\$12,000	6
Undergraduate ⁷	\$122,250	51	\$60,000	11	\$15,000	15	\$197,250	77
Post-graduate ⁸	\$0	0	\$0	0	\$0	0	\$0	0
Other	\$0	0	\$0	0	\$0	0	\$0	0
Total	\$131,250	56	\$63,000	12	\$15,000	15	\$209,250	83

Note: Information source

2. Progression (access and outcomes)

2.1. Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander

The Centre has an Indigenous Student Support team which consists of 1 x G06 Full Time Equivalent (FTE) Indigenous Support Coordinator, 1 x G05 1FTE 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 is currently reviewing the mentoring program at the Centre with a key strategy to support Indigenous retention by connecting senior students to new students to provide guidance and advice on how to transition more successfully to studying at university. Mentors have previously been 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 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 employed 1 x G05 0.6FTE 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 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 in enabling and undergraduate courses. The Centre has identified that ITAS Tutors in specialist fields i.e., medicine is in high demand and CAS will focus on a ITAS Tutor advertising campaign in 2021.

A strategic plan in CAS for 2020 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 and would 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 and a reduction in HEPPP funding this pilot position was ceased.

Table 2A The rise or fall of success/progression rates

Breakdown of Indigenous Students (Commencing & Re-enrolling)	2019		2020	
	EFTSL	Headcount	EFTSL	Headcount
Indigenous Commencing	205	337	183.50	313
Indigenous Re-enrolling	160.4	255	188.5	305
TOTAL:	365.4	592	372	618

Note: 2019 and 2020 progression data sourced from Curtin Business Intelligence (BI) Tools.

- Excludes students listed as 'heritage not defined'.

Commencing student numbers decreased however re-enrolments increased in early 2020 continuing to trend upwards. Student retention is a key focus for the Centre over the past two years with several strategies implemented which from early indicators have proved effective.

To support Aboriginal students affected by COVID19 to continue their studies online, the Centre provided additional support including a laptop loan program, prepaid internet, and food vouchers. In addition, Curtin University offered further support via financial hardship bursaries, and CAS support staff assisted students to lodge the required forms and supporting documents.

2.2. The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2020

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

2.3. 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 1 x G05 1FTE Indigenous Student Support Coordinator, Student Support Officer, 1 x G05 1FTE, and 1 x G04 1FTE Indigenous Tutor Assistance Scheme Officer (ITAS).

Two x G05 1FTE 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.

2.4. 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:

Stage one: Ways of Working

Ways of Working: The Ways of Working Program covers indigenous cultural awareness and consists of one day workshop. In 2020 **414** people participated in the Ways of Working face-to-face training (ICCF Level 1). To date 1,477 staff have completed this.

Noongar Language and Culture (MOOC): The Noongar language and culture is offered through Curtin's Massive Open Online Course (MOOC). This gives an opportunity to learn about the Noongar people of Western Australia, their culture, and their language in a self-paced manner.

Stage two: ICCF On-Country Immersion Trips

Part one – Wogga Warniny (The Blanket Exercise): is delivered by the Elder-in-Residence team and is essentially an activity that builds awareness of the contact history between First Nations people of Western Australia and colonisers.

Part two – Carrolup Engagement Workshop: is a session that provides a platform to learn about the Stolen Generation and impacts through the story of Carrolup and is delivered by staff from the EIR team and John Curtin Gallery.

Part three - On-country Immersion Experiences: Delivering a comprehensive Indigenous Cultural Competency program for staff and students, including the facilitation of on-country activities. Staff participate in immersive On-Country tours with Elder in Residence (ICCF Level 2).

Stage three: ICCF On-Country Immersion Trips

Part one: On-Country learning: exploring Australian Indigenous knowledges based on country at Curtin's Nowanup Bush Campus in the Great Southern. This training aims to give

participants opportunities to gain insights into the significance of historical and contemporary issues that have influenced and impacted on Aboriginal and Torres Strait Islander people. It is delivered using Aboriginal pedagogies, including sessions with First Nations Elders that challenge those involved to develop their understandings of First Nations' ways of being, doing and knowing.

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.*

In addition, the Curtin University Indigenous Learning Circle, or Yarning Circle was opened in September 2020. Located on campus to the east of Jack Finney Lake, the circular rammed earth seating and large steel canopy provides the Curtin and wider communities a space to pause, meet, reflect, and yarn. With a capacity of 40 people, this space is utilised for specific activities i.e., NAIDOC, Reconciliation Week and it is also a teaching place within an Aboriginal space.

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.

http://karda.curtin.edu.au/courses/on_country.cfm

2.5. 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) – funded by CAS,
- ITAS – directly funded by ISSP,
- Laptop – Loan program for students to assist with their studies particularly those who do not have the means to purchase these items – funded by ISSP and HEPPP Funding
- Scholarships and financial hardship – partly funded by ISSP
- Pre-paid internet (partly funded by ISSP).

2.6. Tutorial and other assistance provided (2020 breakdown)

Please note that due to the way data was recorded, a breakdown between student numbers and hours by course not readily available however can be provided later. Oncosts can also be provided along with the student support and entry level travel workshops.

Table 2B Tutorial assistance provided in 2020.

Level of study	Number of students assisted	Total hours of assistance ⁹	Expenditure ¹⁰ (\$)
Enabling	47	Semester 1 - 2,415 Semester 2 - 2,354	\$125,523 \$122,597
Undergraduate	108		
Postgraduate	6		
Other	0		
Total	161	4,768.48	\$248,119

Table 2C Indigenous Support Activities provided in 2020¹¹

Activity ^{12 13}	Number of student participants	Expenditure (\$)
Laptops – Acer	35	\$21,859.00
Pre-Paid Internet (15 x 4Gb – Optus/Telstra) & top-up	14	\$1,260.00
Smart Rider	9	\$280.00
Food Vouchers	40	\$2,423.00
Printing	15	\$459.00
Textbooks	18	\$2,669.00
Accommodation (incl Bond assistance)	5	\$1,700.00
Termination Appeals	2	N/A
	TOTAL	\$30,650.00

Note: Support activities are also supplemented from other grant funding allocated to the Centre.

Accommodation assistance was in relation to bonds applicable for UniLodge and/or private rental whilst students waited for the outcome of their ABSTUDY application. In relation to UniLodge initially the Centre paid the bond direct to UniLodge with the amount being repaid by UniLodge on receipt of funds from ABSTUDY. Regarding private rentals the Centre was able to negotiate with the agent/property owner to defer the bond until ABSTUDY made payment direct. The above bond assistance (\$1,700.00) was refunded January 2021.

3. Completions (outcomes)

3.1. Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

Within CAS, intensive marketing efforts were conducted in 2019 and early 2020 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 an unfamiliar Western educational system that appeared strange and complex.
- COVID19, severely restricted the movement of with many returning to country as Curtin University moved all teaching to online only format. Lock downs throughout the year continued to impact on student enrolment with a number withdrawing or deferring to 2021. In part this was attributed to the online format and poor internet service in remote, rural areas of Western Australia and Northern Territory.

CAS is committed to current student support services as indicated below, as these are effective with several 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 regarding 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.

During the COVID19 Lockdown in Western Australia, the CAS Indigenous Student Support team established a program that included weekly check-ins with student who remained enrolled. This also included “welfare checks” on students who remained on campus in Curtin accommodation to ensure that students were coping with the lockdown measures.

CAS were expanding our bridging and pathway programs offering Pre-Science and Engineering Enabling Course, and the Pre-Business and Law Enabling Course to encourage more Aboriginal students to consider studying at university level, including those from rural and remote regions that suffer significant social and economic disadvantage. Curtin’s support and retention strategies will work towards ensuring that Indigenous students are able to complete their studies at the same rate as other students, while targeted mentoring, work experience and leadership development programs will help Indigenous students to maximise their opportunities following graduation

Table 3A Completions Outcomes

Completions	2019 Headcount	2020 Headcount
Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	74	52
Aboriginal and Torres Strait Islander students - Postgraduate	16	16
Aboriginal and Torres Strait Islander students – Higher degree by Research		1
Non-Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	5,462	5,730
Non-Aboriginal and Torres Strait Islander students - Postgraduate	1,595	1,560
Non-Aboriginal and Torres Strait Islander students - Postgraduate		167
TOTAL:	7,147	7,526

Note: 2019 and 2020 completion data sourced from Curtin Business Intelligence (BI) Tools @ 22/03/2021.

- Excludes students listed as ‘heritage not defined’.

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

The Centre for Aboriginal Studies works closely with agencies such as Career Trackers, AIME, AFL SportsReady and WA Health in relation to cadetships which often lead to career opportunities for students once they have completed their studies.

Career Trackers worked with employment partners in 2020 to support 120 students working from home internships. This has allowed students in regional areas the opportunity to stay close to their community during the COVID pandemic.

Through the Curtin Careers team, Indigenous students were aided in:

Table 3B Employment Assistance

Type of Activities	Number Provided	Number of Individuals
Resume Writing - drop in	5	4
Resume Writing - appointment	0	0
Resume Writing - workshop	3	3
Resume Writing - online module	5	5
Employment Seminars/Job Symposiums	29	25
Interview techniques - drop in	0	0
Interview techniques - appointment	0	0
Interview techniques - workshop	0	0
Interview techniques - online module	2	2
Working with Children Check		

In addition, the Curtin Uni Hub provides graduate students employment opportunities in various industries depending on their career aspirations. Also, Curtin University provides opportunities for paid casual and part-time positions on-campus via the Earn While You Learn (EWYL) program. This program provides students with the opportunity to gain hands on experience in their chosen discipline that will accommodate their studies.

Table 3C Other Strategies to assist graduates:

Strategy	Total	Unique	
Careers workshops			These were placed on hold due to COVID19
Careers Fairs			These were placed on hold due to COVID19.
Careers Pop-Up at CAS & Career Counsellor			These were placed on hold due to COVID19.
Leadership workshops			These were placed on hold due to COVID19.
Aboriginal Support Placement Program			This is a HEPPP funded initiative. These were placed on hold due to COVID19.
Leadership online modules			Open to all students.
Careers online modules Career Development Support and Counselling Activities			Open to all students. Funded under HEPPP. These were placed on hold due to COVID19.

3.3. Strategies to monitor student outcomes after graduation

No response to this question provided.

3.4. 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 i.e., HEPPP.

4. Regional and remote students

4.1. Strategies to improve access to university study

Many Aboriginal and Torres Strait Islander students find it difficult to enrol and complete their studies due to varying circumstances including financial hardship, health and wellbeing, family and community relationships, fractured communities, poor education, and racism. Mature aged students (23yrs of age and over) have additional challenges including age, community relationships, employment and in some instances intergenerational trauma associated with the Stolen Generation.

Aboriginal and Torres Strait Islander student support goes beyond academic skills, tutorial assistance, and enrolment matters. Indigenous students require support programs that are culturally safe so that they can have academic, social, cultural, and emotional support as they progress through their study.

Section 3.1 outlines the strategies that the Centre for Aboriginal Studies have established to support all Aboriginal and Torres Strait Islander students enrolled at Curtin University.

4.2. Activities to support students during their studies

The Centre for Aboriginal Studies has a dedicated team that focuses on providing a “holistic” approach to supporting Aboriginal and Torres Strait Islander students, essentially incorporating pastoral and cultural care. For students travelling from remote and rural regions, the loss of their family and friend support base can be difficult for those students even more so for those who are leaving home for the first time.

In this instance the Centre for Aboriginal studies provides a culturally safe place for Aboriginal and Torres Strait Islander students to study, seek mentoring, financial assistance, and access to medical services available on campus. Regional and remote students were impacted considerably by the COVID19 Pandemic with many affected by the lockdowns across Australia. For those students who chose to continue their studies, the Centre provided: -

- PASTORAL & CULTURAL CARE
The Centre for Aboriginal Studies arranged a “wellbeing check-in” system contacting students via phone, email, and social media. This process had a two-fold affect:
 - the students remained connected to their cohort
 - the students had a point of contact in CAS that could provide additional support during lockdown
 - access to services could be maintained
 - ensured that the health and wellbeing of students was monitored and
 - monitor the health and wellbeing of students i.e., Curtin Counsellor, Student Guild, emergency financial support
- STUDY Space
CAS Lecturers acknowledged that many students did not have appropriate study space and/or were home schooling their children. Aboriginal and Torres Strait Islander students were:
 - encouraged to view recordings of lecturers at a time more convenient to their study
 - additional collaborate sessions offered to the cohort by CAS Course coordinators which in turn ensured Course/Unit coordinators were aware of the progress of their students
 - extensions to assessments to support those students impacted by lockdowns and/or climate events (fires, flooding).
- TECHNOLOGY & INTERNET
In regional and remote areas of Australia broadband was inconsistent with some students having to travel (when permitted) to local towns or regional centres to access their study or submit their assessments. CAS provided: -
 - Laptop Loan program
 - Prepaid Wi-Fi Dongles
- EMERGENCY FINANCIAL SUPPORT
Additional financial bursaries were provided to students which included food vouchers, hardship funds and accommodation assistance.

The Centre actively engaged with other service providers at Curtin University who provided counselling and access to social workers along with the Student Wellness Team. This arrangement provided crucial information that allowed the Centre to implement strategies that not only supported Aboriginal and Torres Strait Islander students it also enhanced the Centres student retention strategies.

4.3. Scholarships Provided

Due to the COVID-19 pandemic, some students who were offered the scholarships could not continue to study (e.g., Relocating back to their home (safety) regional home in 2020). As such, there is significant decrease in ICAS (2020 offers vs 2020 payments). The following scholarships were provided: -

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

	Education Costs		Accommodation		Reward		Total ¹⁶	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	\$45,000.00	18	\$66,000.00	13	\$4,000.00	4	\$115,000.00	35
B. 2020 Offers ¹⁷	\$46,500.00	18	\$102,000.00	19	\$4,000.00	4	\$152,500.00	41
C. Percentage ¹⁸ (C=B/A*100)							132.61%	11 7.1 4%
2020 Payments	\$41,250.00	16	\$63,000.00	12	\$4,000.00	4	\$108,250.00	32

Note: Information source

Student One database (Report date 27 April 2021)

Finance One database – GLAT2020– General Ledger 2020 for relevant cost centre (Report date 15 March 2021)

5. Working with Vulnerable People Requirement¹⁹

Table 5A Working with Vulnerable People

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

The Centre for Aboriginal Studies complies with the ISSP Grant funding conditions in relation to the Working with Vulnerable People requirement. All ITAS Study Assistants (ITAS Tutors) are required to provide a copy of their WWVP and/or WWC. Both the Centre and Curtin's People and Culture team maintain records which include a register of all CAS Staff who hold WWC.

In addition, ITAS Study Assistants are eligible to undertake short courses online via the IPerform system which includes Introduction to Aboriginal and Torres Strait Islander people and Culture at Curtin, Indigenous Perspectives and Knowledges.

In February 2020 the Centre conducted a cultural awareness workshop specifically for ITAS Tutors outlining their responsibilities and identify what additional support they required in their role. This workshop was conducted during orientation and provided students an opportunity to meet some of the ITAS Tutors. This was well received, and the Centre will now incorporate this workshop into Orientation activities going forward.

6. Eligibility requirements

6.1. Indigenous Education Strategy

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 knowledges in curricula, graduate attributes, and teaching practices however work needs to continue to ensure a unified approach across Faculties. At present, there is a total of 107 units that have incorporated Indigenous knowledges and perspectives into the curriculum. Further information will be provided on the availability of the RAP 2018-2021 Evaluation report (see Reconciliation Action Plan comments below).

Student retention for the Centre in 2019 was 32% and in 2020 36% and the Centre will continue to improve retention rates.

Both CAS and the Elder in Residence (Semesters 1 & 2) offer an On-Country Learning, Exploring Australian Indigenous Knowledges unit (INDS2004) 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. This unit was deferred for Semester 1, 2020 due to COVID, however unit completions for Semester 2, was 49 students.

Curtin University became a partner of the Jawun 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.

Curtin's Elevate RAP for 2018-2021 is now in the evaluation stage and the progress on the key commitments are being reported on. The impact of COVID19 has required an Interim Reconciliation Action Plan 2020-2022 to be released pending this review.

http://karda.curtin.edu.au/about_us/rap.cfm

6.2. Discuss the practical implementation and evaluation of your Indigenous Education Strategy

Please see above under question one of section 4.

6.3. Report progress against targets and milestones outlined in the strategy.

There is no progress report available currently.

7. Indigenous Workforce Strategy accessible by public

7.1. Indigenous Workforce Strategy

Curtin University has met its requirements under Section 12 of the Indigenous Student Success Program Guidelines as follows:

- a) Key performance indicators:

- i) Curtin's 2018 - 2021 Strategic Planning includes KPI's for employment as outlined in the table below, with incremental targets toward an aspirational goal of achieving 3%. In 2020 Curtin employed 153 Aboriginal or Torres Strait Islander (ATSI) staff using headcount, and this comprised 1.9% of total staff headcount. A copy of our Aboriginal and Torres Strait Islander Dashboard is attached as an Appendix to this Report and outlines several different measures which also monitor progress in relation to employment issues such as employment status (e.g., casual, or full time), employment level or seniority etc.
- 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 with 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 opportunities for employment at Curtin in Academic or Professional positions.

In addition, our work across the University to "Indigenise the Curriculum" and the development of new courses such as those focussing 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 2020 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 (a), 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 (g), Emeritus Professor Simon Forrest, the University's former Elder in Residence was a member of the University's Planning & Management Committee (PMC) until his retirement in early 2020. 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

7.2. 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 and Torres Strait Islander Employment and Engagement Strategy for 2017-2022 is attached. It is also worth noting that Aboriginal employment is a priority under our Elevate Level Reconciliation Action Plan for 2018-2020, which was endorsed by Reconciliation Australia in November 2018. A copy of the Elevate RAP is attached and reference is made to Sections 3.2, 3.3, 3.4, 3.7, 3.8 and 3.9.

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

The Aboriginal and Torres Strait Islander 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 “2020 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 and Torres Strait Islander 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.

Table 7a Indigenous workforce data (2020 breakdown)^{20 21 22 23}

Year (Work Period)		2020		
Indigenous Heritage (Broad)		Indigenous		
		Staff Headcount (Actual)		
Employment Type (Broad)		Continuing & Fixed Term	Other	Sessional or Casual
Employment Level (Broad)	Portfolio (Actual Position)			
Above Level 10	Office of the Deputy Vice-Chancellor, Academic			1
	Office of the Provost			1
Level 1-4	Curtin International			1
	Office of Corporate Relations	1		3
	Office of Corporate Services	4		9
	Office of the Deputy Vice-Chancellor, Academic	1		13
	Office of the Provost	9		15
	Research Office at Curtin			1
Level 5-7	Office of Corporate Services	2		
	Office of the Deputy Vice-Chancellor, Academic	3		
	Office of the Provost	21		6
	Research Office at Curtin	3		
Level 8-10	Office of Corporate Services	1		
	Office of the Deputy Vice-Chancellor, Academic	4		
	Office of the Provost	2		3
Level A	Office of the Deputy Vice-Chancellor, Academic	1		
	Office of the Provost	16		
Level B	Office of the Provost	8		
	Office of the Provost	9		
Level C	Office of the Provost	9		
	Office of the Provost	3		
Level E and Above	Office of the Deputy Vice-Chancellor, Academic		1	
	Office of the Provost	5	9	
Other	Curtin International		27	
	Curtin University		8	
	Financial and Commercial Services		2	
	Not Applicable		4	
	Office of Corporate Relations		2	
	Office of Corporate Services		7	
	Office of the Deputy Vice-Chancellor, Academic		5	
	Office of the Provost		38	19
	Research Office at Curtin		3	
Total		93	106	72

8. Indigenous Governance Mechanism

8.1. 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

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

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

8.2. 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 2020, 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 2018-2020.

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, e.g. 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.

8.3. Curtin Indigenous Policy Committee

In 2020 CIPC met four (4) 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:

- Indigenous Governance Policy Update
- Curtin Reconciliation Action Plan Update
- Indigenous Research Strategy Update
- Indigenous Leadership Group Update
- Nowanup Bush Campus Update
- Ways of Working Program Update

8.4. 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 2020, the CUATSIAC conducted one (1) meeting to meet its functions under its constitution. Key discussion included:

- Indigenous Employment Strategy - Update report
- Reconciliation Action Plan Update
- The draft Curtin Indigenous Research Strategy
- An update on the state of the University, financial position, Strategic Plan for 2021 and the impact of Covid-19 on the Centre for Aboriginal Studies
- Centre for Aboriginal Studies (CAS) - External Review Summary Panel Report

8.5. 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 2020, 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 2020 included but were not limited to:

- Curtin University Reconciliation Action Plan 2018-2020
- 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

8.6. Statement by the Indigenous Governance Mechanism

The funding has been allocated as stated in this report. Much 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 Marion Kickett supports the funding being used in the Centre for the appropriate programs.

Additional information for completing the template.

-
- ¹ Only payments made during 2020 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.
 - ² Record the number of students (head count) not EFTSL.
 - ³ Include both preserved and new ISSP scholarships.
 - ⁴ This figures in this column should be the sum of the relevant row.
 - ⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.
 - ⁶ Include payments to all enabling students, including remote and regional students.
 - ⁷ Include payments to all undergraduate students, including remote and regional students.
 - ⁸ Include payments to all postgraduate students, including remote and regional students.
 - ⁹ Record only hours of instruction received by the students (do not include staff planning or organising time).
 - ¹⁰ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
 - ¹¹ Add more rows if necessary.
 - ¹² Include a brief description of the activity.
 - ¹³ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.
 - ¹⁴ Only record amounts which would/did require payment during the 2020 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.
 - ¹⁵ Note the data in this table is a subsection of the all-student scholarship data provided in Table 1.
 - ¹⁶ This figures in this column should be the sum of the relevant row.
 - ¹⁷ Record all verbal and written scholarship offers for the 2020 calendar year, including those offers that were not accepted by the student. Record the 2020 component of new scholarship offers and the planned 2020 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
 - ¹⁸ This data confirms the provider's compliance with Section 21(3) of the Guidelines.
 - ¹⁹ This section confirms that the provider complies with Section 35A of the Guidelines.
 - ²⁰ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.
 - ²¹ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.
 - ²² The numbers recorded here should be a headcount of staff and not the full-time equivalent.
 - ²³ There is no longer a requirement to break up these by faculty. Please group together results by level.

Indigenous Student Success Program 2020 Financial Acquittal

Organisation

Curtin University

1. Financials – income and expenditure

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

Item	(\$)
A. ISSP Grant	
ISSP Grant 2020 (flexible component)	1,605,362
ISSP Grant 2020 for preserved scholarships	
Subtotal ISSP Grant 2020	1,605,362
B. Other ISSP Related Income	
Rollover of ISSP funds from 2019	
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
Subtotal other ISSP related income	
Grand total for 2020	1,605,362

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

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ³	
Other Commonwealth Government funding - *(1) AFB Grant- previously acquitted and reported, and (2) WA Health Department Grant)	352,730
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources ⁴	
Total of other non-ISSP funds for 2020	352,730

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

Item	Actual ISSP (\$) ⁶	Estimate other funds (\$) ⁷	TOTAL (\$) ⁸
Preserved scholarships			
“New” scholarships from flexible ISSP funding	217,775		217,775
Teaching and learning ⁹			
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ^{10 11 12}	1,364,047		1,364,047
Administration for staff working on ISSP activities ¹³	23,540		23,540
Travel – domestic (airfares, accommodation & meals)		91,001	91,001
Travel – international (airfares)			
Travel – international (accommodation and meals)			
Conference fees and related costs ¹⁴			
ISSP Asset purchases made during 2020 ¹⁵			
Salaries – AFB Grants		34,991	34,991
Other (including other ATO cash flow boost expenditure not included in above figures)		969	969
A. Total Expenditure 2020	\$ 1,605,362	\$126,961	\$1,732,323
B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year			
2020 ISSP funding committed (A + B)	1,605,362		
D. Other unexpended 2020 ISSP Funds to be returned to PM&C¹⁶			
C. Unexpended 2020 preserved scholarships funds to be returned to PM&C			

For NIAA information only

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

2. Rollovers

Table 2 Rollovers agreed

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

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

- the expenditure of 2019 ISSP funds rolled over into 2020.
- 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 2020¹⁹

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

4. ISSP Assets

Table 2a ISSP Assets inventory²²

Asset Description/ category	Adjustable Value ²³	ISSP contribution ²⁴

Table 2b ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution

Table 2c ISSP Assets - disposals during 2020

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

5. Endorsement of the Financial Acquittal²⁸

2020 Financial Acquittal supported and initialled by:

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 2020 CERTIFICATION

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

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2020 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds, and any interest earned or royalties/income derived from these Funds, was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

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

Certification recommended by university's Indigenous Governance Mechanism:

Name:

Title:

Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:

Title:

Signed: Date:

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2020 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional “item” lines as required.
- ² Please estimate the funds available.
- ³ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁴ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁵ Where applicable, figures provided in this table must be consistent with the figure provided in the institution’s 2020 Performance Report.
- ⁶ List the expenditure of the income listed in Table 1a above.
- ⁷ List the expenditure of the income listed in Table 1b above.
- ⁸ Sum ISSP expenditure and other funds expenditure.
- ⁹ Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.
- ¹⁰ If the staff member works on non-ISSP specific activities (for example, mainstream tutoring or lecturing), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- ¹¹ Include expenditure on salaries for staff that provide tutorial assistance.
- ¹² May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹³ If the staff member works on non-ISSP specific activities (for example, entering student data for non-Indigenous students), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- ¹⁴ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹⁵ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁶ Include unspent 2019 funds that were rolled over into 2020 but were not expended during 2020 (i.e. the amount recorded in Table 2, column C).
- ¹⁷ For 2019 funds rolled into 2020, the amount included here should be the amount expended in 2020. For 2020 funds agreed for rollover into 2021, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2021.
- ¹⁸ This amount should be included in the total unspent 2020 amount listed in Table 1c, Section D.
- ¹⁹ If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- ²⁰ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²¹ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²² Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²³ Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2014..
- ²⁴ The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- ²⁵ Where an item has been stolen or destroyed, the words ‘stolen’ or ‘destroyed’ should be listed in the sale price column.
- ²⁶ The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- ²⁷ Where groups of assets are disposed of, an average age can be provided.
- ²⁸ If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for

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