



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 2021 Performance Report**

The Centre for Aboriginal Studies has pleasure in providing the 2021 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 2021 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,

Frederick Yasso
Director
Centre for Aboriginal Studies
CAS.Director@curtin.edu.au
+61 08 9266 7091

Indigenous Student Success Program 2021 Performance Report

Organisation	Centre for Aboriginal Studies, Curtin University		
Contact Person	CAS Director, Frederick Yasso		
Phone	08 9266 7091	E-mail	cas.director@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 Aboriginal and Torres Strait Islander community aspirations and capabilities for higher education through dedicated outreach activities, scholarships, admission support, multiple entry pathways etc.

Admission workshops provide an alternative pathway for Aboriginal and Torres Strait Islander students enrolling into the Centres undergraduate courses. This is based on the student submitting: -

- An application
- Brief Interview (also require CV or Resume)
- Submission of a written essay and mathematics

The written task assesses an applicant's likelihood of successfully completing their studies and the level of academic support that may be required in the first year of study. The Course Coordinator conducts these workshops with the assistance of the Indigenous Student Success Team.

Listed below are the key enabling programs and outreach activities conducted by CAS and the University.

1.2. Strategies directly funded by ISSP, partly funded by ISSP

There were approximately 134 scholarships offered with 22 scholarships identified for Aboriginal and Torres Strait Islander students. A new scholarship application process was developed and implemented in June 2021 for Aboriginal and Torres Strait Islander students with the aim to remove application barriers and encourage Aboriginal and Torres Strait Islander students to apply for scholarships. Students apply for the Indigenous Scholarship Program and are matched to scholarship opportunities by the scholarships team. This new process has resulted in a higher number of applications.

The Moorditj Yorga Scholarship continues to gain momentum supporting mature-aged Aboriginal and Torres Strait Islander women – who may feel the promise of higher education has passed them by – to enter university, pass their studies and receive mentoring as they transition into their careers. The Moorditj Yorga Scholarship Program raised more than \$973,000 from more than 900 donors.

Popular scholarships are ones which offer a combination of full or part payment of course fees, accommodation, and cash payments. These scholarships usually require the student to meet specific criteria, other scholarships are based on merit.

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

- 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. AHEAD and all other university outreach funded by other university resource

TABLE 1A ISSP SCHOLARSHIPS - BREAKDOWN OF 2021 PAYMENTS¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³	\$ 18,750.00	9	\$12,000.00	2	\$ -	0	\$ 30,750.00	9
Undergraduate ⁴	\$116,625.00	53	\$46,500.00	10	\$15,000.00	15	\$178,125.00	64
Post-graduate ⁵	\$ -	0	\$ -	0	\$ -	0	\$ -	0
Other	\$ -	0	\$ -	0	\$ -	0	\$ -	0
Total	\$135,375.00	62	\$58,500.00	12	\$15,000.00	15	\$208,875.00	73

Additional support programs are further discussed in Section 2.5 that are not funded by ISSP.

1.3. Enabling Programs⁶:

Indigenous Tertiary Enabling Course (ITEC) – is a six-month course designed to fast-track Aboriginal and Torres Strait Islander students with a secondary education into mainstream university degrees. This is the Centre's longest running bridging course and whilst the structure has changed, the course provides the necessary academic

knowledge and skills in a culturally appropriate environment; and promotes a strong sense of Indigenous identity which values each student's cultural background. CAS has First Nations Coordinators, Unit Coordinators, lecturers, tutors, and support staff which are central to the Centres for Aboriginal Studies student experience.

The highlight for many students enrolled in this program is the Cultural Immersion activity. This Cultural Immersion supports positive self-identity, integration and learning content that assists students to navigate two worlds as a way of navigating two worlds. From the culturally safe place at the Centre for Aboriginal Studies, students learn to negotiate/experience the wider Curtin campus and community.

Outcomes for 2021: 85⁷ Aboriginal and Torres Strait Islander students were enrolled and 22 of those students graduated a retention rate of 25.8%. Of those graduating students, 8 have enrolled in an undergraduate course at Curtin.

Indigenous Pre-Medicine & Health Sciences Enabling Course (INPMHE) – is a one-year course designed as an alternative pathway for Aboriginal and Torres Strait Islander students interested in studying an undergraduate in health or health related degrees.

Outcomes for 2021: 24 Aboriginal and Torres Strait Islander students were enrolled and 18 of those students graduated a retention rate of 75%. Of those graduating students, all have enrolled in a Curtin health sciences undergraduate course.

The Centre for Aboriginal Studies was delighted that one of our Aboriginal and Torres Strait Islander Student who completed the INPMHE was awarded the 2021 Shell Aboriginal STEM Student of the Year. This award recognises Aboriginal and Torres Strait Islander students who demonstrates excellence in STEM Studies and his role on the Australian Indigenous Doctors' Association Student Representative Committee and was also the First Nations representative for Curtin's Health Sciences Student Consultative Committee.

Indigenous Pre-Business & Law (EN-INDPBE) – is a one-year course the introduces Aboriginal and Torres Strait Islander Australian students to fundamental and significant knowledge and practices in business, commerce, and law. Units within the Indigenous Pre-Business and Law Enabling course are taught generally within the Centre for Aboriginal Studies at Curtin University. Upon successful completion of first semester students will then select the Business or Law pathway.

Outcomes for 2021: During 2021 this course was not offered due to staff shortages and a review of the course was undertaken.

Indigenous Pre-Science & Engineering (EN-INDPSE) – is a one-year course and is designed to engage students who wish to undertake STEM focused studies in science or engineering in collaboration with UniReady and the Faculty of Science and Engineering.

Outcomes for 2021: During 2021 this course was not offered whilst a review of the course was undertaken.

Enrolments in the abovementioned enabling courses is via an expression of interest followed by a literacy and numeracy assessment and interview.

In September 2021 Curtin University announced the appointment for Dean Indigenous Engagement, Faculty Science and Engineering, Professor Christopher Lawrence who was the 2008 Australian-American Fulbright Indigenous Scholarship recipient, studied at Harvard University and most recently was the head of the Centre for Indigenous Technology Research and Development at the University of Technology Sydney.

A Curtin node of the National Indigenous Space Academy (NISA) in partnership with NASA/JPL (Jet Propulsion Laboratory) in the United States is an initiative created and led by Professor Lawrence. This pathway for Aboriginal and Torres Strait Islander students studying STEM will be able to participate in programs at NASA provide Curtin students with outstanding learning and research opportunities in space and space robotics.

The Centre is working in partnership with Professor Lawrence and the Faculty of Science and Engineering who have been long-time supporters of the Centre to refresh curriculum and future pathways in STEM opportunities.

National Indigenous Business Summer School WA – is a week-long residential program for Year 11 and 2 students, that runs in January. Leading Indigenous entrepreneurs are guest speakers with industry professionals and mentors. NIBSSWA is an initiative of the Australian Business Deans Council in collaboration with Curtin University, Edith Cowan University, Murdoch University, The University of Notre Dame Australia, and The University of Western Australia.

UniReady Enabling Program – is a six-month course one semester, offered twice a year. Outcomes for 2021: 39 Aboriginal and Torres Strait Islander students were enrolled, and 14 of those students graduated, a retention of 35.8%. Of those graduating students 7 have enrolled in a Curtin undergraduate course.

The Centre partners with the Centre for Enabling Pathways broadening the opportunities for Aboriginal and Torres Strait Islander students to enrol into their choice of degree.

1.4. Outreach programs:

The COVID19 Pandemic and the West Australian State Government COVID Mandates impacted on the school outreach programs. As restrictions eased Curtin in collaboration with the Centre rescheduled events where possible to engage with the community focusing on Year 11 and 12 students.

Deadly Futures Expo

This event provides an opportunity for Aboriginal and Torres Strait Islander girls in the Wirrapunda Foundation's Deadly Sista Girlz Program can meet with prospective employers or education opportunities. There were 13 schools attending the event with approx. 90 year 10 and 11 students on the day.

Kaaditjin (knowledge) Day

With continued COVID19 restrictions impacting on visitors to Curtin campuses in Perth, this event was placed on hold.

AHEAD in School (Future Stars)

Careers event for Aboriginal and Torres Strait Islander students from Years 11 and 12 which Curtin hosted due to the COVID19. Approx 70 students were registered from various schools in the metro and regional areas. ITEC has the most enquiries from students which were followed up by the ITEC Course Coordinator.

School Outreach Program

School visits were held on campus hosted by the Centre for Aboriginal Studies, collaborating with Faculty's hosting Year 11 and 12 students. In 2021 the Centre coordinated visits with: -

- Care School(s): Clontarf Aboriginal College (CARE = Curriculum and Reengagement in Education)
- School Programs worked with: Follow the Dream, Create the Dream, Curtin AHEAD, Future Footprints.
- Karratha Senior High School, Esperance Senior High School, Broome Senior High School, St Phillips Alice Springs Senior High School, Newman Senior High School, Newton Moore College.

A program is arranged to provide students information on CAS Courses, followed by a tour of the Centre for Aboriginal Studies and Curtin Bentley Campus. There are various activities held by the faculty's where students explore mining and energy; health and medical science; agriculture and environment; space and technology.

Kambarang Festival, City of Armadale

Community festival which CAS participated in w. The festival was well attended, and most of the interest was for the CAS Postgraduate course. Information on all CAS Courses and the support available to assist Aboriginal and Torres Strait Islander students.

NAIDOC

Activities were planned for a Family Day however the West Australian State Government imposed a 2-week lockdown with further restrictions limiting gatherings. Several NAIDOC activities across Western Australia were cancelled, however the Curtin School of Law held an event in the City of Perth which was attended by visitors to the city.

National Sorry Day

Morning tea along with storytelling was held at the Centre for Aboriginal Studies in which Curtin staff and students. There were few external visitors due to COVID19 restrictions on the Bentley Campus however there was a lot of interest in the CAS Postgraduate and master's degrees.

Curtin Open Day

Despite the inclement weather, the Centre for Aboriginal Studies opened the Centre with a smoking ceremony and a didgeridoo performance. There was a small number of visitors to the Centre and opportunities to meet with potential students which were contacted the following day with further information on how to enrol or submit expressions of interests.

Community Engagement

The Program Coordinator – Cultural Programs role includes recruiting students throughout the Great Southern and Southwest of Western Australia. From January to December 2021, visits to the Aboriginal Medical Centres, Aboriginal Organization's, High Schools, and other potential stakeholders identified during these visits were provided information on the courses offered by the Centre for Aboriginal Studies and Curtin University.

Through this engagement, the Centre has established ITEC in Kalgoorlie in addition to Geraldton. There are several other regional areas' that have requested further discussion for the Centre to broaden its ITEC program. This will be further investigated in 2022 as the Centre is focused on supporting both Geraldton and Kalgoorlie campuses.

Prison Outreach

The ITEC Prison pilot program is jointly coordinated between CAS and Curtin AHEAD. The ITEC Prison pilot program is currently delivered to incarcerated students at Casuarina Prison, by two tutors jointly funded through CAS (sessional academic) and the Indigenous Tertiary Assistance Scheme (ITAS). ITEC Prison Program is delivered over 12 months to comply with the education policy at Casuarina Prison.

The Centre also engaged 6 ITAS Tutors to assist these students with their studies. There were 6 male Aboriginal and Torres Strait Islander students enrolled at Casuarina who are averaging distinctions in the units already completed.

Following a review at the end of 2021 it is envisaged that the ITEC course will be offered at Bandyup Women's prison.

Indigenous Australian Engineering School

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.

Justice and Equity Through Art (JETA)

The Centre also supports the Curtin's Justice and Equity Through Art (JETA) program and Indigenous prisoners were inspired by a UWA presentation of the Carrolup child artists and were offered the opportunity to undertake workshops in the Carrolup style. Recognizing that art has healing properties this program is helping these Aboriginal and Torres Strait Islander prisoners through improving their mental health and wellbeing.

The experience of Curtin/CAS Alumni, Doris Hill⁸ who was a mature aged student completing a Bachelor of Applied Science in Indigenous Community Health relates her experience in the *Words to Live by* for the Act Belong Commit in partnership with which is a program with Mentally Healthy WA.

1.5. The rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)

Commencing student numbers decreased however re-enrolments increased in early 2021 continuing to trend upwards. This could be attributed to students who withdrew in 2020 re-enrolling and CAS contact students who were offered a placement in previous years to encourage them to enrol. 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.

TABLE 1B RISE OR FALL OF INDIGENOUS EQUIVALENT FULL-TIME STUDENT LOADS (EFTSL)⁹

TOTAL Enrolments (Commencing & Re-enrolling)	2020		2021	
	EFTSL	Headcount	EFTSL	Headcount
Aboriginal and Torres Strait Islander students	371.9	619	373.6	669
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	24657.7	27,695	26518.9	31865
TOTAL:	25029.6	28,314	26892.5	32534

Enrolment numbers between 2020 and 2021 saw increase of 8.08% in the overall Indigenous student numbers which may be attributed to students re-enrolling post COVID19.

TABLE 1C THE RISE OR FALL OF SUCCESS/PROGRESSION RATES¹⁰

Breakdown of Indigenous Students (Commencing & Re-enrolling)	2020		2021	
	EFTSL	Headcount	EFTSL	Headcount
Indigenous Commencing	183.50	313	129.9	247.2
Indigenous Re-enrolling	188.5	305	539.1	126.6
TOTAL:	372	618	669	373.8

2. Progression (outcomes)

2.1. What new strategies, activities or programs has the university implemented to support students?

CAS Deadly Mentoring Program

The CAS Deadly Mentoring Program is a free mentoring program available to all Aboriginal and Torres Strait Islander students studying at Centre for Aboriginal Studies (CAS). It's designed to develop and grow and combines skill-building workshops with social activities. At these 'yarning circles' students and recent graduates share insights and advice on studying at university. With four program days or 'modules' run throughout the year, topics such as motivation, resilience, leadership, presentation skills and more are provided to students. This program aligns with the Curtin Extra Policy and recognition of the students involved in will receive a Curtin Extra Certificate

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.

Health Sciences Indigenous student support

The Indigenous Engagement team provides a culturally secure learning environment for Indigenous students in the Faculty of Health Sciences, including navigating the transition to university, academic support, and guidance, advocating on behalf of Aboriginal and Torres Strait Islander students to staff, and connecting with the Koorda Network.

Koordas Network

This program acknowledges the essential role non-Indigenous staff have in creating welcoming and culturally secure learning environments for Aboriginal students. The aim is to provide ongoing training and professional development opportunities to develop their skills that will aid Aboriginal and Torres Strait Islander students succeed in their studies.

First Nations Department at the Student Guild

The Curtin Student Guild represents and advocates for Aboriginal and Torres Strait Islander students at Curtin and has a First Nations Department Officer to make sure

Indigenous students are well represented and supported. The Guild also collaborates with CAS on student events.

Student Engagement Coordinator (Equity First Year)

The Student Engagement Coordinator (CAS) supports the Team Leader, Transition and First Year Experience to implement, coordinate and report on student engagement projects and initiatives that support Curtin's commitment to Aboriginal and Torres Strait Islander students and other equity cohorts. The coordinator focuses on improving student retention and progression through the development and implementation of culturally appropriate first-year initiatives, informed by current retention and engagement data and aligned to existing and developing initiatives of CAS, the central student equity and diversity team and the central student experience team.

New initiatives have included Moorditj Katitjin First Nations Student Orientation for newly commencing first year undergraduate students, the Curtin Calling campaign where students who are identified as being disengaged from their studies are contacted and provided with guidance and support. Other initiatives have included workshops on various topics to facilitate a successful student journey and opportunities to connect socially with other students across the university.

Indigenous Counselling Services

This is a specialised services for Curtin's Indigenous students and staff. An Aboriginal psychologist works from both the Centre for Aboriginal Studies (CAS) and the Psychological and Counselling Service and provides a safe, confidential, professional, and free place to talk.

New to Curtin Mentoring program

Links new students to more experienced students in a similar area of study as a mentor to help them settle into university. The programs key goals are to:

- increase new students' sense of belonging and deliver a positive transition experience
- provide a professional development opportunity for current students, and
- create a sense of community and identity within participating schools

AccessAbility Services

Provides a range of services and support for students with disabilities or health conditions that affect their studies.

Curtin Specialist Mentoring Program

This a peer support mentoring program specifically designed for neurodiverse students with an autism spectrum or related condition. CSMP also provides a weekly social group CSG, run by the mentees supported by mentors during the semester to help develop friendships, discuss relevant issues, and enhance students' sense of belonging at Curtin.

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

TABLE 2B TUTORIAL ASSISTANCE PROVIDED IN 2021¹¹

Level of study	Number of unique students assisted ¹²	Total number of tutorial sessions attended ¹³	Total hours of assistance ¹⁴	Expenditure ¹⁵ (\$)
Enabling	36	380	987.07	55397.6
Undergraduate	73	1709	3336.84	183,568.70
Post graduate	0	0	0	0
Other	0	0	29	1595.0
Total	109	2089	4352.91	240561.3

The ongoing impact of COVID19 restrictions in Western Australia, Aboriginal and Torres Strait Islander students transitioning to online learning, particularly in the undergraduate degrees required additional support from their study tutors. Included are the additional group tutoring hours at Casuarina where prison COVID lockdowns impacted on students engaging with their study tutors. The face-to-face sessions with study tutors at Casuarina were extended which encouraged incarcerated students to continue their ITEC pathways with all 6 students successfully completing the ITEC bridging course.

2.3. The size of the Indigenous Support Unit or other Indigenous student support activities

The Centre has an Indigenous Student Support team which consists of 1 x G06 Full Time Equivalent (FTE) Indigenous Student Success Coordinator, 1 x G05 1FTE Indigenous Support Officer, 1 x GO4 and 1 x GO5 ITAS Officers 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 Centre previously 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 worked closely with the Indigenous Pre-Medicine and ITEC enabling students, providing pastoral support which prepares students for entry and articulation into the Faculty of Health Sciences. The loss of funding from HEPPP impacted greatly on the Centre which relied on this funding to support our most vulnerable students.

The Indigenous Student Success 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.
- 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 focused on an ITAS Tutor advertising campaign.

In addition, CAS engaged with the Director and/or Dean, Indigenous Engagement within the Faculty's to approach staff and students to become ITAS Tutors. This has worked well, particularly in the School of Law and Faculty of Health Sciences.

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:

Ways of Working

The Ways of Working Program covers indigenous cultural awareness and consists of one day workshop. In 2021 1477 staff participated in the Ways of Working face-to-face training and to date 1,914 staff have completed this workshop.

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.

Wanju Curtin Mia

Students and Staff gain knowledge of our reconciliation journey at Curtin and an introduction to Nyungar knowledge and practices from a Whadjuk perspective.

Wanju Boorloo

Understand the boodjah (land) you work on and its context by joining Aboriginal educators on an interactive on country experience of the Curtin Perth campus. Participants gain knowledge of the pre- and post-colonial history of the campus at Boorloo, and Nyungar knowledge and practises from a Wadjuk perspective.

Wogga Warniny (The Blanket Exercise)

This program 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.

Carrolup Engagement Workshop

This 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.

On Country Immersion Experience

Staff and students learn and understand the historical events of the Noongar leaders at significant sites:

- Swan Valley (Yagan's Story)
- Pinjarra (Stirling & Galyute's Story)
- Roelands Village (Syd Jackson's Story)
- Wadjemup

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.

Jawun Secondment

Early in 2018, Curtin joined Jawun, an innovative not-for-profit organisation which increases the capacity of Aboriginal leaders, organisations, and communities to achieve their own development goals. This in turn leads to lasting, material, and measurable improvements in the lives of Aboriginal people in those communities. This year Jawun will place around 400 Secondees, from Australia's leading organisations (including Curtin) into Aboriginal organisations in eleven regions across Australia. These Secondees use their skills and expertise to support the local organisations in achieving their aims.

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.

2.5. Which strategies are directly funded by other university resources

The Centre for Aboriginal Studies also receives grant funding from WA Health Pathways, Away from Base (Abstudy) and HEPPP.

- Indigenous Support staff of CAS – directly funded by ISSP and some Higher Education Participation and Partnership Programme (HEPPP) funding,
- CAS Indigenous Mentoring program – funded by HEPPP,
- Ways of Working (CAS) – funded by CAS,
- Laptop – Loan program for students to assist with their studies particularly those who do not have the means to purchase these items – partially funded by ISSP
- Scholarships and financial hardship – partly funded by ISSP
- Pre-paid internet (partly funded by ISSP). Completions (outcomes)

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

Within CAS, intensive marketing efforts were conducted in 2020 and early 2021 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.

CAS are expanding our bridging and pathway programs 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 OUTCOMES¹⁶

Completions	2020 Headcount	2021 Headcount
Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	52	99
Aboriginal and Torres Strait Islander students - Postgraduate	16	21
Aboriginal and Torres Strait Islander students – Higher degree by Research	1	1
Non-Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	5,730	6220
Non-Aboriginal and Torres Strait Islander students - Postgraduate	1,560	1672
TOTAL:	7,526	8010

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

Through the Curtin University Careers team, Aboriginal and Torres Strait Islander students can meet with a Career Development Consultant who assist with preparing their resume, role play with mock interviews and through the Employment Seminars/Job Symposiums provide opportunities for students to meet with prospective employer groups in their field of study.

Type of Activities	Number Provided	Number of Individuals
Resume Writing - drop in	5	4
Resume Writing - workshop	3	3
Resume Writing - online module	5	5
Employment Seminars/Job Symposiums	29	25
Interview techniques - online module	2	2
Applying for your first job Workshop on writing resumes, applying for work incl part-time to support students. Held in CAS	1	11

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

2.8. Curtin Careers

The Earn While You Learn program (EWYL) is a Curtin Careers initiative promoting the employment of students within different areas of the University. The EWYL program enables students to secure work that fits around their studies and gain relevant work experience and employability skills. Not only is this program beneficial to students, but also to the different Curtin departments hiring students.

2.9. Career Trackers

A dedicated space for the Career Trackers Student Development Advisor has been made available at the Centre who is on campus on a fortnightly basis to meet with the Indigenous students enrolled in the program. Working with employment partners in 2021 to supported 21 students working from home internships. This has allowed students in regional areas the opportunity to stay close to their community during the COVID pandemic. A pilot mentoring program **Indigenous Women in Leadership Pilot Program** continued in 2021 which includes quarterly leadership training tailored to their industry.

2.10. Cadetships/Internships – WA Health Pathways

The Centre for Aboriginal Studies works with WA Health Pathways who support Indigenous students with cadetships. A small grant to assist students enrolled in Health or Health related courses received throughout the year based on performance reports. These funds assist students with items required for their placements i.e., nursing shoes, vaccinations etc which can be costly for Aboriginal and Torres Strait Islander students.

2.11. 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 instance's intergenerational trauma associate 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.

2.12. 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: -

TABLE 1D RISE AND FALL OF EFTSL OF ABORIGINAL AND TORRES STRAIT ISLANDER STUDENTS FROM REMOTE AND REGIONAL AREAS¹⁷

Location Category	2020		2021	
	EFTSL	Headcount	EFTSL	Headcount
Regional	71.7	126	79.6	148
Remote	60.9	99	47.3	81
Unknown	0.6	5	21.4	44
Urban	238.1	385	225.5	396
TOTAL:	372	619	373.8	669

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.

In addition, the Centre for Aboriginal Studies have two staff members residing in Geraldton and Kalgoorlie. These staff members provide support to the ITEC students

and the undergraduate students at the Curtin School of Mines. These staff members also engage with the communities in and around the local area.

The Centre has also ensured that the ITEC Course Coordinator and academic staff travel to both locales to meet with enrolled students and for community visits.

TABLE 4 ISSP SCHOLARSHIP DATA FOR REMOTE AND REGIONAL STUDENTS¹⁸

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2020 Payments	\$42,750.00	15	\$ 57,000.00	11	\$ 5,000.00	5	\$104,750.00	31
B. 2021 Offers ¹⁹	\$49,500.00	20	\$ 58,500.00	12	\$ 6,000.00	6	\$114,000.00	38
C. Percentage ²⁰ (C=B/A*100)							109%	
2021 Payments	\$49,500.00	20	\$ 58,500.00	12	\$ 6,000.00	6	\$114,000.00	38

2.13. Indigenous Student Support:

Several students in consultation with CAS Indigenous Student Support and Curtin Counsellors cited issues including financial hardship, homelessness and/or accommodation issues, nutritional needs, family issues, cultural concerns, traumatic events, and mental health concerns. Four (4) students were directed to the Curtin Student Wellbeing Advisory Service to access appropriate assistance in relation to their specific circumstances.

With all courses being taught online Aboriginal and Torres Strait Islander students were provided with laptops on loan along with pre-paid Wi-Fi and USBs to enable them to continue their studies.

Student retention was of key focus by the Centre for Aboriginal Studies, students were offered additional support by the Centre implementing further blackboard & collaborate sessions to review rubrics and discuss general concerns. The Course and Unit Coordinators in collaboration with the Indigenous Student Success team remained in contact with students via email, text messaging and social media.

There was a unique challenge for the Centre as some of the Aboriginal and Torres Strait Islanders students reside in areas outside of Western Australia, with limited support and different time zones, the Centre for Aboriginal Studies supported these students outside of normal working hours in Western Australia.

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).

The Centre has a computer resource room that Aboriginal and Torres Strait Islander students can access computers and printing facilities. This area also has several small meeting rooms where they can meet with their fellow students preparing group assessments or meeting face to face with ITAS Tutors.

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 established an ongoing Laptop Loan program and 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.

3. Eligibility criteria

3.1. 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 2020 was 36% and in 2021 49% and the Centre will continue to improve retention rates.

Both CAS and the Elder in Residence offer an On-Country Learning, Exploring Australian Indigenous Knowledges unit (INDS2004) Based on the on-country context, this unit aims to give students opportunities to gain insights into the significance of historical and contemporary issues that have influenced and continue to impact Aboriginal and Torres Strait Islander people. This unit is a unique opportunity for students studying at Curtin University in various disciplines to learn more about and interact with Aboriginal people, particularly those from Nyungar Country and to build on their cultural capabilities when interacting in Indigenous Australian contexts.

Curtin's Elevate RAP for 2018-2021 is now in the evaluation stage and the progress on the key commitments are being reported on. An extension from Reconciliation Australia was approved and an Interim Reconciliation Action Plan 2020-2022 is currently in place.

3.2. Indigenous Workforce Strategy

The Aboriginal and Torres Strait Islander Employment and Engagement Strategy 2017-2021 is overdue for review and renewal. The current Strategy has expired and has not been formally reviewed due to delays in implementing the Indigenous Governance Review. However, Curtin University has met its requirements under Section 12 of the Indigenous Student Success Program Guidelines by extending the current strategy which will be reviewed in line with the processes in place for the development of the new Curtin Strategic Plan and the development of the new Reconciliation Action Plan.

Aboriginal Employment Strategy

The current Aboriginal Employment Strategy is based on the following three priority areas:

- Strengthening the employment pipeline for our Aboriginal and Torres Strait Islander students.
- Developing our cohort of high performing Aboriginal and Torres Strait Islander academics and professional staff.
- Maintaining a values-led focus to creating a culturally safe and inclusive Curtin community for Aboriginal and Torres Strait Islander peoples. To develop our cohort of high performing Aboriginal and Torres Strait Islander academic and professional staff.

TABLE 5.2 INDIGENOUS WORKFORCE DATA (2021 BREAKDOWN) 21

Employment Status	Aboriginal	Non-Aboriginal
Continuing	28.27%	51.23%
Fixed Term	54.42%	27.61%
Casual/Sessional	17.32%	21.15%

TABLE 5.3 INDIGENOUS WORKFORCE DATA (2021 BREAKDOWN) 22

Head Count (2021) Level/Position	Permanent/Continuing		Casual/contract/fixed term		Total
	Academic	Non-academic	Academic	Non-academic	
ACAD A	2		9	0	11
ACAD B	1		5	0	6
ACAD C	4		6	0	10
ACAD D	1		2	0	3
ACAD E	2		3	0	5
Above Level E	1		0	0	1
AFL Sports Ready Trainee			4	0	4
Casual ACAD			23	0	23
HEW 1		0		0	0
HEW 10		0		0	0
HEW 2		0		27	27
HEW 3		0		21	21
HEW 4		1		31	32
HEW 5		4		19	23
HEW 6		4		13	17
HEW 7		3		9	12
HEW 8		5		7	12
HEW 9		2		3	5
Above HEW 10		0		1	1
TOTAL	11	19	52	131	213

Key performance indicators

These are cumulative figures and due to the high percentage of casual and sessional staff, the figures reduce at the end of the Academic Year and then rise again over the course of the new year. There is also a significant number of Aboriginal staff on fixed term contracts.

Internships includes Aboriginal and Torres Strait Islander students undertaking casual employment through Curtin’s “Earn While You Learn” program and “Aboriginal and Torres Strait Islander Student Placement Program.”

Building on the success of 2020, Curtin performed well in 2021 with 213 people identifying as Aboriginal, or Torres Strait Islander were employed across the University in 2021. This includes nine senior academics in Professorial or Associate Professorial roles and three trainees through Curtin’s AFL SportsReady partnership, which provides potential career-entry opportunities and pathways towards becoming

a university student. Despite recruitment challenges because of COVID-19, the Aboriginal and Torres Strait Islander staff numbers reflect a continued focus for the University.²³

Prioritise the following matters:

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.

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.

3.3. Indigenous Governance Mechanism

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>

3.4. Aboriginal and Torres Strait Islander policy development, implementation, monitoring, and reporting:

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 has since been disestablished 1 April 2021.

The Senior Executive Team (SET) was formalised, although not a direct replacement of the PMC. The membership of SET does not include the Elder in Residence. There currently is no Aboriginal or Torres Strait Islander in the SET membership. 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 2021, 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,
- Extension of the Curtin University Elevate Reconciliation Action Plan 2018-2021.

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.

3.5. Curtin Indigenous Policy Committee

In 2021 CIPC met three (3) 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 Leadership Group Update
- Curtin University Aboriginal and Torres Strait Islander Advisory Committee
- Monitoring Updates on the Reconciliation Action Plan 2018-2022
- Quarterly updates on the Indigenous Cultural Capabilities Framework
- Update on the Indigenous Governance Review
- 2021 State of Reconciliation in Australia Report
- Juukan Gorge – Interim Report
- CIPC 2020 Annual Report

- Updates on the Indigenous Cultural Capabilities Framework
- Ways of Working Attendance
- Aboriginal Employment Target Report

3.6. 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 2021, the CUATSIAC did not meet.

3.7. 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 2021, the ILG met two (2) 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 2021 included but were not limited to:

- Indigenous Leadership Group – Future Directions
- Indigenous Leadership Group – Governance
- Indigenous Leadership Group – Student
- Naming conventions / Protocols
- Indigenous Research Strategy

3.8. 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.

The Indigenous Governance Mechanism during 2021 was in flux. Initially CAS utilised the Indigenous Leadership Group (ILG) as a critical reference group for ISSP and 2 meetings were held in the first six months of the year.

In the second half of 2021 there were changes in the CAS Director position and Curtin University started the recruitment of a new Pro Vice Chancellor Indigenous Leadership and Strategy (PVCILS). Both events meant that the ILG was in hiatus whilst the recruitment happened, and subsequent review of Indigenous Governance across Curtin University would occur by the successful candidate. This process has not been finalised as of this date which in turn means we have not been able to convene a critical reference group. Layered across all of this is the issues with COVID-19.

Going forward we envision that the new PVCILS will review all committees and mechanism and Governance, and we will incorporate the requirement of this agreement within that structure. This position will also undertake a process to finalise the recruitment of the new Director of the Centre for Aboriginal Studies. Curtin University is continuing in its commitment to embed Indigenous perspective into all its curriculum and the Centre for Aboriginal Studies are supporting all faculties in this process. This aligns with Curtin University's Reconciliation Action Plan and new Strategic Plan currently being developed.

Appendix A – Financial Report

Appendix B – Indigenous Governance Policy

Appendix C - Curtin University Aboriginal Employment and Engagement Strategy

Appendix D – Notes

Notes

- ¹ Finance One database – GLAT2021 – General Ledger 2021 for the relevant cost centre (Report date 17 May 2022)
- ² These figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.
- ³ Include payments to all enabling students, including remote and regional students.
- ⁴ Include payments to all undergraduate students, including remote and regional students.
- ⁵ Include payments to all postgraduate students, including remote and regional students.
- ⁶ Information is retrieved from Curtin's BI Tool in March 2021.
- ⁷ Enrolment includes Indigenous students enrolled in the ITEC Prison Pilot program which is outlined in Section 1.3
- ⁸ <https://www.actbelongcommit.org.au/programs-initiatives/initiatives/>
- ⁹ 2020 and 2021 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'.
- ¹⁰ 2019 and 2020 progression data sourced from Curtin Business Intelligence (BI) Tools. Excludes students listed as 'heritage not defined'.
- ¹¹ Data collated from CAPS 3 and HR Reports along with ITAS Records held at the Centre for Aboriginal Studies.
- ¹² Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).
- ¹³ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).
- ¹⁴ Record only hours of instruction received by the students (do not include staff planning or organising time).
- ¹⁵ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.
- ¹⁶ 2020 and 2021 completion data sourced from Curtin Business Intelligence (BI) Tools @ 22/03/2022. Excludes students listed as 'heritage not defined', 'international', not for degree'
- ¹⁷ 2020 and 2021 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.
- ¹⁸ Information source: Student One database (Report date 17 May 2022), Finance One database - GLAT2021 – General Ledger 2021 for the relevant cost centre (Report date 17 May 2022), Finance One database – GLAT 2020 – General Ledger 2020 for the relevant cost centre (Report date 17 May 2022)
- ¹⁹ Record all verbal and written scholarship offers for the 2021 calendar year, including those offers that were not accepted by the student. Record the 2021 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships and preserved scholarships).
- ²⁰ This data confirms the university's compliance with Section 21(3) of the Guidelines.
- ²¹ While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed

by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

²² While universities report on the number of Indigenous staff through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce. Record all Indigenous staff employed by the university, including those not working on ISSP-related activities. The numbers recorded here should be a headcount of staff and not the full-time equivalent. Insert additional lines as needed

²³ Extract from Curtin University Annual Report 2021.

Indigenous Student Success Program 2021 Financial Acquittal

Organisation

Curtin University

1. Financials – income and expenditure

Table 1a ISSSP income available to support Indigenous students in 2021 (excluding GST)¹

item	(\$)
A. ISSSP Grant	
ISSSP Grant 2021 (flexible component)	1,626,132.94
ISSSP Grant 2021 for preserved scholarships	
Subtotal ISSSP Grant 2021	1,626,132.94
B. Other ISSSP Related Income	
Rollover of ISSSP funds from 2020 (and earlier years)	
Interest earned/royalties from ISSSP funding ²	
<i><u>If no interest has been earned briefly state why</u></i>	
Sale of ISSSP assets	
Subtotal other ISSSP related income	0.00
Grand total for 2021	1,626,132.94

Table 1b Other funding available to support Indigenous students in 2021 (excluding GST)³

item	(\$)
A. Other non-ISSSP funds⁴	
Other funding provided under HESA ⁵	
Other Commonwealth Government funding	355,602.44
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources ⁶	
Total of other non-ISSSP funds for 2021	355,602.44

Table 1c Expenditure on support for Indigenous students during 2021 (excluding GST)⁷

Item ⁸	Actual ISSP (\$) ⁹	Estimate other funds (\$) ¹⁰	TOTAL (\$) ¹¹
Preserved scholarships			0.00
Scholarships from flexible ISSP funding	211,498.13		211,498.13
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ¹²	1,450,042.41		1,450,042.41
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	42,792.93		42,792.93
Travel – domestic (airfares, accommodation & meals)	2,378.72	1,879.54	4,258.26
Travel – international (airfares) ¹³			0.00
Travel – international (accommodation and meals)			0.00
Conference fees and related costs ¹⁴			0.00
ISSP Asset purchases made during 2021 ¹⁵			0.00
Other (including other ATO cash flow boost expenditure not included in above figures)		38,125.21	38,125.21
A. Total Expenditure 2021	1,706,712.19	40,004.75	1,746,716.94
B. Unexpended 2021 ISSP funds approved for rollover into 2022 grant year¹⁶			
C. Unexpended 2021 ISSP funding to be returned to the NIAA – flexible component			
D. Unexpended 2021 ISSP funding to be returned to the NIAA – preserved scholarships			
2021 ISSP funding committed (A + B + C + D)¹⁷	1,706,712.19		

For NIAA information only

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

2. Rollovers

Table 2 Rollovers ¹⁸

	Rolled over (\$) (A)	Expended/committed ¹⁹ (\$) (B)	Excess to be returned to the NIAA ²⁰ (\$) (C) (C = A – B)
2019 funds rolled over into 2021			
2019 funds approved for roll over into 2022 (if applicable)			
2020 funds rolled over into 2021			
2020 funds approved for roll over into 2022 (if applicable)			
2021 funds approved for roll over into 2022			

Please provide details of rollovers outlined in Table 2:

- The grants approved and the expenditure of 2019 ISSP funds rolled over into 2021.
- The grants approved and the expenditure of 2020 ISSP funds rolled over to 2021

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

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2021²¹

1. GST received by you in 2021 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²		\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2021²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2021

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁷	ISSP component ²⁸	Disposals Age ²⁹

5. Endorsement of the Financial Acquittal³⁰

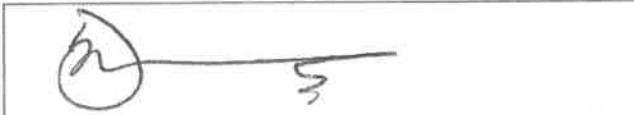
2021 Financial Acquittal supported and initialled by:

Name:

Title:

Phone:

Email:

Signed: 

Date:

INDIGENOUS STUDENT SUCCESS PROGRAM 2021 CERTIFICATION

Complete this certification after reading the completed 2021 Performance Report and 2021 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2021 Indigenous Student Success Program 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 2021 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2021 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program 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) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by the university's Indigenous Governance Mechanism:

Name: Frederick Yasso
Title: Director, Centre for Aboriginal Studies

Signed:  Date: 16/05/22

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name: Professor Harlene Hayne
Title: Vice-Chancellor

Signed:  Date: 23/5/22

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 2021 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA 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 Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ³ Please estimate the funds available if exact amounts are not known.
- ⁴ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁵ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁶ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁷ Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2021 Performance Report.
- ⁸ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁹ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹⁰ List the expenditure of the income listed in Table 1b.
- ¹¹ Sum ISSP expenditure and other funds expenditure.
- ¹² If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹³ Note that only airfares for international travel for students can be funded under ISSP.
- 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 This should match the figure in Table 2.
- ¹⁷ This figure should equal the Grand total in Table 1a
- ¹⁸ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your roll over information.
- ¹⁹ For 2019 funds rolled into 2021 and 2020 funds rolled in to 2021, the amounts included here should be the amount expended in 2021.
- ²⁰ This is the amount of the rollover not expended. NIAA will issue an invoice for any amounts listed in this column.
- ²¹ 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.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ 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.
- ²⁵ 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).
- ²⁶ Include any assets purchased during 2021 using ISSP funding that are valued over \$5,000, any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁷ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁸ 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.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2022 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- ³¹ For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.

