

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 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 2018. 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 2018: 78 Indigenous students were enrolled and 20 of those students graduated. Of those graduating students, all have enrolled in an undergraduate course at Curtin.

**Indigenous Pre-Medicine & Health Sciences Enabling Course (INPMHE)** – one year course. Outcomes for 2018: 28 Indigenous students were enrolled and 15 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 2018: 9 Indigenous students were enrolled, and 4 of those students graduated. Of those graduating students all have enrolled in a Curtin undergraduate course.

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

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

#### **Semester 1**

- Year 6 Students (2)
- Year 7-9 Students (30)
- Year 10-12 Students (81)

**Schools worked with:** Cecil Andrews, Carnarvon, Mt Lawley, Millen Primary, CAPS Coolgardie

- **Future Footprints Schools:** Wesley College, Trinity College, Guildford, Aquinas College, St Brigid's, Hale, Scotch College.

**School Programs worked with:** Follow the Dream, Create the Dream, Curtin AHEAD, Future Footprints.

**Total students:** 113

- Future footprints 150 students approx. Our Indigenous Support Coordinator spoke to 20 students. This number has not been included in the total.

**Number of schools:** 10

- Future Footprints numbers have not been included as there was 12-15 different schools in attendance.

### Semester 2

- Year 5-6 Students (79)
- Year 7-9 Students (39)
- Year 10-12 Students (211)

**Schools worked with:** Millen Primary, CAPS Coolgardie, Albany SHS, Clontarf College, Southern River, Yule Brook, Darling Range Sports College, and Seven Oakes.

- Murdoch Deadly Dreaming: Seven Oakes, Emmanuel CC, Fremantle Catholic College, La Salle, Belmont College, Safety Bay SHS, Presbyterian LC, Atwell, Edmund Rice College and Lumen Christi
- Clontarf Academy: Kalgoorlie Boulder Community School, Girls Academy, Esperance, Kalgoorlie, Northam, Geraldton, Broom and Katanning
- Indigenous Australian Engineering School Camp: I was not provided with the list of schools.

**School Programs worked with:** Clontarf Academy, Follow the Dream and Girls Academy.

**Total students:** 329

**Number of schools:** 16

- **Indigenous Australian Engineering School Camp:** The Centre for Aboriginal Studies was not provided with a breakdown of the schools involved.

**Outreach conducted by the Centre included:**

- Carnarvon Curtin Experience – information and activities for 8 year 10-12 students
- Millen Primary School – student visit to CAS to talk with the Director about language and resilience. Students presented a poster of Dr Marion Kickett as their NAIDOC assignment
- Banksia Hill Detention Centre – Careers Expo, 80 students attended and 50 enquired about attending Curtin
- Goldfields Career Expo
- Future Footprints Expo – 150 Indigenous HSS in attendance, 20 enquired about Curtin courses
- NAIDOC Event – Millen Primary School – Years 5-6. Student created a Nyitting story about an Australian animal.
- CASP Coolgardie Curtin Campus Visit – Campus tour for 12 years 10 to 12 students
- Albany Follow the Dream Curtin Campus Visit – Campus tour for 21 years 10 to 12 students
- Clontarf Boys Visit – Campus visit for 8 year 10 students
- Kaaditjin Day – activities and campus visit for 5 local schools (Southern River, Yule Brook, Clontarf, Darling Range, Sevenoaks), 28 students attended

- NAIDOC Week Perth Opening Ceremony, Armadale NAIDOC and Ashfield NAIDOC events – spoke to community about courses and pathways to university
- Deadly Dreaming Murdoch University – Information sessions and workshops for 129 students
- Mining & Land Clontarf Academy – Networking session with 25 students in attendance
- Moorditj Moort, Moorditj Culunga – student visit and information session
- Kalgoorlie ITEC Information session – including entry assessment workshops for 10 prospective students

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

TOTAL Enrolments (Commencing & Re-enrolling)	2017		2018	
	EFTSL	Headcount	EFTSL	Headcount
Aboriginal and Torres Strait Islander students	320.7	550	337.3	576
Non Aboriginal and Torres Strait Islander students (Domestic students only)	22,116.8	34,847	22,064.7	35,301
<b>TOTAL:</b>	<b>22,437.3</b>	<b>35,397</b>	<b>22,402.0</b>	<b>35,877</b>

**Note:** 2017 and 2018 headcount data sourced from Curtin Business Intelligence (BI) Tools @ 21/03/2019.

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

Enrolment numbers were fairly static between 2017 and 2018 with only a 4.72% growth in the overall Indigenous student numbers.

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

Location Category	2017		2018	
	EFTSL	Headcount	EFTSL	Headcount
Regional	63.4	118	65.2	120
Remote	46.7	69	35.9	57
Unknown	2.1	5	3.6	7
Urban	208.3	357	232.5	392
<b>TOTAL:</b>	<b>320.5</b>	<b>549</b>	<b>337.2</b>	<b>576</b>

**Note:** 2017 and 2018 location category data sourced from Curtin Business Intelligence (BI) Tools @ 21/03/2019.

- 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 (2018 breakdown) Offered (including lapsed)**

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
<b>From Regional/ Remote- EN &amp; UG (Offered &amp; accepted)</b>	\$48,000	16	\$72,000	12	\$8,000	8	36	\$128,000
<b>From Regional/ Remote- EN &amp; UG (Offered but lapsed)</b>	\$6,000	2	\$3,000	1	NA	NA	3	\$9,000
<b>From Regional/Remote PG</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Undergraduate (Non-regional/remote students) EN &amp; UG (Offered &amp; accepted)</b>	\$78,000	26	NA	NA	\$5,000	5	31	\$83,000
<b>Undergraduate (Non-regional/remote students) EN &amp; UG (Offered but lapsed)</b>	\$9,000	3	NA	NA	NA	NA	NA	NA
<b>Post-graduate (Non-regional/remote students)</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>Other</b>	NA	NA	NA	NA	NA	NA	NA	NA
<b>TOTAL</b>	\$141,000	47	\$75,000	13	\$13,000	13	70	\$220,000

Value of Scholarships <u>awarded</u> 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>\$ 42,644.50</b>
Value of Scholarships <u>offered</u> by the university to <b>remote or regional students</b> in the <b>2018</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$137,000</b>

**Information source:** Student One database – Student Reward Payment Search – Report retrieved on 18/04/2019. Search criteria:

- Reward code: one of CECSIND AP, CAS-IND AP, ICECS-ISSP, ICAS-ISSP
- Payment start date: Between 01/01/2017 and 31/12/2017

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

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

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

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

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

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

The Centre employs 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 students with their study. This scheme is available to ALL Indigenous students across Curtin campus, i.e. students studying within the centre and Curtin mainstream Indigenous students at enabling and undergraduate.

Higher numbers of Indigenous students are enrolling into mainstream undergraduate courses. This is due to higher numbers of students graduating from the two enabling courses in the centre for Aboriginal Studies. (CAS) A total number of 56 students graduated in 2018. The majority of these students enrolled in their preferred discipline in 2019.

A strategic plan in CAS for 2019 is to absorb the current ITAS position into a new position titled Pastoral and Cultural Coordinator. This position will not only coordinate the pastoral and cultural care of each individual student but will coordinate care for a higher number of students across the University to ensure student retention and completion.

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

<b>Breakdown of Indigenous Students (Commencing &amp; Re-enrolling)</b>	<b>2017</b>		<b>2018</b>	
	<b>EFTSL</b>	<b>Headcount</b>	<b>EFTSL</b>	<b>Headcount</b>
Indigenous Commencing	177.9	305	177.7	302
Indigenous Re-enrolling	142.8	245	159.6	274
<b>TOTAL:</b>	<b>320.7</b>	<b>550</b>	<b>337.3</b>	<b>576</b>

*Note: 2017 and 2018 progression data sourced from Curtin Business Intelligence (BI) Tools @ 21/03/2019.*

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

Commencing student numbers were static between 2017 and 2018 but continued an upward trend (254 commencing students in 2015 and 269 in 2016). Re-enrolling student numbers also continue to trend upwards (209 re-enrolling students in 2015 and 233 in 2016).

#### **The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2018**

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 2018 **198** people participated in the Ways of Working face-to-face training (ICCF Level 1).

**On-country Day Trips:** Delivering a comprehensive Indigenous Cultural Competency program for staff and students, including the facilitation of on-country activities. In 2018 **236** staff participated in immersive On-Country tours with Elder in Residence (ICCF Level 2).

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

Curtin also offers the *online Professional Learning Essentials (PLE) Module, 'Introduction to Aboriginal and Torres Strait Islander People and Culture @ Curtin'*. This online course is an introductory pathway to the University's intercultural learning and teaching space. It contains a brief overview of: the Centre for Aboriginal Studies; Curtin's Reconciliation Action Plan (RAP); Level One of the Indigenous Cultural Capabilities Framework; and suggestions as to where staff can access information for embedding Aboriginal and Torres Strait Islander knowledge into the curriculum. The overall aim of this course is to prompt staff to explore and participate in further related professional learning. The aim is that all staff new to Curtin will be assigned this module. **164** staff completed the module in 2018.

[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 (2018 breakdown)**

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

Assistance Type	Level of Study	Number of Students Assisted		Hours of Assistance		\$	
		S1	S2	S1	S2		Including oncosts
Tutorial assistance	Enabling, Undergraduate, Postgraduate, Other (OUA).	TBA	TBA	2,402.5	2,397.07		
	<b>TOTAL</b>	TBA	TBA	2,402.5	2,397.07	<b>260,655.85</b>	<b>TBA</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>TBA</b>
Entry Assessment Workshop Travel							<b>TBA</b>
<b>TOTAL</b>							<b>TBA</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 2017 and 2018 which attracted a high number of potential students into the CAS courses. Unfortunately, the number of students taking up offers was less than anticipated and commencement numbers did not reflect the number of places offered or students enrolled. Limitations to access and retention have been identified as:

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

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

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



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

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

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

<b>Completions</b>	<b>2018 Headcount</b>
Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	51
Aboriginal and Torres Strait Islander students - Postgraduate	14
Non Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	6,192
Non Aboriginal and Torres Strait Islander students - Postgraduate	2,200
<b>TOTAL:</b>	<b>8,457</b>

**Note:** 2017 and 2018 completion data sourced from Curtin Business Intelligence (BI) Tools @ 22/03/2019.

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

Of the total completions in 2018 only 0.77% were Indigenous students. This represents a significant difference between non-Indigenous students and Indigenous students who graduated. This position has remained static (2016 0.70% and 2017 0.74%) in recent years.

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

No response to this question provided.

### **Strategies to assist graduates**

<b>Strategy</b>	<b>Total</b>	<b>Unique</b>	
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 knowledge's in curricula, graduate attributes and teaching practices however work needs to continue to ensure a unified approach across Faculties. Further information will be provided on the availability of the RAP 2014-2017 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 2018 unit completions were: 22 students in Semester 1, 22 students in Semester 2 and 27 students in Study Period 7 for a total of 71 students.

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

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

Curtin's RAP plan for 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.

### **Indigenous Workforce Strategy accessible by public**

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

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

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

Curtin's 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%. In 2018 we employed 116 Aboriginal or Torres Strait Islander (ATSI) staff using headcount and this comprised 1.6% of total staff headcount. A copy of our Aboriginal and Torres Strait Islander Dashboard is attached as an Appendix to this Report and outlines a number of different measures which also monitor progress in relation to employment issues such as employment status (eg casual or full time), employment level or seniority etc. We have established a target of 158 Aboriginal Staff for 2019, which will be 2.2% of total workforce based on current estimates. This new target includes individual targets for Faculties and Departments to drive stronger accountability across the University.

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

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

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

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

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

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

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

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

**(c) for the 2018 grant year and subsequent grant years, include a plan agreed by an administering officer in writing that:**

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

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

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

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

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

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

- q) Chair, Academic Board
- r) Elder in Residence

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

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

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

The Aboriginal Employment & Engagement Strategy has not been developed in isolation. It is directly cascaded from our University’s 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 immediacy of this intent was reflected in its inclusion in our University’s “2018 Plan on a Page” which further outlined a smaller number of elements of the 2017-2020 Strategic Plan for focus in this current year.

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

The three priorities have also been developed in consideration of key recommendations from Curtin University First-Year Student Experience: A Narrative Based Solution (2016), National Indigenous Higher Education Workforce Strategy (2011) and the review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (2012). The Universities Australia Indigenous Strategy 2017-2020 released on 1 March 2017, sets a target of equal success and completion rates for Indigenous students to non-Indigenous

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

*While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university’s efforts in building its Indigenous workforce.*

*Note: 2018 headcount figures are sourced from Curtin Business Intelligence (BI) Tools @13 Feb 2019. As staff have multiple roles across many portfolios the sum of the below does not collate to the total unique Headcount (Actual FTE) of 117 at a University level.*

		Permanent		Casual/contract	
Faculty	Level/position	Academic	Non-academic	Academic	Non-academic
Faculty of Business and Law	Casual			1	
	HEW 5-7		1		

<b>Faculty of Health Sciences</b>	<b>Casual</b>			<b>4</b>	
	<b>ALA</b>			<b>3</b>	
	<b>ALB</b>			<b>1</b>	
	<b>ALC</b>			<b>1</b>	
	<b>ALD</b>			<b>1</b>	
	<b>1-4</b>		<b>1</b>		<b>2</b>
	<b>5-7</b>				<b>5</b>
	<b>8-10</b>				<b>3</b>
<b>Faculty of Humanities</b>	<b>Casual</b>			<b>13</b>	
	<b>ALC</b>			<b>1</b>	
	<b>ALE</b>			<b>1</b>	
	<b>1-4</b>				<b>3</b>
	<b>5-7</b>				<b>1</b>
	<b>8-10</b>				<b>1</b>
<b>Science and Engineering</b>	<b>Casual</b>			<b>1</b>	
	<b>1-4</b>				<b>4</b>
	<b>5-7</b>		<b>3</b>		<b>2</b>
	<b>8-10</b>				
<b>Office of the DVC Academic</b>	<b>Casual</b>			<b>11</b>	
	<b>ALA</b>	<b>3</b>		<b>4</b>	
	<b>ALB</b>	<b>5</b>		<b>1</b>	
	<b>ALC</b>	<b>1</b>			
	<b>ALD</b>				
	<b>ALE</b>			<b>3</b>	
	<b>1-4</b>				<b>17</b>
	<b>5-7</b>		<b>6</b>		<b>10</b>

	<b>8-10</b>		<b>1</b>		<b>2</b>
	<b>Above 10</b>				<b>1</b>
<b>Office of Corporate Services</b>	<b>1-4</b>		<b>1</b>		<b>8</b>
	<b>5-7</b>		<b>4</b>		<b>1</b>
	<b>8-10</b>		<b>1</b>		<b>1</b>
	<b>Above 10</b>				<b>1</b>
<b>Office of Corporate Relations</b>	<b>1-4</b>				<b>2</b>
	<b>5-7</b>		<b>1</b>		
<b>Research Office at Curtin</b>	<b>1-4</b>				<b>1</b>
	<b>5-7</b>		<b>2</b>		
<b>TOTAL</b>	<b>141</b>	<b>9</b>	<b>21</b>	<b>46</b>	<b>65</b>

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

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

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

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

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

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

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

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

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

The Indigenous Governance Policy objective is to enable Curtin's Aboriginal and Torres Strait Islander community to participate in decision-making processes, policy, and initiatives that affect Aboriginal and Torres Strait Islander people at Curtin. In 2018, strategic achievements included:

- Provision of on-country experiences in partnership with local communities
- Nowanup Bush Campus Statement of Intent
- Global exchange of knowledge and experiences between Aboriginal and Torres Strait Islander peoples and First Nations people around the world;
- Launch of the Curtin University Elevate Reconciliation Action Plan 2018-2020

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

#### **Membership**

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

#### **Reporting**

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

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

In 2018 CIPC met six (6) times. The CIPC met its constitutional brief for the period under review, providing advice to the Vice-Chancellor and the PMC, by way of its minutes and reports, on matters pertaining to implementation of the University's Indigenous Governance Policy. Key discussions of CIPC included:

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

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

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

Membership of the CUATSIAC comprises of Member of Council nominated by the Vice-Chancellor; Elder-in-Residence; Provost; Director, Centre for Aboriginal Studies; Deputy Vice-Chancellor, Academic; and Aboriginal and Torres Strait Islander community representatives from a variety of backgrounds across Western Australia. In 2018, the CUATSIAC conducted one (1) meeting to meet its functions under its constitution. Key discussion included:

- Curtin University Elevate Reconciliation Action Plan 2018 - 2020
- T L Robertson Library Refurbishment Project
- Curtin Indigenous Research Strategy



- Centre for Aboriginal Studies (CAS) Report
- CUATSIAC Governance

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

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

Membership of the ILG comprises the Elder-in-Residence; Deputy Vice-Chancellor Academic; Director, Centre for Aboriginal Studies (CAS); Curtin Research Fellow, Centre for Aboriginal Studies; Casual Academic, Centre for Aboriginal Studies; Senior Indigenous Research Fellow; Director, Indigenous Engagement; Executive Assistant to Elder in Residence. In 2018, the ILG met six (6) times. This group works in a collaborative and informal manner to guide decisions impacting Aboriginal and Torres Strait Islander peoples in the University, adhering to Indigenous ways of working and voicing Aboriginal and Torres Strait Islander perspectives. Key discussions of ILG during 2018 included but were not limited to:

- Curtin University Reconciliation Action Plan 2018-2020
- Centre for Aboriginal Studies History Project and Facilities Upgrade
- Indigenous Student Success Programme (ISSP) Guidelines
- Southern Aboriginal Corporation Treaty Process
- Indigenous Perspectives and Knowledges Curriculum Framework
- Aboriginal Employment at Curtin
- Aboriginal Terms of Reference
- Cultural Safety Grant: Balang Djurapin
- ARC grant achievement

### **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 – 2018 Financial Acquittal

**Organisation**

Curtin University

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2018 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 2018	1,646,173.10	0	1,646,173.10
ISSP Grant 2018 – Preserved Scholarship (ICECS)	10,704.00	0	10,704.00
Rollover of funds from previous year Email approval date: ..../..../2017	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 2018</b>	<b>\$ 1,656,877.10</b>	<b>\$ 0</b>	<b>\$ 1,656,877.10</b>

### 2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	1,336,269.80	0	1,336,269.80
Administration	40,425.89	0	40,425.89
Travel – domestic	63,382.92	0	63,382.92
Student Support (including Scholarship)	212,784.49	0	212,784.49
Rollover of funds for approved activity ^	0	0	0
(other major expenditure categories ensuring breakdown sums to total at B below)	0	0	0
<b>B. Total Expenditure 2018</b>	<b>\$ 1,652,863.10</b>	<b>\$0</b>	<b>\$ 1,652,863.10</b>
<i>C. Unexpended funds PM&amp;C agreed to rollover</i>	0		
<i>D. Unexpended Funds to be returned to PM&amp;C</i>	0		
<i>Unexpended Funds to be returned to PM&amp;C – (Preserved Scholarship)</i>	\$4,014		
<b>E. TOTAL ISSP Funding use (B+C+D)</b>	<b>1,656,877.10</b>		

**Note:** A-E must equal zero

**3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018**

- 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 2018 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).		\$
2. If applicable, 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 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)

 30/4/19

(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.

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 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 2018 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 2018 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: Professor Simon Forrest

Title: Elder in Residence

Signed:  Date: 30/04/2019

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

Name: Professor Deborah Terry

Title: Vice-Chancellor

Signed:  Date: 1/5/19

