

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

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### 1. Enrolments (Access)

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

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

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

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

**Scholarships:** There were approximately 10 Curtin, and 12 external (excluding commonwealth) scholarships available to Indigenous students in 2017. A list of current scholarships is available at the following link and can be filtered by “specifically for Aboriginal/Torres Strait Islander Student”:

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

#### **Enabling Programs:**

**Indigenous Tertiary Enabling Course (ITEC)** – one semester, offered twice a year. Outcomes for 2017: 55 students were enrolled and 14 of those students graduated. Of those graduating students, 7 have enrolled in an undergraduate course at Curtin.

**Indigenous Pre-Medicine & Health Sciences Enabling Course (INPMHE)** – one year course. Outcomes for 2017: 19 students were enrolled and 7 of those students graduated. Of those graduating students, all have enrolled in a Curtin health sciences undergraduate course.

**Uniready Enabling Program** – one semester, offered twice a year. Outcomes for 2017: 14 students were enrolled, and 3 of those students graduated. Of those graduating students all have enrolled in a Curtin undergraduate course.

The Faculty of Science and Engineering and the Faculty of Health Sciences both offer enabling courses. The **Health Sciences Graduate Entry Foundation Course** had only 1 Indigenous student enrolment in 2017 and no graduating students. The **Enabling Course for Science, Engineering and Health** had 7 Indigenous student enrolments for 2017 and no graduating students.

**Student Outreach Programs:** Some of the outreach activities include: Follow the Dream, Narrogin school Camp, Clontarf Girls Basketball Academy, Row AHEAD, AHEAD in Prisons. The **core program in schools** (campus learning experiences and workshops) worked with a total of **61** student who identified themselves as Aboriginal or Torres Strait Islander:

- Year 7 – 16 students (6.93% of total year 7 students)
- Year 8 – 9 students (4.09% of total year 8 students)
- Year 9 – 15 students (6.33% of total year 9 students)
- Year 10 – 3 students (1.16% of total year 10 students)
- Year 11 – 15 students (6.30% of total year 11 students)
- Year 12 – 3 students (1.75% of total year 12 students)

(Armadale SHS, Cecil Andrews SHS, Darling Range Sports College, Hamilton SHS, John Tonkin College, Kelmscott SHS, North Lake Senior Campus, Southern Hills Christian College, Swan View SHS, Thornlie SHS, Warnbro Community HS, Warwick SHS)

#### Aboriginal and Torres Strait Islander specific group engagement: 460 students

- Clontarf Induction Day – 50 students (years 7-9)
- Deadly dreaming (Murdoch) – 150 students (years 7-12)
- Clontarf Academy Southwest Showcase – 120 students (years 9-12)
- Tom Price Follow The Dream – 20 students (years 7-9)
- Create the dream day 1 – 19 students (years 7-9)
- Create the dream day 2 – 19 students (years 7-9)
- Create the dream parent evening – 18 individuals (6 parents and 12 students)
- Mt Lawley Follow the dream – 21 students (years 10-12)
- AIME Orientation activity – 40 students (years 10-12)
- Student Help Visits – 2 students (Jasmine West + Mt Lawley Students) – both year 12
- Port Headland Follow The Dream – 20 Students (years 7-9)

#### Outreach conducted by the Centre included:

- Participation in the Indigenous Australian Engineering Summer School (IAESS) welcome and graduation dinner
- Role Models and Leaders Australia – Clontarf Girls Academy Induction Day
- Bentley Primary School Art Launch
- Kulbardi Event – Deadly Dreaming
- Aboriginal Youth Career Information Expo – Newton Moore SHS Bunbury
- Indigenous Future Footprints - Association of Independent Schools of Western Australia (AISWA)
- Clontarf Girls Academy and Northam Clontarf Boys Academy – Curtin visit
- Aboriginal Aspiration Day – John Higgins Centre Narrogin
- Northam Senior High School visit

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

TOTAL Enrolments (includes Commencing & Re-enrolling)	2016		2017	
	EFTSL	Headcount	EFTSL	Headcount
Aboriginal and Torres Strait Islander students	288.3	496	320.7	550
Non Aboriginal and Torres Strait Islander students (Domestic students only)	22,449.8	35,092	22,118.6	34,847
<b>TOTAL:</b>	<b>22,738.1</b>	<b>35,588</b>	<b>22,439.3</b>	<b>35,397</b>

**Note:** 2016 and 2017 headcount data sourced from Curtin Business Intelligence (BI) Tools @ 18/06/2018.

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

There was an increase of 9.6% in the total overall enrolment of Indigenous students between 2016 and 2017.

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

Location Category	2016		2017	
	EFTSL	Headcount	EFTSL	Headcount
Regional	57.7	101	63.4	118
Remote	36.3	58	46.7	69
Unknown	1.4	2	2.1	5
Urban	192.4	336	208.3	357
<b>TOTAL:</b>	<b>287.8</b>	<b>497</b>	<b>320.5</b>	<b>549</b>

**Note:** 2016 and 2017 location category data sourced from Curtin Business Intelligence (BI) Tools @ 18/06/2018.

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

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

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

Scholarships – Commonwealth – directly funded by ISSP

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

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

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

### **1a Scholarships (2017 breakdown) Offered (including lapsed)**

Student category	Education Costs		Accommodation		Reward		Total/Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
<b>From Regional/Remote</b> <i>EN &amp; UG (Offered &amp; accepted)</i>	\$18,000	6	\$18,000	3	\$0	0	\$36,000	9
<b>From Regional/Remote</b> <i>EN &amp; UG (Offered but lapsed)</i>	\$6,000	2	\$18,000	3	\$0	0	\$24,000	5
<b>From Regional/Remote</b> <i>PG</i>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Undergraduate</b> <i>(Non-regional/remote students)</i> <i>EN &amp; UG (Offered &amp; accepted)</i>	\$36,000	12	\$0	0	\$0	0	\$36,000	12
<b>Undergraduate</b> <i>(Non-regional/remote students)</i> <i>EN &amp; UG (Offered but lapsed)</i>	\$6,000	2	\$0	0	\$0	0	\$6,000	2
<b>Post-graduate</b> <i>(Non-regional/remote students)</i>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Other</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Total</b>	<b>\$66,000</b>	<b>22</b>	<b>\$36,000</b>	<b>6</b>	<b>\$0</b>	<b>0</b>	<b>\$102,000</b>	<b>28</b>

**Note:**

- Following clarification from Marissa Booth, PMC, the number of students and amount shown above include all the scholarships offered in 2017, including scholarships that may not have been taken up by students (e.g. offer lapsed)

- The amount shown is based on the offers made, as opposed to the actual amount being paid from the ISSP fund.

**Information source:** Student One database – Student Reward Search – Report retrieved on 18/04/2018. Search criteria:

- Reward code: One of ICAS-ISSP, ICECS-ISSP, ICRS-ISSP
- Offering bestowal year: 2017

Value of Scholarships awarded by the university to <b>remote or regional students</b> in the <b>2016</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$35,090.50</b>
Value of Scholarships offered by the university to <b>remote or regional students</b> in the <b>2017</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$60,000.00</b>

**Information source:** Student One database – Student Reward Payment Search – Report retrieved on 19/04/2018. Search criteria:

- Reward code: One of CECS-ADS, CECS-ADSH, CECSIES, CECS-IES, CECSIES AP, CECS-IESH, CECSIND AP, CECS-INDOR, CECSINDORD, CECSINDORH, CECS-ORD, CECS-ORDH, CECS-PR, CECS-PRH, ICECS-ISSP, ICAS-ISSP, CAS-SPH, CAS-SP, CAS-ORDH, CAS-ORD, CAS-INDORH, CAS-INDORD, CASINDORD, CAS-IND AP, CAS-IESH, CAS-IES AP, CAS-IES, CAS-ADSH, CAS-ADS
- Payment start date: Between 01/01/2016 and 31/12/2016

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

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

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

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

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

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

The Centre has employed an Indigenous Pre-Medicine 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. It is hoped that the creation of this position will lead to higher articulation to mainstream courses for all Indigenous enabling students.

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

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

Breakdown of Indigenous Students by Commencing & Re-enrolling and Completions)	2016		2017	
	EFTSL	Headcount	EFTSL	Headcount
Indigenous Commencing	146.1	259	177.9	305
Indigenous Re-enrolling	142.2	237	142.8	245
<b>TOTAL:</b>	<b>288.3</b>	<b>496</b>	<b>320.7</b>	<b>550</b>

*Note: 2016 and 2017 progression data sourced from Curtin Business Intelligence (BI) Tools @ 18/06/2018.*

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

There was a 17.75% increase in commencing students between 2016 and 2017. Of the 496 students enrolled in 2016 (commencing and re-enrolling) 49.5% re-enrolled in 2017.

### The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2017

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

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

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

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

The Indigenous Cross-Cultural Capability Framework (ICCF) has been a strong foundation for expanding Aboriginal knowledges and perspectives amongst staff and students. Curtin University provides a three-tiered cultural awareness training, grouped under the Intercultural Cross-Capability Framework (ICCF), consisting of:

**Ways of Working:** The Ways of Working Program covers indigenous cultural awareness and consists of two half day workshops. In the reporting period about 150 people have attended the training, combined number attending the Ways of Working face-to-face training.

**On-country Day Trips:** Delivering a comprehensive Indigenous Cultural Competency program for staff and students, including the facilitation of on-country activities. Since the launch of the ICCF in May 2016, there have been **394** staff attending immersive On-Country tours with Elder in Residence, with a further **160** signed up to participate until the end of 2017. 14 students have also attended a one-day trip.

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

Curtin Learning and Teaching, with the Elder in Residence and the Centre for Aboriginal Studies created the *online Professional Learning Essentials* (PLE) Module, '**Introduction to Aboriginal and Torres Strait Islander People and Culture @ Curtin**'. This is an introductory pathway module 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); the ‘Indigenous Cultural Capabilities Framework’ (ICCF) and; advice as to where staff can access information for integrating Aboriginal and Torres Strait Islander knowledge into the curriculum. The aim is to prompt staff to explore and participate in further related professional learning. Staff from non-Bentley campuses (e.g. Mauritius) have also completed the first version of the module and their feedback incorporated into the pending version. The aim is that all staff new to Curtin will be assigned this module. Currently, anyone can complete the module though only staff in teaching related positions have been assigned the module.

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

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

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

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

Ways of Working (CAS) – partly funded by ISSP

ITAS – directly funded by ISSP

**2a Tutorial and other assistance provided (2017 breakdown)**

Assistance Type	Level of Study	Number of Students Assisted		Hours of Assistance		\$		
		S1	S2	S1	S2		Including oncosts	
Tutorial assistance	Enabling	44	32	894	488	<b>76,195.70</b>	<b>88,023.18</b>	
	Undergraduate	64	39	2,136	1,608	<b>206,344.13</b>	<b>238,373.90</b>	
	Postgraduate	2	2	32	195	<b>12,485.00</b>	<b>14,422.98</b>	
	Other (OUA)	-	6	-	65	<b>3,575.00</b>	<b>4,129.93</b>	
	<b>TOTAL</b>	<b>110</b>	<b>79</b>	<b>3,061</b>	<b>2,356</b>	<b>298,599.83</b>	<b>344,949.99</b>	
<i>Indigenous Support Unit or other Indigenous student support activities (optional breakdown of major activities or just total)</i>								
Student Support (including scholarships)								<b>82,511.18</b>
Entry Assessment Workshop Travel								<b>9,929.56</b>
<b>TOTAL</b>								<b>92,440.740</b>

### 3. Completions (outcomes)

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

Within CAS, intensive marketing efforts were conducted in 2016 and 2017 which attracted a high number of potential students into the CAS courses. Unfortunately, the number of students taking up offers was less than anticipated and commencement numbers did not reflect the number of places offered or students enrolled. Limitations to access and retention have been identified as:

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

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

- Continue to provide an inclusive and engaging Orientation week to promote a positive and culturally supportive student experience at the Centre for Aboriginal Studies and Curtin University
- Provide an informative orientation and an inclusive environment to support personal confidence and development
- Support the development of students' leadership knowledge and skills through learning and teaching in specific units that enhance opportunities towards self-determination and self-directed learning
- Continue to engage with students and invite feedback on the development of units and courses in the Centre for Aboriginal Studies
- Provide guidance and direction to students and academics on assessment policies and requirements that work towards retention of students
- Maintain weekly contact with students
- Prior to commencement of Block, hold staff meetings to plan activities and support services with Academics and Professional Student Support Services.
- Staff debriefs (mainly after Block and between Blocks)
- Student progress reports before, during and after every Block as required. Includes individual and course concerns
- Staff meet regularly to discuss any students with additional study requirements, especially during Block
- Follow-up students in their learning activities i.e. SUCCESS Program, ITAS (Tutors)
- Student consults with academic staff
- Every student is encouraged to have a tutor
- ITAS Officer aligns student requirements with appropriate ITAS tutor
- Student workshops for additional learning support



- Unit reviews and adjustments to ensure quality of learning and teaching experiences
- Course reviews to ensure consolidated approach and quality of learning and teaching
- Student Rep Meetings (to look after any issues/problems in regards to teaching/learning, and other such as accommodation, travel and meal allowance, Indigenous Guild Representative invited to this meeting)
- Provide and support social and sporting activities that encourage a sense of belonging and a supportive environment
- Continue to encourage student and staff engagement with activities across Curtin University
- Encourage student self-respect for their cultural values and personal achievements
- Continue to refer students to Curtin University Counselling and disability Services as required

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

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

Completions	2017
	Headcount
Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	65
Aboriginal and Torres Strait Islander students - Postgraduate	9
Non Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	7,487
Non Aboriginal and Torres Strait Islander students - Postgraduate	2,552
<b>TOTAL:</b>	<b>10,113</b>

**Note:** 2016 and 2017 completion data sourced from Curtin Business Intelligence (BI) Tools @ 18/06/2018.

- Excludes students listed as 'heritage not defined'

Of the total completions in 2017 only 0.74% were Indigenous students. This represents a significant difference between non-Indigenous students and Indigenous students who graduated. There has only been a very slight rise from 2016 completion (0.70%) percentage for Indigenous students.

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

No response to this question provided.

### **Strategies to assist graduates**

Strategy	Total	Unique	
Careers workshops	11	9	3 x workshops. These are distinctive workshops for HEPPP identified students
Careers Fairs	8	7	This is attendance – open to all students. Research has shown this is not the best formal for aboriginal students
Employer events	5	5	Specific event for aboriginal students
Leadership workshops	27	27	3 x workshops. These are distinctive workshops for HEPPP identified students
Drop-ins	32	23	20 minute appointments
Appointments	14	13	60 minute appointments

Paid Internships on Campus	7	6	
Leadership online modules	23	8	Open to all students
Careers online modules	17	10	Open to all students

**Strategies to monitor student outcomes after graduation**

No response to this question provided.

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

CAS strategies are directly funded by ISSP

Strategies assisting graduates are funded by other university resources

#### **4. Indigenous Education Strategy accessible by public**

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

The Curtin Indigenous Education Strategy was completed in December 2017 and has yet to be ratified. As required under section 13 of the ISSP guidelines, the Indigenous Education Strategy includes key performance indicators and objectives on increasing the numbers of Indigenous students enrolling, retention and completion.

Curtin has made some progress towards the inclusion of Indigenous knowledges in curricula, graduate attributes and teaching practices however work needs to continue to ensure a unified approach across Faculties. Further information will be provided on the availability of the RAP 2014-2017 Evaluation report (see Reconciliation Action Plan comments below).

Both CAS (Study Period 7) and the Elder In Residence (Semesters 1 & 2) offer a ***Nyungar Culture and Identity unit (INDS2003)*** which is a one week intensive course. Students enrolled in this unit are transported to and from various locations and are provided with the opportunity to meet and interact with Aboriginal people in Nyungar Country. The students examine significant historical, cultural and contemporary issue which have shaped, and continue to shape the lives of Nyungar people in Western Australia. In 2017 unit completions were: 22 students in Semester 1, 25 students in Semester 2 and 32 students in Study Period 7 for a total of 79 students. This is a 37% increase in unit enrolments from 2016 (29 students in total across the three study periods).

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

Curtin's RAP plan for 2014-2017 is now in the evaluation stage and the progress on the key commitments have now been reported on. That report is currently in the draft stage along with the RAP 2018-2020. Both the RAP 2014-2017 Evaluation document and the draft RAP 2018-2020 were tabled at the June 2018 Curtin Planning and Management Committee meeting for ratification and the documents are expected to be finalised by August 2018 at which time the report will be made available.

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

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

Please see above under question one of section 4.

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

There is no progress report available at this time.

## 5. Indigenous Workforce Strategy accessible by public

### Explain how the university has met its requirements under section 12 of the ISSP Guidelines

Comments in relation to the specific requirements under Section 12 of the ISSP are set out below:

Curtin's 2017 - 2020 Strategic Planning includes KPI's for employment as outlined in the table below, with incremental targets toward an aspirational goal of achieving 3%. Curtin currently employ 101 staff who identify as Aboriginal or Torres Strait Islander (ATSI).

Year	2016	2017	2018	2019	2020
Targets	NA	100	105	110	115

One of the key mechanisms being adopted for the recruitment of Indigenous 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 Indigenous employment. This is not suitable for all positions, as there may not be sufficient 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.

Curtin are also achieving success through the use of our Indigenous Student Placement Program where students are employed on a casual basis whilst they are undertaking study. In some cases, their work under these placements has opened their eyes to employment opportunities at Curtin in academic or professional positions.

In addition, 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 Indigenous academic staff at all levels. This will lead directly to an increase in Indigenous academic staff.

A key priority in the Curtin 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

A copy of the Curtin University Aboriginal Employment and Engagement Strategy for 2017-2020 is attached.

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

The Aboriginal Employment & Engagement Strategy has not been developed in isolation. It is directly cascaded from Curtin University’s 2017-2020 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 Aboriginal Employment & Engagement Strategy has been developed in partnership and consultation with Elder In Residence, Professor Simon Forrest; Centre of Aboriginal Studies Director, Professor Marion Kickett; the Curtin University Aboriginal and Torres Strait Islander Advisory Committee (CUATSIAC) and the Curtin Indigenous Policy Committee (CIPC). The People Business Partner responsible for the translation of the strategy into action has continued to involve members of the Indigenous Leadership Group (ILG) in key meetings to ensure that there is an Aboriginal “voice” at the table when these issues are being discussed.

Work on the Aboriginal Employment and Engagement Strategy and the Aboriginal Student Placement Program is being coordinated by 2 dedicated staff who work with the Curtin Senior Executive and hiring managers across the University to drive the implementation of these critical programs. Reporting on progress under these strategies is largely via a Dashboard which goes directly to the Director, People and Culture and is a standing agenda item on the University’s quarterly People and Culture Committee, with reporting ultimately to the Planning & Management Committee, which is chaired by the Vice-Chancellor.

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

*Note that in 2017, the Department will work with institutions to establish an Indigenous workforce target of 3% where such a target does not already exist*

Curtin is confident that the university is on track to meet the commitment of having 3% of our staff as Aboriginal and Torres Strait Islanders.

**5a Indigenous workforce data (2017 breakdown)**

Faculty	Employment Level	Continuing/Fixed Term		Casual/Sessional	
		Academic	Non-Academic	Academic	Non-Academic
Centre for Aboriginal Studies	1-4		5		2
	5-7		4		
	ALA	7			
	ALB	7			
	ALC	1			
	ALE & Above	2			
Curtin Information Technology Services (CITS)	1-4				4
	5-7		1		
Curtin Learning & Teaching (CLT)	5-7		1		
	ALB	1			
Ethics, Equity & Social Justice	5-7		1		

Faculty of Business & Law	5-7		1		
Faculty of Health Sciences	1-4		1		1
	5-7		3		3
	8-10		1		1
	ALA	1			
	ALB	1			
	ALC	1			
	ALD	1			
Faculty of Humanities	1-4				3
	8-10				1
	ALA	1			
	ALC	1			
	ALE & Above	1		1	
Faculty of Science & Engineering	1-4				4
	5-7		2		
	ALE & Above			3	
Financial & Commercial Services	1-4		1		
Office of the Deputy Vice-Chancellor, Academic	5-7		1		
	ALD	1			
	ALE & Above	1			
People & Culture	1-4				3
	5-7		3		1
	8-10		1		
Properties, Facilities & Development	1-4				3
	5-7		1		
	8-10		1		
Research Integrity	5-7		1		
Research Support	1-4				1
	5-7		1		
Secretariat	8-10		1		
Strategic Communication	1-4				1
Student Services	5-7		2		
Support Services	1-4				3
	8-10		1		
University Advancement	1-4				3
	5-7		1		
<b>TOTAL:</b>		<b>27</b>	<b>35</b>	<b>4</b>	<b>34</b>
<b>GRAND TOTAL:</b>		<b>100</b>			

**NOTE:** 2017 headcount data sourced from Curtin Business Intelligence (BI) Tools @ 25/06/2018.

Excludes: Employment Level "Other" = Adult Apprentice, Finance & Clerical Administrator, Kitchen Assistant, Model Fixed Rate, No Payment Attached, Non-Adult Apprentice, Scholarship Fixed, Senior Carer, Senior Finance & Clerical Administrator, Sessional Academics, Trainee, VET Lecturer, VET Senior Lecturer; and Employment Type "Other" = Co-opted Community Members, Commercial Associate, Contractor, Contractor Paid through Payroll, External Supervisor, Partner, Pensioners, Scholarships, Seconded from Outside (not paid by Curtin), Seconded from Outside (paid by Curtin), Timesheet Default Approver, University Associate (Generic) Visitor – Adjunct, Visitor – History, Visitor – Other, Voluntary Worker

## **6. Indigenous involvement in decision-making**

### **The university's current Indigenous Governance Mechanism (including how the university has met the requirements of section 11 of the ISSP guidelines)**

Curtin's Indigenous Governance Policy (IGP) was updated in September 2017 and acknowledges Curtin's commitment to working inclusively with Indigenous staff, students and community groups on a range of strategies including employment, cultural awareness, student access and retention and research. The updated IGP sets out Curtin's Indigenous Governance Framework including:

- Curtin University Aboriginal and Torres Strait Islander advisory Committee (**CUATSIAC**)
- Curtin Indigenous Policy Committee (**CIPC**)
- The Indigenous Leadership Group (**ILG**)
- The Elder In Residence
- The Centre for Aboriginal Studies

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

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

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

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

### **The name, positions and duration of service of staff that are part of the Indigenous Governance Mechanism**

- Professor Simon Forrest, Elder in Residence (senior leadership) and Indigenous Governance Policy Compliance Officer. Member of the Curtin University Aboriginal and Torres Strait Islander Advisory Committee (CUATSIAC), the Curtin Indigenous Policy Committee (CIPC) and the Indigenous Leadership Group (ILG).
- Professor Marion Kickett, Director Centre for Aboriginal Studies. Member of CUATSIAC, CIPC and ILG.
- Professor Cheryl Kickett-Tucker, Curtin Indigenous Research Fellow. Member of CIPC and ILG.
- Dr Robin Barrington, Senior Lecturer CAS. Member of CIPC.
- Professor Cheryl Davis, Director, Indigenous Engagement, Faculty of Health Sciences. Member of CIPC.

### **The number of meetings and main agenda items discussed over the year, confirming the Indigenous Governance Mechanism had a role in advising on the use of ISSP resources**

**CUATSIAC** – Three meetings were held in 2017 and the main agenda items were:

- Strategic Conversations held on:
  - Indigenous Research at Curtin University;
  - Curtin University Indigenous Employment and Engagement Strategy;
  - Universities Australia Indigenous Strategy 2017-2020;
  - Strengthening Indigenous Outcomes;
  - Curtin University Reconciliation Action Plan;
  - Scorecard Report on KPI, Measures and Targets and Enabling Plan Progress Report - Learning and Student Experience
- Standing Items:
  - Centre for Aboriginal Studies Report
  - Elder in Residence Report
  - Collaboration and Engagement Opportunities – Round Table Discussion
  - Conversation with the Vice-Chancellor

**CIPC** – Four meetings were held in 2017 and the standing agenda items were:

- RAP 2014-2017 and the new RAP 2017-2020 – governance, management and leadership
- Indigenous Cross-Cultural Capability Framework (CCCF)
- Indigenous Research
- Indigenous Employment Strategy
- Community Engagement
- Updates from Indigenous Governance Committees CUATSIAC and ILG

**Other activities to involve Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review.**

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

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



## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation Curtin University

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

### 1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	1,647,268.48	0	1,647,268.48
Rollover of funds from previous years	0	0	0
Interest earned/ royalties	0	0	0
Sale of assets	0	0	0
(include other categories as appropriate e.g. HEPP for other funds)	0	0	0
<b>A. Total Income 2017</b>	<b>\$1,647,268.48</b>	<b>\$0</b>	<b>\$1,647,268.48</b>

### 2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1,425,902.90	0	1,425,902.90
Administration	106,905.53	0	106,905.53
Travel – domestic	9,929.56	0	9,929.56
Travel – international	0.00	0	0.00
Student Support (including Scholarship)	82,551.18	0	82,551.18
Conference fees and related costs	18,023.81	0	18,023.81
(other major expenditure categories ensuring breakdown sums to total at B below)	0.00	0	0.00
<b>B. Total Expenditure 2017</b>	<b>\$ 1,643,312.98</b>	<b>\$0</b>	<b>\$ 1,643,312.98</b>
<b>C. Unexpended funds PM&amp;C agreed to rollover</b>	0.00		
<b>D. Unexpended Funds to be returned to PM&amp;C</b>	3,955.50		
<b>E. TOTAL ISSP Funding use (B+C+D)</b>	1,647,268.48		

Note: A-E must equal zero

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

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

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).		\$0
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$0
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

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

Asset Description/ category	Adjustable Value	ISSP contribution

**4a ISSP Asset - acquisitions and disposals summary**

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

**5. Financial Acquittal supported and initialled by:**

David Menarry

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

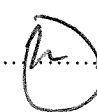


(Signature and date)

Telephone contact: (08) 9266 1156 E-mail: [d.menarry@curtin.edu.au](mailto:d.menarry@curtin.edu.au)

Note:

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

OT  
......initials

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

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

I certify that:

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

I understand that:

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

### Certification recommended by university's Indigenous Governance:

Name:   
Title:   
Signed:  Date:

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

Name:   
Title:   
Signed:  Date: