



Curtin University

# Indigenous Education Statement (IES)

## 2016 Funding Year

Professor Marion Kickett, Director  
Centre for Aboriginal Studies, Curtin University  
Telephone: (08) 9266 7091 Email: [marion.kickett@curtin.edu.au](mailto:marion.kickett@curtin.edu.au)



## **INDIGENOUS EDUCATION STATEMENT – OVERVIEW**

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 outcomes and future plans to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement has, in the past, been used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 ISP funds is included within this document. Please provide as much information as possible.

**The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.**

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is due to be submitted and accepted by the Department on or before 31 May 2017. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: [ISSP@pmc.gov.au](mailto:ISSP@pmc.gov.au)

### **PM&C contact officers:**

**Glen Hansen**, Director  
Tertiary Education Team  
Phone: 02 6152 3126  
Email: [ISSP@pmc.gov.au](mailto:ISSP@pmc.gov.au)

**Marissa Booth**, Assistant Director  
Tertiary Education Team  
Phone: 02 6152 3194  
Email: [ISSP@pmc.gov.au](mailto:ISSP@pmc.gov.au)

**Josh Bowman**, Program Officer  
Tertiary Education Team  
Phone: 02 6152 3658  
Email: [ISSP@pmc.gov.au](mailto:ISSP@pmc.gov.au)

**Michael Johnson**, Program Officer  
Tertiary Education Team  
Phone: 02 6152 3181  
Email: [ISSP@pmc.gov.au](mailto:ISSP@pmc.gov.au)

## **FORMAT FOR INDIGENOUS EDUCATION STATEMENT**

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

### **Curtin University**

### **Centre for Aboriginal Studies**

#### **SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

#### **The AEP goals (paraphrased) relating to higher education are to:**

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

**1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.**

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

**Curtin University's institutional decision-making processes concerning the nature and involvement of Aboriginal and Torres Strait Islander people**

All major University wide and Faculty decision making committees have representatives from the Centre for Aboriginal Studies ('the Centre' and/or 'CAS') who continue to serve and are involved with educational decision making, such as the following;

- Academic Board (Director, CAS) – is responsible to the University Council for helping to ensure academic quality and integrity of the academic matters of the University's operations. Academic Board exercises leadership and has a major role in promoting and communicating academic values, standards, and quality enhancement throughout the University. It has three main functions and responsibilities: providing advice on academic matters to the Council, Vice Chancellor and other members of the University senior executive on academic matters; approving relevant policies and procedures relating to academic matters; and monitoring the performance, quality and standards of the University's academic activities.
- Academic Services Committee (Director, CAS) – is a standing committee of the Academic Board and is responsible for assisting the Board in performing its functions with respect to academic services.
- Courses Committee (Dean T&L, CAS) – is responsible for assisting the Academic Board in performing its functions with respect to courses.
- Curtin Indigenous Policy Committee (Director, CAS and Curtin's Elder in Residence) – is responsible for advising the Vice Chancellor and the Planning and Management Committee on the implementation and review of the University's Policy on Indigenous Governance.
- Curtin University Aboriginal and Torres Strait Islander Advisory Committee (Director, CAS and Curtin's Elder in Residence) – 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 while accommodating cultural difference and recognising socio-economic disadvantage.
- Disability Access and Inclusion Plan Implementation Committee (Director, CAS) – is responsible for assisting the University in its responsibilities for the implementation of the Curtin University Disability Access and Inclusion Plan.
- Indigenous Leadership Group (PVC-Academic, Director, CAS, Curtin's Elder in Residence, Learning Designer, Indigenous Curriculum & Pedagogy and Curtin Indigenous Research Fellow) – is responsible for strengthening Indigenous outcome initiatives across the university.
- University Learning & Teaching Committee (Dean T&L, CAS) – is responsible for assisting the Academic Board in performing its functions, with respect to teaching and learning.

## **Roles and responsibilities of Aboriginal and Torres Strait Islander leaders within the Centre and the University**

- The Director (CAS) reports to the Deputy Vice-Chancellor (Academic). The Centre remains a stand-alone teaching and research centre and is one of the five teaching areas (faculties) within the University.
- The Director of the Centre is an Indigenous person and this principle is maintained.
- Aboriginal and Torres Strait Islander leaders work with the leadership of the University to:
  - Achieve the desired excellence in teaching, research and administration.
  - Actively advocate, facilitate the implementation of, and monitor the Indigenous employment processes within CAS and across the University.
  - Establish and maintain strong, collaborative relationships between CAS and other areas of the University, so as to maximise teaching and learning (Curtin Learning & Teaching (CLT)) and research and development (Curtin Office of Research & Development (ORD)) outcomes for the Centre and the University.
  - Develop and maintain effective communication across all sectors of the community namely the government sector, the education sector, business and industry sectors, and the wider community to promote the interests of CAS and the University.
  - Provide leadership to facilitate appropriate organisational change.
  - Ensure development and monitoring of the University's strategies that foster Indigenous governance.
  - Ensure Indigenous community engagement with CAS and University policy via the Aboriginal Advisory Committee and other community organisations.
  - Provide leadership to ensure an Indigenous managerial focus and support for the deliberations of the Curtin Indigenous Policy Committee.
  - Actively facilitate a scholarly culture that encourages participation by all staff (particularly Indigenous staff) in the context of CAS strategic priorities.
  - Encourage a high profile in Indigenous research through the activities of the Centre and ORD.
  - Actively facilitate and engage in the development and review of CAS academic programs to ensure they remain academically sound, culturally appropriate and responsive to the changing needs of students and the Indigenous and wider communities.
  - Develop, manage and review student support systems to ensure Indigenous students are empowered to maximise the educational opportunities provided by the University.
  - Maintain and develop supportive networks with Indigenous community leaders and groups to collaborate on issues associated with social change.
  - Facilitate the Centre's collaboration with local elders and advisory groups to develop and promote understanding of cultural protocols.

**2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.**

Your response to this goal needs to address but is not limited to the following points:

- An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

**Table 1 – Permanent positions (This section includes both Continuing and Fixed Term Staff)**

Faculty/Institute/Section	Academic/Non-Academic by level	Position title	No.
Centre for Aboriginal Studies	Non-Academic	Level 1-4	6
Ethics, Equity & Social Justice	Non-Academic	Level 1-4	1
Faculty of Health Sciences	Non-Academic	Level 1-4	1
Faculty of Humanities	Non-Academic	Level 1-4	1
Financial & Commercial Services	Non-Academic	Level 1-4	1
People & Culture (HR)	Non-Academic	Level 1-4	1
Properties, Facilities & Development	Non-Academic	Level 1-4	3
University Marketing	Non-Academic	Level 1-4	2
Centre for Aboriginal Studies	Non-Academic	Level 5-7	4
Curtin Business School	Non-Academic	Level 5-7	1
Curtin Information Technology Services (CITS)	Non-Academic	Level 5-7	1
Ethics, Equity & Social Justice	Non-Academic	Level 5-7	1
Faculty of Health Sciences	Non-Academic	Level 5-7	2
Faculty of Science & Engineering	Non-Academic	Level 5-7	2
Office of Advancement	Non-Academic	Level 5-7	1
People & Culture (HR)	Non-Academic	Level 5-7	4
Properties, Facilities & Development	Non-Academic	Level 5-7	2
Research Integrity	Non-Academic	Level 5-7	1
Research Support	Non-Academic	Level 5-7	1
Student Services	Non-Academic	Level 5-7	3
Faculty of Health Sciences	Non-Academic	Level 8-10	1
People & Culture (HR)	Non-Academic	Level 8-10	1
Properties, Facilities & Development	Non-Academic	Level 8-10	1
Support Services	Non-Academic	Level 8-10	1
Centre for Aboriginal Studies	Academic	Level A	10
Curtin English	Academic	Level A	1
Faculty of Health Sciences	Academic	Level A	1
Faculty of Humanities	Academic	Level A	1
Centre for Aboriginal Studies	Academic	Level B	6
Curtin Learning & Teaching	Academic	Level B	1
Faculty of Health Sciences	Academic	Level B	3
Faculty of Health Sciences	Academic	Level C	1
Faculty of Humanities	Academic	Level C	1

Faculty of Health Sciences	Academic	Level D	1
Office of the Deputy Vice Chancellor, Academic	Academic	Level D	1
Centre for Aboriginal Studies	Academic	Level E and Above	2
Faculty of Humanities	Academic	Level E and Above	1
<b>Total</b>	<b>Total Academic:</b>		<b>30</b>
	<b>Total Non-Academic:</b>		<b>43</b>

**Table 2 - Casual positions**

Faculty/Institute/Section	Academic/Non-Academic by level	Position title	No.
Curtin Information Technology Services (CITS)	Casual (Non-Academic)	Level 1-4	3
Ethics, Equity & Social Justice	Casual (Non-Academic)	Level 1-4	1
Faculty of Humanities	Casual (Non-Academic)	Level 1-4	5
People & Culture (HR)	Casual (Non-Academic)	Level 1-4	2
Strategic Communication	Casual (Non-Academic)	Level 1-4	1
Support Services	Casual (Non-Academic)	Level 1-4	1
University Library	Casual (Non-Academic)	Level 1-4	1
Faculty of Health Sciences	Casual (Non-Academic)	Level 5-7	1
Faculty of Humanities	Casual (Non-Academic)	Level 5-7	1
People & Culture (HR)	Casual (Non-Academic)	Level 5-7	1
Faculty of Humanities	Casual (Non-Academic)	Level 8-10	1
Faculty of Humanities	Other (Academic)	Level E and Above	1
Faculty of Science & Engineering	Other (Academic)	Level E and Above	1
Centre for Aboriginal Studies	Other	Other	2
Centre for Aboriginal Studies	Sessional (Academic)	Other	11
Curtin Business School	Other	Other	1
Curtin Business School	Sessional (Academic)	Other	1
Curtin Graduate Research School	Other	Other	2
Curtin Information Technology Services (CITS)	Other	Other	1
Curtin Learning & Teaching	Sessional (Academic)	Other	1
Curtin Sarawak	Other	Other	3
Ethics, Equity & Social Justice	Other	Other	2
Faculty of Health Sciences	Sessional (Academic)	Other	1
Faculty of Humanities	Sessional (Academic)	Other	9
Faculty of Science & Engineering	Other	Other	4
Not Applicable (no further breakdown available)	Other	Other	2
People & Culture (HR)	Other	Other	2
Properties, Facilities & Development	Other	Other	5
Student Services	Other	Other	5
<b>Total</b>	<b>Total Academic:</b>		<b>25</b>
	<b>Total Non-Academic:</b>		<b>18</b>
	<b>Total Other:</b>		<b>29</b>

**NOTE:** 2016 headcount figures sourced from Curtin Business Intelligence (BI) Tools @ 18/05/2017.

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

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

**Curtin University increased the Indigenous staff numbers from 111 in 2015 to 145 in 2016** – a total increase of 34 persons (24%). Further, a key approach to the ongoing development of Curtin’s Indigenous Employment Strategy was the appointment in 2016 of an Aboriginal Employment Project Officer (AEPO). The AEPO is responsible for engaging with key stakeholders across the university to develop, implement and promote strategies to increase the engagement and employment of Indigenous people. One priority for this project was the implementation of the Indigenous Student Placement Program to help increase the number of Indigenous students employed on campus during their tertiary studies. This project is available through Curtin’s Earn While You Learn program which is a careers, employment and leadership initiative that recruits current Curtin students into paid casual and part-time, on-campus positions. The program is open to Curtin students who identify as Indigenous, and provides four weeks of paid employment, mentoring, social support and social activities as well as professional development opportunities. The program was piloted in the July 2016 semester break and was a resounding success. The inaugural cohort all completed the program and feedback was positive. Five of the eight Indigenous students who participated were offered employment at Curtin, ranging from full-time to casual/sessional work. The program has been commended by the Curtin community and there are endless opportunities to develop what is a foundation for an employment pathway for Indigenous students into the higher education sector.

**The University’s Aboriginal and Torres Strait Island Employment Strategy** is embedded in the *Curtin University Academic, Professional & General Staff Enterprise Agreement 2012-2016* (Clauses 18-19).

Curtin’s Reconciliation Action Plan (RAP) 2014 – 2017 can be found at: <http://karda.curtin.edu.au/local/docs/RAP2014Brochure.pdf>. The RAP details the actions, measurable targets and timelines for increasing the number of Indigenous staff at Curtin University.

**Strategies to increase the employment of Aboriginal and Torres Strait Islander staff** and strategies to increase their numbers is covered under Curtin’s Indigenous Governance Policy and Principles for Implementation (<http://policies.curtin.edu.au/findapolicy/>).

Diversity Policy (<http://policies.curtin.edu.au/findapolicy/docs/Diversity%20Policy%20-%20Oct%202012.pdf>)

Employment of Indigenous Australian Peoples Procedures

(<http://policies.curtin.edu.au/findapolicy/docs/Employment%20of%20Indigenous%20Australian%20Peoples%20Procedures%20-%20Sept%202014.pdf>)

Recruitment, Selection and Appointment Policy

(<http://policies.curtin.edu.au/findapolicy/docs/Recruitment,%20Selection%20and%20Appointment%20Policy%20-%20Feb%202014.pdf>)

Appointment of Fixed-Term and Continuing Staff Procedures

(<http://policies.curtin.edu.au/findapolicy/docs/Appt%20of%20Fixed-Term%20&%20Cont%20Staff%20Procedures%20-%20July%202014.pdf>) and Guidelines.



### 3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education/Support Unit's role**.

#### Commencing Aboriginal and Torres Strait Islander students

	2015	2016
Aboriginal and Torres Strait Islander students	254	269
Non Aboriginal and Torres Strait Islander students (Domestic students only):	13,713	13,892
<b>TOTAL:</b>	<b>13,967</b>	<b>14,161</b>

**Note:** 2015 and 2016 headcount figures sourced from Curtin Business Intelligence (BI) Tools @ 18/05/2017.

- 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'

#### Programs to Improve Access

The Centre remains 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. Accordingly, the Centre offers courses predominantly for Aboriginal and Torres Strait Islander people. These courses focus on increasing the skills and abilities needed when working within both the Aboriginal community and non-Aboriginal community.

#### Indigenous Tertiary Enabling Course (ITEC)

**Target Audience:** Aboriginal and Torres Strait Islander students who wish to attend university who did not finish high school.

**Outline:** Delivered every 6 months, full-time and can be completed fully-online or on-campus to fast-track Indigenous students with a secondary education of year 11 or above, and/or a relevant TAFE qualification into mainstream university degree programs. It includes writing and communication units that enable students to reach the level of mainstream students, via an inter-faculty agreement between CAS and Curtin's mainstream enabling program, UniReady. ITEC provides students with the necessary academic knowledge and skills in a culturally-appropriate environment, and promotes a strong sense of Indigenous identity and values. Similarly it provides units that fulfil the prerequisite requirements for the courses of the Faculty of Science and Engineering and Faculty of Health Sciences through an inter-Faculty agreement with CAS and their respective enabling programs. Successful completion of the course may enable students to be eligible for degree and associate degree courses at Curtin University.

**Outcome:** In 2016, 73 students enrolled and 17 students graduated (9 female and 8 male).

#### Block Release Bachelor and Associate Degree Courses

**Target Audience:** Aboriginal and Torres Strait Islander students from across Australia, including from regional and remote communities, to have equitable access to tertiary education while maintaining employment, family, community and cultural commitments.

**Outline:** The 'mixed study mode' of Block Release at the Centre requires students to attend four, two week, on campus study blocks per year. In the time between study blocks students engage in autonomous learning in their communities. The study blocks are based at CAS providing a culturally safe learning environment where students can experience and benefit from all the facilities and support offered by the Centre and Curtin University. Students who live more than 100 km from the Perth CBD have travel, accommodation and a meal allowance provided through Away from Base Commonwealth funding which is managed through the Centre by the CAS Student Travel Officer. Block Release courses include:

- Associate Degree in Indigenous Community Health (ICH)
- Associate Degree in Indigenous Community Management & Development (ICMD)
- Bachelor of Applied Science (Indigenous Studies) (Foundation Year)
- Bachelor of Education (Regional and Remote (BERR))
- Bachelor of Applied Science (Indigenous Community Management & Development Program (ICMD))
- Bachelor of Applied Science (Indigenous Community Health Program (ICH))
- Bachelor of Applied Science (Indigenous Australian Research) (Honours) (IARH)

**Outcome:** In 2016:

- Associate Degree (ICH) – 1 student enrolled and graduated (female)
- Associate Degree (ICMD) – 1 student enrolled and graduated (male)
- Foundation Year – 27 students enrolled (no graduations as this is the 1<sup>st</sup> year of study)
- BERR Course – 10 students enrolled and 0 students graduated
- ICMD Course – 23 students enrolled and 13 students graduated (7 female and 6 male)
- ICH Course – 4 students enrolled and 4 students graduated (4 female)
- IARH Course – 9 students enrolled and 5 students graduated (3 female and 2 male)

### **Outreach Activities**

#### **Curtin Addressing Higher Educational Access Disadvantage (AHEAD) Program**

**Target Audience:** Year 8 to year 12 Aboriginal and Torres Strait Islander High School students.

**Outline:** Curtin AHEAD provides a range of skills-building, self-confidence and career development activities that help people discover their potential to pursue higher education. The program also exposes participants to university life and supplies targeted information about their options. Curtin AHEAD initiatives are designed for people to access higher education regardless of their background, location or circumstance, including people from regional and remote areas and people of Aboriginal and Torres Strait Islander descent. The program offers a variety of awareness, aspiration-raising and capability building projects for school students and people in the community. Currently 14,000+ students; 18 partner schools and 1000+ community members are involved and the program employs 100 Curtin students. Curtin AHEAD offers career advice and development, brings community groups and school students to visit university campuses, conducts relevant activities in schools, helps adult learners, disengaged youth and prison residents' transition to higher education. Curtin AHEAD also works with regional and remote participants through a range of online and face-to face initiatives. These include:

- Aboriginal and Torres Strait Islander Youth Development in the Kimberley – to improve opportunities and wellbeing for the Indigenous peoples of the Kimberley region. Curtin AHEAD, in partnerships with the Aboriginal Workforce Development Centre (Broome and Perth), Derby District High School, Broome and Mowanjum Community Resource Centre and the Indigenous Youth Mobility Program, aims to coordinate the program to harness the resources and capacity to develop and implement new initiatives and activities designed to support the effective transition, access and participation of Indigenous people aged 15 to 24 years into higher education.

- Outreach in Wheatbelt communities – to improve opportunities and the wellbeing of young people and community members in the Wheatbelt region. This project supports the Regional Development Australia Wheatbelt Youth Strategy 2012-2017 to assist Wheatbelt young people to continue their education and become proactive about career decision making, widen their range of influence and learn to explore options in various industries and education and training.
- AHEAD Academic Learning Network – is an online social learning network. It lets students experience a digital learning environment that they may not have encountered before, and participants are given the opportunity to overcome any inequalities that may exist in terms of access, use of, or knowledge of the role technology can play in the learning process.

**Outcome:** In 2016 Curtin AHEAD ran their core program, but also had a lot of involvement with Aboriginal and Torres Strait Islander specific school groups in which the year each student was in was not recorded. These are listed separately below.

**Core program** in Schools (campus visits and workshops) worked with a total of 80 students who identified themselves as Aboriginal and Torres Strait Islander:

- Year 7 – 17 students (5.78% of total year 7 students)
- Year 8 – 17 students (5.54% of total year 8 students)
- Year 9 – 14 students (4.19% of total year 9 students)
- Year 10 – 18 students (6.02% of total year 10 students)
- Year 11 – 8 students (2.24% of total year 11 students)
- Year 12 – 6 students (3% of total year 12 students)

*(Armadale SHS, Canning Vale College, Cecil Andrews SHS, Hamilton SHS, John Tonkin College, Kalamunda SHS, Kelmscott SHS, Lesmurdie SHS, North Lake Senior Campus, Southern River College, Southern Hills Christian College, Swan View SHS, Thornlie SHS, Warwick SHS)*

#### **Aboriginal and Torres Strait Islander Specific Group engagement:**

##### **251 ATSI students**

- Clontarf Academy Showcase – 140 students (mixed year groups)
- Row AHEAD Mentoring Program – 40 students from Clontarf Aboriginal College (year's 7-12)
- Mt Lawley SHS Follow The Dream – 27 students (year's 11 & 12)
- Great Southern Follow The Dream – 18 students (year's 8 & 9)
- Cecil Andrews SHS Follow The Dream and Parent Showcase – 26 students (year's 7-10), plus parents/guardians

#### **CAS – Curtin AHEAD Strategic Alliance with the Clontarf Aboriginal College**

**Target Audience:** High school age Aboriginal and Torres Strait Islanders students attending Clontarf Aboriginal College.

**Outline:** The Centre together with Curtin AHEAD have developed a strategic alliance with Clontarf Aboriginal College which is adjacent to the Bentley Campus of Curtin University. The purpose of which is to improve the academic success of the College's Indigenous students and to create a pathway for students who wish to complete tertiary study.

**Outcome:** The Centre and Curtin AHEAD have facilitated meetings between staff of the Clontarf College and relevant Curtin University staff to develop ideas and strategies on how to further develop a partnership. In addition Clontarf College senior students have visited the campus on a number of occasions to develop their understanding of what is available to them. An overview of one such alliance (Row AHEAD) is listed under mentoring in the next section (section 4) of this document.

## Scholarship Details

There are a number of scholarship opportunities available at Curtin University for potential and/or enrolled Aboriginal and Torres Strait Islander students. Listed below are all internal, external and commonwealth scholarships that were available in 2016.

### CURTIN Scholarships:

- **ATSI HECS Exempt Scholarship (Social Work and Occupational Therapy)** – for Indigenous students wishing to pursue a career in social work and occupational therapy at undergraduate or postgraduate coursework level. Award: student fees annually.
- **BHP Billiton Indigenous Scholarship Program (all Faculties)** – for Indigenous students who demonstrate academic potential and financial hardship. Award: Up to \$17,000 per annum.
- **CBS Indigenous Undergraduate Scholarship (CBS)** – for Indigenous students who are studying an undergraduate degree through Curtin Business School (CBS).
- **Carsales Foundation Indigenous Scholarship** – for Indigenous students who have chosen to undertake an undergraduate degree at Curtin University. Preference given to Business, Management, Law or IT & Computing. (new in 2016)
- **ChemCentre Indigenous Scholarship (Science)** – for Indigenous students committed to pursuing a career in chemistry. Award: \$10,000 cash payment per annum.
- **Chris Lewis Scholarship (all Faculties)** – for Indigenous students who have demonstrated commitment to the Indigenous community and show academic potential. Award \$2,000 per annum.
- **Lockton Indigenous Scholarship (Commerce or Law)** – for Indigenous students who have chosen to study commerce or law.
- **Mediserve Training Scholarship (Bachelor of Science (Nursing))** – for an Indigenous student committed to pursuing a career in nursing. Award: student fees and \$500 per annum.
- **Woodside Indigenous Scholarship (Centre for Aboriginal Studies, Faculty of Science & Engineering and the Curtin Business School)** – for Indigenous students committed to pursuing a career in the energy sector. Award: \$5,000 cash payment.

### COMMONWEALTH Scholarships (Award amounts are indexed each year):

- **Commonwealth Education Costs Scholarship (Indigenous undergraduate)** – Award: four years or eight payment periods. **(Indigenous enabling)** – Award: one year or two payments.
- **Commonwealth Accommodation Scholarship (Indigenous undergraduate)** – Award: four years or eight payment periods. **(Indigenous enabling)** – Award: One year or two payments.
- **Indigenous Access Payment** – for commencing Indigenous students enrolling in an enabling course or an undergraduate degree. Award: cash payment, paid in two instalments.

### EXTERNAL Scholarships

- **Aboriginal and Torres Strait Islander Pharmacy Scholarship (Pharmacy)** – for Indigenous students who demonstrate an understanding of rural health issues. Award: \$15,000 per annum.
- **Australian Rotary Indigenous Health Scholarship** – for Indigenous students to undertake a course in a wide range of health related professions.
- **Charlie Perkins Scholarships to study at Oxford or Cambridge** – for Indigenous students to provide an opportunity to become leaders, not only in their field but in the broader community.
- **Indigenous Business Australia Scholarship Fund (Bachelor or graduate degree in commercial or economic management)** – for Indigenous students who demonstrate support from their employer, community or an Aboriginal or Torres Strait Islander organisation. Award: varied.
- **Mary MacKillop Foundation Aboriginal & Torres Islanders Tertiary Scholarship** – for Indigenous students enrolled full-time with a recognised Australian higher education provider, such as university, college or TAFE.

- **Puggy Hunter Memorial Scholarship Scheme** – for Indigenous student based on interest and experience in Aboriginal and Torres Strait Islander health, leadership qualities and financial need. Award: \$15,000 per annum.
- **Rio Tinto Indigenous Cadetship** – Award: \$14,400 cash payment per annum, plus \$1,000 textbook allowance per annum, plus twelve weeks paid vacation employment.

### **Promotion of Scholarships**

Throughout the Centre for Aboriginal Studies scholarship information and brochures are displayed and staff, whenever an opportunity presents, promote/distribute this material to any potential students of CAS. Similarly, promotional activity is conducted at community events such as; Curtin Open Day, Expos, Future Footprints Expo, Year 10 and 12 parent evenings held at Curtin, Follow the Dream Programs, Curtin AHEAD Events, NAIDOC Week information stalls, and high school visits (on and off campus).

The Curtin Scholarships Office also visited the O-Week sessions and workshops to promote scholarships opportunity to Indigenous students.

All students are encouraged to apply for scholarships prior to enrolling in their respective courses, and both the Centre and Scholarships Office provide assistance to Indigenous students to complete the application process.

In addition, Curtin University publishes relevant scholarship information for Indigenous students at the following link: <http://scholarships.curtin.edu.au/local/docs/IndigenousScholars.pdf>

**4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.**

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education/Support Unit's role.**

**The total number of Aboriginal and Torres Strait Islander student enrolments is as follows:**

	2015	2016
Aboriginal and Torres Strait Islander students:	463	502
Non Aboriginal and Torres Strait Islander students (Domestic students only):	35,809	35,423
<b>TOTAL:</b>	<b>36,272</b>	<b>35,925</b>

**Note:** 2015 and 2016 headcount figures sourced from Curtin Business Intelligence (BI) Tools @ 25/05/2017.

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

### Strategies to Address Participation

#### Mentoring Programs

**Outline:** Curtin University runs two different student mentoring programs to help students coming into and leaving the University:

- START mentoring program – are a team who are committed to helping students transition into university. They connect senior students to new students in order to provide guidance and advice on how to more successfully transition to studying at university.
  - Mentoring for new students – this program connects senior students with new students to help them through their transition to university life. The program's is effective in improving the experience of new students; providing opportunities for professional development for current students; and, improving a sense of community and identity within participating schools.
  - UniPASS – study sessions provided to review and consolidate student learning in an informal group setting. Sessions consist of small groups from the same unit to compare notes, discuss key topics and to develop strategies for studying and learning. A senior student is on hand as a facilitator to guide students through troublesome areas. Sessions are designed to be flexible and fun. UniPASS is most effective for students who also attend all lectures and tutorials.
  - Student Wellbeing Hotline – to support the welfare and learning of Curtin students, START has established a student wellbeing hotline and email address. Students are put in touch with a student Wellbeing Advisor. This service is available to students who are struggling with a study or personal issue and is free and confidential.
- NEXT STEP mentoring program – prepares students in their final year of study for the transition to graduate employment. The program matches students in their final study years and recent graduates (1-2 years) with industry professionals to assist with their transition into graduate employment.

#### Row AHEAD

Row AHEAD is a 12 week program in which Curtin staff and volunteers guide Clontarf Aboriginal College students through an intensive academic mentoring and State level rowing program. The Row AHEAD program uses rowing as a vessel to engage students in education, increase their self-confidence, provides exposure to university life and programs, and present higher education as a viable option for their futures.

#### Australian Indigenous Mentoring Experience (AIME)

Curtin University is one of 18 universities across Australia that is helping to drive the educational achievement of Indigenous students to new heights through the AIME mentoring program. AIME mentors

are based at university campuses across Australia and brings together university students and the most disadvantaged school students.

**The Aurora Project, The Aspiration Initiative (TAI)**

The Aurora Education Foundation, through The Aspiration Initiative, provides opportunities and support for Aboriginal and Torres Strait Islander students, helping them to realise their potential at school, university and beyond. TAI projects includes academic enrichment programs, Indigenous scholarships help and Indigenous scholars international study tours. The Centre for Aboriginal Studies hosts an Aurora staff member onsite by providing office space and working collaboratively with the Project.

**The Centre aims to promote increased participation of Aboriginal and Islander people in tertiary studies through all its activities**

CAS continues to contribute to positive social change for Indigenous Australians through higher education. The Centre offers culturally appropriate ways of learning and working. Our courses are predominantly for Aboriginal and Torres Strait Islander people, focussing on increasing the skills and abilities needed to work with both Indigenous and non-Indigenous communities. The Centre offers Aboriginal students a base on campus that encourages them to be in control of their own learning, it offers support services structured in ways which empower them, and provides a sense of belonging, autonomy and strength.

**Further participation involves Aboriginal communities** throughout Western Australia, having input into and cooperation with the Centre's Aboriginal Advisory Committee and other mechanisms, enabling the Centre to be responsive to their needs and concerns.

**The Centre is even more actively engaged in educating non-Indigenous people** about the diverse and rich culture and history of Aboriginal people, and about the social and political issues that affect and concern them. It is committed to fulfilling its mission of excellence and leadership in representing and empowering Indigenous Australians. This includes the promotion of intellectual engagement with a diversity of Indigenous and community-based cultural knowledge, concepts and a commitment to quality teaching and learning and research (see further information under section 6 of this report for co-taught unit collaborations between CAS and other areas of the university).

**Indigenous Education/Support Unit's role**

The Centre provides a consultation point for all Indigenous employment across the university and has close links with the officer responsible for the implementation of the Indigenous Employment Strategy. The Centre has representation in the continuing development and ongoing evaluation and monitoring of the Indigenous Employment Strategy.

**5. Enable Aboriginal and Torres Strait Islander students to attain the same completion rates from award courses in higher education as for other Australians.**

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education/Support Unit's role.**

	2015	2016
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	3	7
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	2099	2167
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	6	4
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	1063	1281
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	51	41
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	6932	7525
<b>TOTAL:</b>	<b>10,154</b>	<b>11,025</b>

**Note:** 2016 headcount figures sourced from Curtin Business Intelligence (BI) Tools @ 18/05/2017.

- *Higher Degree = Doctorate and Masters*
- *Other Postgraduate = Graduate Certificate, Graduate Diploma, Postgraduate Certificate and Postgraduate Diploma*
- *Bachelor Degree = Associate Degree, Bachelor Degree*
- *NON-Indigenous also includes students listed as "Heritage Non Defined"*

### Support Mechanisms

#### Support mechanisms in place to assist Indigenous students to complete their study

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 to 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. 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) 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 also has tutors available to assist student with their study through the Indigenous Tutorial Assistance Scheme (ITAS) which is funded by the Department of the Prime Minister and Cabinet. This service is available to ALL Indigenous students across Curtin campus, i.e. students studying within the Centre and Curtin mainstream Indigenous students.

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 to (within their other day-to-day key responsibilities and accountabilities), 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 students.

**6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.**

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education/Support Unit's role.**

**Curtin University Indigenous perspectives are reflected in the curriculum**

The following CAS units were available to both CAS course enrolled students (including Bridging students), and mainstream university students (as electives) or part of an Indigenous Cultural Studies major. The listed units were all available to students in 2016:

- EDPR1000 – Assessment for Learning
- EDUC1005 – Communication for Academic and Professional Contexts
- HUMN0002 – Humanities Foundations
- INCD1008 – Indigenous Australian Communication Skills
- INCD2004 – Implementing and Monitoring Indigenous Projects
- INCD2006 – Evaluating Indigenous Projects
- INCD2007 – Australian Political and Health Systems
- INCD3002 – Facilitating Indigenous Community Education
- INCD3005 – Analysing Indigenous Australian Community Programs
- INDH2002 – Health Promotion for Indigenous Australians
- INDH2005 – Historical Development of Mental Health
- INDH2008 – Behavioural Science for Indigenous Mental Health Practitioners
- INDH2009 – Crisis Intervention, Self-Harm and Suicide Prevention
- INDH3001 – Indigenous Mental Health Practice 1
- INDS2002 – Indigenous Australian Arts
- INDS4003 – Critical Approaches to Research Literature
- INDS5003 – Indigenous Australian Beliefs and Life Practices
- INDS7000 – Doctoral Thesis – Indigenous Australian Studies
- MENT2000 – Common Mental Health Disorders
- PUBH2003 – Global Health Perspectives.
- INDS7000 – Doctoral Thesis – Indigenous Australian Studies

CAS is also responsible for delivering the unit INED3001 – Indigenous Australian Education, which is delivered and coordinated by an Indigenous member of staff. This is a core unit in the School of Education for the Bachelor of Education and the Graduate Certificate of Education.

CAS has 50/50 shared responsibility for the INDH1000 – Indigenous Culture and Health, and the new INDH1006 – Indigenous Cultures and Health Behaviours units offered through the Faculty of Health Sciences. This is a core unit for all first year students studying any course within Health Sciences. The units are co-taught between Health and CAS (1 x Health Sciences staff member (non-Indigenous) and 1 x CAS staff member (Indigenous)). The co-teaching of these units has been successful and CAS is now engaging with the Faculty of Humanities to co-teaching in the delivery and coordination of the new Cultures to Cultures unit (2017 – onwards).

The University has established a Learning Designer, Indigenous Curriculum and Pedagogy position within Curtin Learning and Teaching (CLT) to support the inclusion of Indigenous issues and culture in curriculum across the University. Curtin has successfully included Indigenous perspectives in units relating to nursing, education and social work and has embedded on-country units into the curriculum as part of the Indigenous Cultural Capability Framework. CLT also provides training for academic staff in Indigenous pedagogy so that they are competent to teach Indigenous studies, develop appropriate content, resources, teaching strategies and assessment methods.

**University addresses the cultural competency of staff and students**

The Ways of Working Cultural Awareness Program (WOW) was developed to promote and create a better understanding of the Aboriginal and Torres Strait Islander culture and improve working relationships with Aboriginal people. WOW is regularly updated with appropriate information and strategies and is taught by Aboriginal people. The program provides structured learning activities to increase knowledge, understanding and awareness of Aboriginal history, cultural diversity and cultural issues, past and present, and how current social and political issues impact on the lives of Indigenous Australians. Another significant aim of the program is to identify aspects of cross-cultural communication to enhance relationships with Indigenous Australians. The program is taught in three stages, which includes 7 modules and an on-country visit. Topics include: Indigenous cultural awareness, Application of Indigenous Terms of Reference in community/working settings, Identifying sources of conflict between value systems, and developing appropriate ways of working with Indigenous contexts. The WOW is open to all staff of the University, as well as external companies looking to enhance their staff competencies and understanding of Indigenous culture.

## **SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)**

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

This ISP report is a legislated requirement, under the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008*.

## **SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION**

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

Where your Indigenous Education Unit has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant staff member.

<b>University Officer</b>	<b>Indigenous Education Support Unit Officer</b>
Name: Marion Kickett	Name: Marianne Connell
Position Title: Director	Position Title: Centre Business Manager
Phone Number: 08 9266 7091	Phone Number: 08 9266 9449
Email: m.kickett@curtin.edu.au	Email: m.connell@curtin.edu.au

## **SECTION 4 PUBLICATION OF THE STATEMENT**

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.

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



**Australian Government**

**Department of the Prime Minister and Cabinet**

## FINANCIAL ACQUITTAL

<b>Organisation</b>	Curtin University		
<b>Postal Address</b>	GPO Box U1987, Perth WA 6845		
<b>Contact Person</b>	Professor Marion Kickett	<b>Title</b>	Director, CAS
<b>Phone</b>	08 9266 7676	<b>Fax</b>	
		<b>E-mail</b>	Marion.Kickett@curtin.edu.au

### Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.

Attachment	Checklist
1 Indigenous Support Program (ISP)	<input type="checkbox"/>

For each Attachment:

- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
  - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
  - If GST is *not* paid to you, *do not complete Part A*.
- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.

## Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2016 and after you have entered all relevant information in the Assets Register.

### ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

- (i) 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
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:

Date:

### Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programmes. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

## ATTACHMENT 1 - Indigenous Support Program

**Provider Name: Curtin University**

**For the 2016 funding year (1 January - 31 December 2016).**

**PART A – If applicable, Goods and Services Tax (GST) paid under the Agreement:**

1. If applicable, GST received by you in 2016 as part of the Indigenous Support 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: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

**PART B - Acquittal Summary Details (excluding GST):**

**INCOME**

1. Unexpended Indigenous Support Programme funds from <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016.	\$
(+) 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$1,138,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$
(=) 5. <b>Total</b> Indigenous Support Programme funds <b>to be acquitted</b> in 2016.	<b>\$1,138,000</b>

**EXPENDITURE**

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$1,167,783
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$
(+) 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date /.../2016. <sup>1</sup>	\$
(=) 9. <b>Total</b> Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for <b>expenditure</b> .	\$
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$
11. Balance of Funds for 2016	\$
<b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.</b>	<b>\$(29,783)</b>

<sup>1</sup> The Department will only approve the rollover of unspent funds in exceptional circumstances.

## Section 7 – Breakdown of ISP Expenditure (excluding GST):

Salaries	\$ 940,795.96
Contract Work	\$ 15,657.27
Student Support	\$ 6,651.28
Hospitality, Gifts and Residual Benefits	\$ 11,313.40
Travel and Transport	\$ 3,798.20
Telecommunications	\$ 14,380.25
Lease & Rental Expense	\$ 2,482.09
Repairs and Maintenance	\$ 34,483.81
Fees and Commissions	\$ 3,186.94
Postage	\$ 1,062.06
Books and Periodicals	\$ 3,088.15
Advertising	\$ 18,220.69
Computing Costs	\$ 42,002.05
Stationery, Photocopying & Printing	\$ 35,565.74
Consumables	\$ 6,690.46
Non Capitalised Equipment	\$ 27,847.71
Graduations	\$ 557.27
<b>(=) Total 2016 ISP Program Expenditure</b>	<b>\$1,167,783.33</b>

## Optional Information – Breakdown of Non-ISP expenditure to support Aboriginal and Torres Strait Islander students.

Staff Training	\$ 13,165.03
Contract Work	\$ 20,214.91
Student Support	\$ 10,000.00
Hospitality, Gifts and Residual Benefits	\$ 4,472.35
Staff Travel	\$ 17,587.64
Occupational Health, Safety & Welfare	\$ 163.43
Lease & Rental Expense	\$ 1,540.00
Fees & Commissions	\$ 50,897.38
Staff Recruitment	\$ 107.57
Computing Costs	\$ 781.75
Repairs and Maintenance	\$ 728.20
Depreciation	\$ 4,317.53
<b>(=) Total of 2016 Non-ISP expenditure</b>	<b>\$123,975.79</b>



If your Institution lists items such as staffing costs (please do not list staff names for privacy reasons), travel costs, services rendered, please provide a detailed description in the below table. Content of table below is an example only.

### STAFFING COSTS

Position	Total
Administrative Assistant	64,732.66
Administrative Officer	96,807.25
Associate Lecturer	20,576.29
Centre Business Manager	126,792.07
Courses Advisor	38,982.38
Events & Marketing Officer	35,356.10
ITAS Officer	59,165.31
Lecturer	105,852.67
Marketing and Events Assistant	19,724.18
Program Coordinator	140,479.72
Receptionist/Personal Assistant	15,886.99
Sessional Academic - ITEC Tutor	70,812.93
Student Travel Officer	45,844.94
Teaching Support Officer	99,782.47
<b>Total</b>	<b>940,795.96</b>

### TRAVEL COSTS – eg

Description	Destination & details	Cost
Country trip to Swan Valley	P Jackson – travel cost	\$200
Travel cost for Dr. Chris Matthews	Accommodation – Quest Arlington	\$795.45
Bunbury Excursion	Bus Hire	\$1,500
Bus Trip	Ellis Brook Valley	\$495

### SERVICES RENDERED – eg

Description	Internal/external cost	Cost
Fixed line and mobile phones	Internal expense	\$11,326.83
Computer Leases	Internal expense	\$2,382.09
General repairs and maintenances for the Centre	External expense	\$34,483.81