

Indigenous Student Success Program

2024 Performance Report

Organisation	Centre for Aboriginal Studies, Curtin University		
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Acknowledgement of Country

Curtin University would like to pay our respect to the Indigenous members of our community by acknowledging the traditional owners of the land on which the Perth Campus is located, the Wadjuk people of the Nyungar Nation, and our Kalgoorlie Campus, the Wongutha people of the North-Eastern Goldfields.

1. Declaration

In providing this Performance Report, it is acknowledged that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2. Enrolments (Access)

2.1. Strategies to improve access to university for Aboriginal & Torres Strait Islander students

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

The Indigenous student recruitment program aims to increase the enrolment of Aboriginal and Torres Strait Islander students through targeted outreach via social media, community engagement, and organisational partnerships, particularly in the Southwest and Great Southern regions of Western Australia.

Curtin University reported a slight increase in the Indigenous Equivalent Full-Time Student Load (EFTSL) for 2024, reaching 381, up from 379.5 in 2023.

TABLE 1 OVERALL EQUITY student numbers by equity type:

Equity cohort	2024 student headcount	% of all Curtin students
Aboriginal & Torres Strait Islander students	825	1.57%
Low socioeconomic status students	10,658	20.3%
Regional, rural and remote students	6,657	12.7%
Students with disability	4,419	8.4%
Total equity students	16,978	%

2.2. Strategies directly or partly funded by ISSP

There were approximately 134 scholarships offered, with 22 scholarships identified for Aboriginal and Torres Strait Islander students. Encouraging Indigenous students to complete and submit their scholarship applications remained a significant challenge. The Indigenous Student Support team supported the Scholarships Office, holding workshops during orientation and CAS supported students in completing and

submitting their applications. This, along with a new Indigenous Scholarship brochure (excludes external scholarships), resulted in a higher number of applications received mid-year, 199 (2023), compared to full-year scholarships awarded in 2022, of 91, an increase of 151%.

Scholarships that offer a combination of full or partial payment of course fees, accommodation, and cash payments are highly sought after. These scholarships typically require students to meet specific criteria, with some being merit-based. Below is an overview of available scholarships, both internal and external, and their funding sources:

- Scholarships – Commonwealth – directly funded by ISSP,
- Enabling – ITEC, Pre-Medicine, Pre-Science and Pre-Business partly funded by ISSP and other external resources,
- Enabling – UniReady, Health Science and Science & Engineering funded by other university resources

The Scholarship Reference Group meets throughout the year, and the Centre is represented by the Dean of Teaching and Learning and the Centre Business Manager.

Table 1b ISSP Scholarships - breakdown of 2024 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³	\$0	0	\$0		\$0	0	\$0	
Undergraduate ⁴	\$189,000	83	\$78,750	16	\$11,000	0	\$278,750	110
Post-graduate ⁵	\$0	0	\$0	0	\$0	0	\$0	0
Other	\$0	0	\$0	0	\$0	0	\$0	0
Total	\$189,000	83	\$78,750	16	\$11,000	0	\$232,500	110

NOTE: DATA SOURCED FROM CURTIN FINANCE ONE

- 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'.

2.3. Enabling Programs:

Indigenous Tertiary Enabling Course (ITEC) – is a six-month course designed to fast-track Aboriginal and Torres Strait Islander students with a secondary education into mainstream university degrees. This is the Centre's longest-running bridging course and whilst the structure has changed, the course provides the necessary academic knowledge and skills in a culturally appropriate environment; and promotes a strong sense of Indigenous identity which values each student's cultural background. CAS has Indigenous Course Coordinators, Unit Coordinators, lecturers, tutors, and support staff which are central to the Centres for Aboriginal Studies student experience.

Outcomes for 2024: 42 Aboriginal and Torres Strait Islander students were enrolled, and 4 of those students graduated, for a retention rate of 9.5%. Of those graduating students, 3 enrolled in an undergraduate course at Curtin.

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

Outcomes for 2024: 18 Aboriginal and Torres Strait Islander students were enrolled, and 6 of those students graduated and 3 enrolled into a Bachelor of Surgery/Bachelor of Medicine, 3 enrolled into a Bachelor of Science a retention rate of 33.3%.

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

Outcomes for 2024: 5 Aboriginal and Torres Strait Islander students were enrolled and of those students, 2 students graduated and successfully enrolled in undergraduate degree, a retention rate 40%.

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

UniReady Enabling Program – is a six-month course one semester, offered twice a year. The Centre partners with the Centre for Enabling Pathways broadening the opportunities for Aboriginal and Torres Strait Islander students to enrol into their choice of degree.

Outcomes for 2024: 23 Aboriginal and Torres Strait Islander students were enrolled, and of those 12 students successfully completed the program. Of these 8 students enrolled into an undergraduate degree at Curtin a retention rate of 34.8%.

2.4. Outreach programs:

Outreach activities by the Centre are partially funded via ISSP and another small grant. Other areas at Curtin University that collaborate with the Centre include Curtin AHEAD, Future Students and all other university outreach programs are funded by other university resources.

Community Engagement

The Program Coordinator – Cultural Programs role includes recruiting students throughout the Great Southern and Southwest of Western Australia. This position was recruited in April 2024 with the staff member immediately developing an outreach schedule including schools in the metropolitan area and those in regional areas where Curtin has a hub. Additionally the Centre attended a number of Career Expo's throughout Western Australia and visiting Indigenous organisations in regional hub. The Centre also focused on social media, visits to local organisations and radio.

Prison Outreach

The ITEC course is offered to incarcerated Indigenous prisoners and continues to gain momentum with students graduating from ITEC and enrolling in the Centre's undergrad certificate in Indigenous Mental Health. ITAS funding continues to be used to support Indigenous students in 7 prisons in Western Australia, via ITAS Study Assistants tutoring groups or individual tutoring. The Centre has engaged academic staff who are experienced in teaching in the prison system through its general revenue. Since its commencement in 2021, ITAS Study Assistants has enabled 21 incarcerated Indigenous students to graduate from the Curtin Indigenous Tertiary Enabling Course (ITEC).

The prison outreach support provided by Curtin Centre for Aboriginal Studies has made a dramatic positive impact on many Indigenous students who are overrepresented in the criminal justice system. This has been recognised and acknowledged by the WA Department of Justice in spite of the challenges faced in the carceral sector.

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

At the start of 2024, an increase in the number of new student enrolments was observed alongside an increase in the number of returning students. This shift indicates improved student retention rates. By comparing Equivalent Full-Time Student Load (EFTSL) with Headcount, it was determined that many returning students had previously completed part of their studies and were now resuming their degrees. To facilitate this return, the Centre has been actively reaching out to students who began their studies in 2017 or later,

encouraging them to continue their education. Over the past two years, the Centre has prioritised enhancing student retention rates, and initial results suggest that these efforts have been successful.

Aboriginal and Torres Strait Islander students and non-Aboriginal and Torres Strait Islander students show a general increase in EFTSL and headcount. However, the increase is more pronounced in the non-Indigenous cohort. While the total EFTSL for Indigenous students increased, indicating higher course load or unit enrolment, the headcount also increased, suggesting an increase in individual students but higher engagement per student. There is a decrease in commencing Indigenous students, both in EFTSL and headcount, whereas re-enrolling Indigenous students increases, indicating higher retention or returning rates among continuing students.

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

TOTAL Enrolments (Commencing & Re-enrolling)	2023		2024	
	EFTSL	Headcount	EFTSL	Headcount
Aboriginal and Torres Strait Islander students	379.5	691	435.4	825
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	24,337.4	38,947	26,322	41,527
TOTAL:	24,716.9	39,638	24,555.1	39,301

NOTE: DATA SOURCED FROM CURTIN BI TOOLS

- INCLUDES COMMONWEALTH GRANT SCHEME, DOMESTIC FEE PAYING, FEE EXEMPT, RESEARCH TRAINING SCHEME
- EXCLUDE STUDENTS INTERNATIONAL ONSHORE & OFFSHORE, PARTNER ONSHORE, PARTNER OFFSHORE, OUTSOURCED TEACHING
- EXCLUDES ALL STUDENTS LISTED AS 'HERITAGE NOT DEFINED'.

TABLE 1D THE RISE OR FALL OF SUCCESS/PROGRESSION RATES

Breakdown of Indigenous Students (Commencing & Re-enrolling)	2023		2024	
	EFTSL	Headcount	EFTSL	Headcount
Indigenous Commencing	116.2	253	159.8	325
Indigenous Re-enrolling	263.3	438	275.6	500
TOTAL:	379.5	691	435.4	825

NOTE: DATA SOURCED FROM CURTIN FINANCE ONE

- INCLUDES COMMONWEALTH GRANT SCHEME, DOMESTIC FEE PAYING, FEE EXEMPT, RESEARCH TRAINING SCHEME
- EXCLUDE STUDENTS INTERNATIONAL ONSHORE & OFFSHORE, PARTNER ONSHORE & OFFSHORE, OUTSOURCED TEACHING

3. Progression (outcomes)

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

The Centre for Aboriginal Studies provides facilities (student resource centre and common room) for Aboriginal and Torres Strait Islander students. In addition, the following programs have been implemented:

CAS DEADLY MENTORING PROGRAM

The CAS Deadly Mentoring Program is a free mentoring program available to all Aboriginal and Torres Strait Islander students studying at the Centre for Aboriginal Studies (CAS). It's designed to develop, grow, and combine skill-building workshops with social activities, as well as 'yarning circles' where current students and recent graduates share insights and advice on studying at university.

HEALTH SCIENCES INDIGENOUS STUDENT SUPPORT

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

KOORDAS NETWORK

A collective of allies supporting Aboriginal and Torres Strait Islander students, overseen by the Faculty of Health Sciences.

FIRST NATIONS STUDENT GUILD REPRESENTATIVE

The Curtin Student Guild represents and advocates for Aboriginal and Torres Strait Islander students at Curtin and has a First Nations Department Officer to make sure Indigenous students are well represented and supported. The Guild also collaborates with CAS on student events.

FIRST YEAR STUDENT EXPERIENCE COORDINATORS

Provides targeted support for equity students in their first year of study.

INDIGENOUS COUNSELLING SERVICES

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

AccessAbility SERVICES

Provides a range of services and support for students with disabilities or health conditions that affect their studies. The Centre collaborates with this team supporting Aboriginal and Torres Strait Islander students with a CAP providing access to talk-to-text and visual aids to assist students with particular learning styles.

Aboriginal Student Employment & Placement Program Earn While You Learn (EWYL)

The Aboriginal Student Placement Program (ASPP) is a free program that aims to help Aboriginal and Torres Strait Islander students gain paid on-campus employment. The positions are designed to be flexible for university students and can be casual or part-time.

3.2. The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students who received tutorial assistance in 2023.

The following statistics indicate the level of study, the number of students assisted, tutorial sessions attended, total hours of assistance, and expenditure in dollars for our program:

TABLE 2 TUTORIAL ASSISTANCE PROVIDED IN 2024

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	28	2603	Semester 1 – 2,540.94 hours	\$142,441.70
Undergraduate	64			
Post-graduate	3	2468	Semester 2 – 1,911.33 hours	\$143,304.84
Other	25 Group Sessions			
Total	120	5017	5,074.09	\$285,746.54

NOTE: DATA WAS SOURCED FROM THE CURTIN ALESCO HUMAN RESOURCES SYSTEM.

EXCLUDED ITAS TUTORS WHO SUPPORT INCARCERATED INDIGENOUS STUDENTS ENROLLED IN THE WESTERN AUSTRALIAN PRISONS

Overall, we assisted a total of 120 unique students, attended 5,017 tutorial sessions, and were provided with a cumulative total of 5074.09 hours of assistance. The total expenditure for our program was \$285,746.54.

In 2024, the Centre for Aboriginal Studies transitioned to a peer-based tutoring program in collaboration with the Faculty of Health Sciences, particularly Curtin Medical School. Curtin Medical School identified 4th and 5th year medical students to become ITAS Tutors for Indigenous medical students. These students were then matched to 1st, 2nd and 3rd year CMS Indigenous students.

TABLE 3A RETENTION RATES FOR 2019-2024

Indigenous Heritage (Broad)		Indigenous										
Retention Period	2019-20		2020-21		2021-22		2022-23		2023-24		2024-2025	
	Course Retention Rate	University Retention Rate	Course Retention Rate	University Retention Rate	Course Retention Rate	University Retention Rate	Course Retention Rate	University Retention Rate	Course Retention Rate	University Retention Rate	Course Retention Rate	University Retention Rate
Study Level (Course)												
Undergraduate	64%	68%	66%	71%	61%	68%	53%	58%	54%	59%	45%	50%
Postgraduate	67%	71%	70%	72%	61%	63%	63%	69%	63%	69%	62%	67%
Other	18%	46%	14%	37%	8%	33%	13%	41%	18%	37%	21%	41%
Total	55%	63%	58%	65%	52%	60%	49%	56%	49%	56%	44%	50%

NOTE: REPORT DEVELOPED BY: OFFICE OF STRATEGY AND PLANNING, CURTIN UNIVERSITY
 BI DATA SOURCE NAME: STUDENT RETENTION RATES
 BI DATA SOURCE DESCRIPTION: THIS DATASET IS DESIGNED TO SHOW RETENTION RATES FOR COHORTS OF STUDENTS.

Overall, the data show that retention rates for Indigenous students have varied over the years, with some years showing higher rates than others. The pass rate for Indigenous Heritage was recorded at the beginning of the course. The data shows that in 2024, the pass rate for Indigenous postgraduate students was 67%, while the pass rate for Indigenous undergraduate students was 50%. Other includes enabling, undergrad certificate, Indigenous enrolments, and the pass rate was 41%. Overall the total pass rate was 50%.

TABLE 3B PASS RATES FOR 2019-2024

Indigenous Heritage (Broad at Course Commencement)	Indigenous					
	Pass Rate					
Year (Census Date)	2019	2020	2021	2022	2023	2024
Study Level (Course)						
Postgraduate	74.31%	82.84%	77.27%	79.75%	76.67%	76.63%
Undergraduate	68%	66.34%	68.58%	66.8%	63.72%	59.85%
Other		36.47%	38.16%	52.50%	52.15%	55.01%
Total	68.41%	67.68%	69.38%	67.63%	64.73%	60.48%

NOTE: REPORT DEVELOPED BY: OFFICE OF STRATEGY AND PLANNING, CURTIN UNIVERSITY
 BI DATA SOURCE NAME: STUDENT RETENTION RATES
 BI DATA SOURCE DESCRIPTION: THIS DATASET IS DESIGNED TO SHOW RETENTION RATES FOR COHORTS OF STUDENTS.

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

The Centre has an Indigenous Student Support team which consists of 1 x G06 Full Time Equivalent (FTE) Indigenous Student Success Coordinator, 1 x G05 1FTE Indigenous Support Officer, and 1 x G05 ITAS Officer and 1 x G04 ITAS Support Officer, 1 x 0.6 FTE Indigenous Counsellor and Psychologist.

This has improved the quality of ITAS Tutors, and the provision of additional tutorial sessions to meet the needs of students. In conjunction with the mentoring programs and additional support through initiatives established by Curtin’s Diversity and Equity team, it is hopeful that Aboriginal and Torres Strait Islander student retention and completion rates improve. This team currently supports individual students by helping them manage any issues in a proactive and preventative way, aiming to ensure the student’s well-being and 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.

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

The Indigenous Cross-Cultural Capability Framework (ICCF) has been a strong foundation for expanding Aboriginal knowledge 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:

TABLE 3C INTERCULTURAL CROSS-CAPABILITY FRAMEWORK

KENY (TIER) 1	KOODJAL (TIER) 2	DAMBART (TIER) 3
Ways of Working	Boorloo – On Country	Three-day On-Country learning
Noongar Language and Culture (MOOC)	Wogga Warniny (The Blanket Exercise)	Jawun Secondment
Wanju Curtin Mia	Carrolup Story	Koorda Program (Health Sciences)
Acknowledgement of Country Writing Workshops	Wadjemup – On Country	
	Pinjarra – On Country	

During 2024, with over 3,870 staff employed at Curtin University, 2,210 attended Tier 1, 2 or 3 cultural training. Participation required to achieve the 95% target requires 1,342 staff to enrol in a Tier 1 activity.

- 75% of Curtin staff completed Level 1 training,
- 20% of Curtin staff completed Level 2 training,

3.5. Which strategies are directly funded by other university resources?

The Centre for Aboriginal Studies also receives grant funding from WA Health Pathways and the National Indigenous Australians Agency (ISSP, AFB and ABSTUDY).

TABLE 3D OTHER FUNDING AND SUPPORT

DESCRIPTION	FUNDING SOURCE		
Indigenous Support staff	ISSP / HEPPP		
CAS Indigenous Mentoring program		ISSP / CAS	
Ways of Working			CAS
Laptop – Loan program		ISSP / CAS	
Scholarships		ISSP / CURTIN	
Financial hardship			WA HEALTH

The Curtin Diversity and Equity team administer the HEPPP funding; however, the Centre received part-funding for the Indigenous Student Support Officer in 2024, with the residual salary funded through ISSP. The Student Equity and Inclusion Framework supports achieving student experience and community belonging objectives.

HEPPP Funded programs and initiatives include:

- Tailored Wellbeing Support for Equity Students : This project aims to develop a bespoke pathway-finding tool, 'My Wellbeing', within OASIS to provide students with personalised well-being support and resources based on their needs at any given time.
- First- Year Equity Student Experience Coordinators : The First Year Experience team supports the retention, progression and success of first- year students from equity backgrounds through a range of targeted and tailored initiatives
- Indigenous Nationals (student participation) : This program takes a team of Curtin students to compete in the National Indigenous Tertiary Education Student Games (NITESG), a week-long multisport competition for Indigenous student-athletes.

4. Completions (outcomes)

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

Within CAS, intensive marketing via radio, social media, and school and community outreach attracted a significant number of potential students to the CAS courses. An effort to contact past students from 2017-2023 who had partially completed their degree or had not accepted their offer of enrolment resulted in a higher number of students returning, which is reflected in the unit enrolment data.

TABLE 3A THE RISE OR FALL OF COMPLETIONS

Completions	2019	2020	2021	2022	2023	2024
	Headcount					
Aboriginal and Torres Strait Islander students - Undergraduate (inc Enabling)	74	52	98	83	82	108
Aboriginal and Torres Strait Islander students - Postgraduate	16	16	21	15	21	30
Non-Aboriginal and Torres Strait Islander students - Undergraduate (inc Enabling)	5461	5730	6163	5892	6569	7607
Non-Aboriginal and Torres Strait Islander students - Postgraduate	1594	1726	1844	1909	1911	2055
TOTAL:	7145	7524	8126	7899	8583	9800

NOTE: REPORT DEVELOPED BY: OFFICE OF STRATEGY AND PLANNING, CURTIN UNIVERSITY
BI DATA SOURCE NAME: STUDENT RETENTION RATES FOR COHORTS OF STUDENTS.

The Curtin Library facilitates a series of academic support workshops throughout the year for online students in Albany, Port Hedland, Karratha and Geraldton. Curtin's WA School of Mines: Minerals, Energy and Chemical Engineering operates at both the Kalgoorlie and Perth campuses. Students at the Kalgoorlie campus have access to academic and personal support and campus facilities.

Limitations to access and retention have been identified as:

- students access to computing and technology, including internet services within their communities, to make studying for a university degree possible,
- inability to acquire child-minding or elder care services while travelling away from their families and communities,
- compounded and chronic health conditions impacting on students' travel and study,

- navigating travel through or from remote areas can require complex travel arrangements,
- being unable to negotiate with employers for sufficient time away from employment without having to sacrifice precious leave needed to attend to family matters,
- incapacity to take care of their community responsibilities whilst studying away, possibly interstate,
- moving out of their familiar environment far away from family and community support or responsibilities,
- having the personal confidence to succeed at a higher educational level (i.e., University),
- fear of negotiating an unfamiliar Western educational system that appeared strange and complex.

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

- Continue to provide an inclusive and engaging Orientation week to promote a positive and culturally supportive student experience at the Centre for Aboriginal Studies and Curtin University,
- Provide an informative orientation and an inclusive environment to support personal confidence and development,
- Support the development of students' leadership knowledge and skills through learning and teaching in specific units that enhance opportunities towards self-determination and self-directed learning,
- Continue to engage with students and invite feedback on the development of units and courses in the Centre for Aboriginal Studies,
- Provide guidance and direction to students and academics on assessment policies and requirements that work towards the retention of students,
- Maintain weekly contact with students,
- Prior to the commencement of the Block, hold staff meetings to plan activities and support services with Academics and Professional Student Support Services,
- Staff debriefs (mainly after Blocks 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 the quality of learning and teaching experiences,
- Course reviews to ensure a consolidated approach and quality of learning and teaching,
- Student Rep Meetings (to look after any issues/problems regarding teaching/learning, and other such as accommodation, travel and meal allowance, Indigenous Guild Representative invited to this meeting),
- Provide and support social and sporting activities that encourage a sense of belonging and a supportive environment,
- Continue to encourage student and staff engagement with activities across Curtin University,
- Encourage student self-respect for their cultural values and personal achievements,
- Continue to refer students to Curtin University Counselling and Disability Services as required.

At CAS, we are committed to increasing access to higher education for Aboriginal students, especially those from rural and remote areas who face significant social and economic challenges. To achieve this, we are expanding our bridging and pathway programs.

Curtin University's support and retention strategies aim to ensure that Indigenous students can complete their studies at the same rate as other students. Additionally, we offer targeted mentoring, work experience, and leadership development programs to help Indigenous students maximise their opportunities after graduation.

5. Regional and remote students

The Centre for Aboriginal Studies is a reliable source of support for Indigenous students, providing essential pastoral and cultural care. Remote students benefit from their extra online support, while email and social media keep everyone connected. Additionally, after-hours support is available for those who reside outside of Western Australia.

Curtin supports regional, rural and remote students in a variety of ways, whether they are studying in Perth or in their communities:

- The Curtin Library facilitates a series of academic support workshops throughout the year for online students in Albany, Port Hedland, Karratha and Geraldton
- The UniReady Enabling Program in Schools is available for non-ATAR students to provide an alternative pathway to university. The number of regional/remote high schools offering the UniReady in Schools program continues with 18 Indigenous students enrolled in 2024.
- The Centre for Enabling Pathways has commenced an expansion of their interaction, in collaboration with AHEAD and CAS, with RUCs to further increase their regional reach.

TABLE 3B RISE AND FALL OF EFTSL OF INDIGENOUS STUDENTS FROM REMOTE AND REGIONAL AREAS

Location Category	2020		2021		2022		2023		2024	
	EFTS L	Headcount	EFTS L	Headcount	EFTS L	Headcount	EFTS L	Headcount	EFTS L	Headcount
Regional	59.2	104	63.7	125	67.3	149	87.9	169	100.1	212
Remote	64.0	98	47.8	83	43.6	80	36.8	68	39.3	69
Unknown (+not applicable)	3.3	9	2.6	6	19.6	32	0.4	2	4.5	9
Urban	244.3	404	249.1	442	233.6	434	254.5	452	291.5	535
TOTAL:	370.7	615	363.1	656	364.1	695	379.5	691	435.4	825

NOTE: REPORT DEVELOPED BY: OFFICE OF STRATEGY AND PLANNING, CURTIN UNIVERSITY
BI DATA SOURCE NAME: STUDENT RETENTION RATES

To help Aboriginal students in remote and regional areas to continue their studies online, the Centre provided additional support, including a laptop loan program, prepaid internet, and food vouchers. Financial hardship bursaries and CAS support staff also assisted students with required forms, ensuring that they receive the necessary support to succeed in their studies.

TABLE 4 ISSP SCHOLARSHIP DATA FOR REMOTE AND REGIONAL STUDENTS

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2023 Payments	\$163,500	71	\$57,000	12	\$12,000	12	\$232,500	95

B. 2024 Offers ¹⁰	\$99,750	46	\$78,750	16	\$11,000	11	\$189,500	73
C. Percentage ¹¹ (C=B/A*100)							82%	
2024 Payments	\$189,000	83	\$78,750	16	\$11,000	11	\$278,750	110

NOTE: INFORMATION SOURCE

STUDENT ONE DATABASE (REPORT DATE 2 MAY 202)

FINANCE ONE DATABASE - GLAT2024 – GENERAL LEDGER 2024 FOR THE RELEVANT COST CENTRE (REPORT DATE 27 APRIL 2024)

FINANCE ONE DATABASE – GLAT 2024 – GENERAL LEDGER 2024 FOR THE RELEVANT COST CENTRE (REPORT DATE 17 MAY 2024)

A new scholarship application process was developed and implemented in January 2022 for Aboriginal and Torres Strait Islander students. Students apply for the *Indigenous Scholarship Program* and are matched to scholarship opportunities by the scholarships team. Since that time, Indigenous Student Scholarship applications increased particularly for Accommodation.

Pastoral & cultural care

The Centre for Aboriginal Studies arranged a “well-being check-in” system contacting students via phone, email, and social media. This process had a two-fold effect:

- the students remained connected to their cohort,
- the students had a point of contact in CAS that could provide additional support during the lockdown,
- access to services could be maintained,
- ensured that the health and well-being of students were monitored, and,
- monitor the health and wellbeing of students, i.e., Curtin Counsellor, Student Guild, and emergency financial support.

STUDY SPACE

CAS Lecturers acknowledged that many students did not have appropriate study space and/or were homeschooling their children. Aboriginal and Torres Strait Islander students were:

- encouraged to view recordings of lecturers at a time more convenient to their study,
- additional collaborative sessions offered to the cohort by CAS Course coordinators which in turn ensured Course/Unit coordinators were aware of the progress of their students,
- extensions to assessments to support those students impacted by lockdowns and/or climate events (fires, flooding).

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

TECHNOLOGY & INTERNET

In regional and remote areas of Australia broadband was inconsistent with some students having to travel (when permitted) to local towns or regional centres to access their study or submit their assessments. CAS established an ongoing Laptop Loan program and prepaid Wi-Fi Dongles.

EMERGENCY FINANCIAL SUPPORT

Additional financial bursaries were provided to students which included food vouchers, hardship funds and accommodation assistance. The Centre actively engaged with other service providers at Curtin University who provided counselling and access to social workers along with the Student Wellness Team. This arrangement provided crucial information that allowed the Centre to implement strategies that not only supported Aboriginal and Torres Strait Islander students it also enhanced the Centre’s student retention strategies.

6. Eligibility criteria

6.1. Indigenous Education Strategy

As per section 13 of the ISSP guidelines, the Indigenous Education Strategy outlines measurable goals and objectives to improve enrolment, retention, and completion rates among Indigenous students. Although Curtin University has made strides in integrating Indigenous knowledge into curricula, graduate attributes, and teaching practices, there is still a need for greater consistency across all faculties. The number of units incorporating Indigenous perspectives has increased from 107 to 115, comprising 90 undergraduate units, 15 postgraduate units, 1 master's by research, and 9 bridging or enabling units.

The Aboriginal School and the Cultural Capabilities team offer an intensive one-week course called "On-Country Learning, Listening to Country: First Nations' Perspectives." (INDS2004) This unit takes students to various locations, providing opportunities to meet and engage with members of the local Nyungar community in the Southwest of Western Australia. The course addresses both historical and contemporary issues impacting the Nyungar people, exploring their cultural heritage and current challenges. Transportation to and from the various locations is provided for students.

Curtin University has partnered with the Jawun organisation, which aims to enhance the capabilities of Indigenous people by placing skilled individuals from leading companies and government agencies into Indigenous organisations. This partnership model emphasises collaboration with Indigenous people and supports Indigenous communities in both the East and West Kimberley regions.

The Interim Reconciliation Action Plan (RAP) 2020-2022 was the last plan implemented. However, the organization has postponed reapplying for an Elevated status, as requested by Indigenous staff, due to concerns that the RAP was becoming a mere "tick box" exercise focused on formal KPIs.

In addition, two policies around Diversity and Equity and Diverse Representation were reviewed and are available on the Curtin Website:-

[Diversity and Equity](#)

[Diverse Representation on Decision-Making Bodies](#)

The Curtin 2030 Strategic Plan was developed collaboratively with over 1,200 staff, students, and stakeholders. Implementation of the priorities for 2023/2024 and the Centre for Aboriginal Studies is developing its Strategy on a Page for inclusion to the overarching Strategic Plan.

The Curtin 2030 Strategic Plan was approved by the University Council in August 2022. Curtin 2030 will continue to be monitored by the University Council and the Senior Executive Team. University key performance indicators, measures and targets are under development and will be approved by University Council in December 2022.

An overarching Education Strategy has to be reimagined once we have finalised the current Indigenous Leadership and Governance structural issues plans to develop this will be part of the work of the Indigenous Leadership group.

6.2. Indigenous Workforce Strategy

A review of the Aboriginal and Torres Strait Islander Employment and Engagement Strategy 2017-2021 commenced in March 2022. As the new Curtin 2030 Strategic Plan consultation progressed, staff, students, and stakeholders were also afforded the opportunity to collaborate on the Reconciliation Action Plan, our Disability Access and Inclusion Plan and our Aboriginal and Torres Strait Islander Employment and Engagement Strategy.

The new Curtin University Employment Agreement 2022- 2026 was released in January 2023.

However, Curtin University has met its requirements under Section 12 of the Indigenous Student Success Program Guidelines by extending the current strategy, which will be reviewed in line with the processes in place for the development of the new Curtin Strategic Plan and the development of the new Reconciliation Action Plan.

6.2.1. Aboriginal Employment Strategy

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

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

In 2024, Curtin employed 323 individuals who identified as Aboriginal or Torres Strait Islander. This diverse group included academics, professionals and ITAS Tutors. Curtin's Aboriginal Student Placement Program is a free program to assist Aboriginal and Torres Strait Islander students to gain paid on-campus employment. The program runs year-round, and various casual and part-time roles are available across different areas of Curtin.

6.2.2. How has the university implemented its Indigenous Workforce Strategy under Section 12 of the ISSP Guidelines?

Report progress against targets and milestones outlined in the strategy, discuss how these milestones show the strategy is achieving outcomes and where there are barriers. Outline how the strategy has:

- *increased the number of Aboriginal and Torres Strait Islander people working at the university and progressed towards an Indigenous Workforce Target of 3 per cent?*
 - Curtin's efforts towards an Indigenous workforce representation of [Repeated entry] continued in 2024 with the commitment to embedding Aboriginal and Torres Strait Islander voices and inclusive language leading to improved employment outcomes. At the end of 2024, the Indigenous workforce representation was 75 FTE.
 - Indigenous specific recruitment practices have been implemented, with hiring managers receiving specialised advice on how to best utilise s.50d and s.51 of the Equal Opportunity Act WA 1984. There are also improved resources on the staff portal regarding Curtin's commitment to Aboriginal and Torres Strait Islander employment and supports available for Indigenous staff.
- *increased the number of Aboriginal and Torres Strait Islander academics and supported their professional development and career advancement?*
 - There has been a moderate increase in the number of Aboriginal and Torres Strait Islander academics for the 2024 reporting period; increasing by 7.34 FTE (from 33.19 FTE in 2023 to 40.53 FTE).
 - Curtin sponsors several leadership development opportunities specifically designed for Aboriginal and Torres Strait Islander staff through the Western Australian Leadership Institute. Programs available include:
 - Yorga Djenna Bidi Women's Leadership Program
 - Maarman Djenna Koorl Aboriginal Mens Leadership program
 - Emerging Leaders program

Does the university employ one or more Indigenous senior academics, if so what is their position or positions, if not what is the strategy to fill this position and the expected timeframe?

- In 2024 Curtin University employed 6 Indigenous senior academics, an increase of 2 FTE from 2023. 'Senior Academics' are classified as those employees at 'Professor' level.
- The new Employment Strategy is expected to further identify opportunities to support senior Indigenous academic career progression and development.

Is the strategy current or being redeveloped? If being redeveloped what is the process and timeframe for completion?

- Curtin University's new Aboriginal and Torres Strait Islander Employment Strategy is currently under development and is planned for completion in quarter four, 2025.
- Whilst the Employment Strategy is under development, work related to progressing Aboriginal employment have been continuing including culturally appropriate and inclusive language within position descriptions and job advertisements, the embedding of Indigenous knowledges and perspectives. This work is further supported by culturally informed panel representation and interviews.

TABLE 4B INDIGENOUS WORKFORCE BY LEVEL

Year	2024								
Indigenous Heritage (Broad)	Indigenous			Non-Indigenous			Not Defined		
	Staff Headcount (Actual)			Staff Headcount (Actual)			Staff Headcount (Actual)		
Employment Type (Broad)	Continuing & Fixed Term	Other	Sessional or Casual	Continuing & Fixed Term	Other	Sessional or Casual	Continuing & Fixed Term	Other	Sessional or Casual
Employment Level (Broad)									
Above Level 10	1		1	110	1	114	14	3	27
Level 1-4	7		24	257		885	24		171
Level 5-7	43		20	1,477		599	201		117
Level 8-10	9			620		56	85		6
Level A	10			232			23		
Level B	12			535			69		
Level C	9			335			56		
Level D	8			195			49		
Level E and Above	6	18		223	1,364		61	283	
Other		113	43		4,466	2208		1013	286
Total	104	131	88	3984	5831	3862	582	1299	607

NOTE: APPLIED FILTERS: YEAR (PAY PERIOD) EQUAL TO 2023
 STAFF EMPLOYED (ACTUAL) – AGGREGATED FOR EEO – THIS DATASET IS DESIGNED TO SHOW STAFF FTE AND HEADCOUNT ONLY FOR ACTUAL FTE REPORTING.
 EXCLUDES AFL SPORTS READY TRAINEES.

Curtin is developing a new Aboriginal Employment Strategy, due for completion in 2024. The development of the Strategy in 2024 is in sequence with the University's [new Enterprise Bargaining Agreement](#) which was approved in October 2023. The new Agreement specifically references Aboriginal and Torres Strait Islander Employment and includes the representation target of by June 2025.

The development of the new Employment Strategy will involve:

- Assessment of the previous Employment Strategy,
- Strategizing initiatives, interventions, practices and programs in close consultation with Aboriginal and Torres Strait islander peoples and communities,
- Recognition of the importance of cultural safety, capability and wellbeing, both throughout the design phase and implementation of the strategy
- Leadership buy-in and accountability, and
- Shared sponsorship and accountability by Provost and Director PAC and included as a role responsibility within both position descriptions.

6.3. Indigenous Governance Mechanism

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

In 2023, there was no Aboriginal or Torres Strait Islander representation in Curtin University's Senior Executive Team (SET). Efforts to recruit a Pro Vice-Chancellor (PVC) for Indigenous Engagement in 2022 were unsuccessful. In response, Curtin's leadership met with Indigenous staff to discuss the path forward. However, the recruitment process left Indigenous staff feeling disheartened and distrustful.

The challenges of organising group meetings were compounded by staff anxiety over potential solutions and the trust lost during the previous recruitment efforts. Curtin's Vice-Chancellor acknowledged past mistakes and emphasized the need for Indigenous staff to devise the solution. This period coincided with the recruitment of Deans Indigenous within the faculties, fostering collaboration among senior Indigenous staff.

Indigenous leaders were empowered to create a structure that reflects Indigenous governance practices. Consequently, an Indigenous Leaders Working Group was formed to develop a governance structure. Throughout 2023, this group's efforts culminated in a comprehensive plan, which was subsequently approved and funded by Curtin University.

The following brief, developed by the Indigenous Leaders Working Group, was presented to the Vice-Chancellor and reflects the collective vision for Indigenous leaders about what governance at Curtin University should be striving towards. This plan aims to rebuild trust, enhance Indigenous representation, and integrate Indigenous perspectives into Curtin University's governance and operations.

Brief on Developing an Indigenous Governance Framework for Curtin University

Our Purpose

Curtin University is situated on Aboriginal land. Our people have gathered at these places to learn for millennia. Yesterday, today, and tomorrow, this is Aboriginal land.

Our vision is to build a nurturing place where Indigenous students and staff can explore and achieve their learning and educational potential, where research and innovation are directed towards addressing the unique priorities of Indigenous communities, and where partnerships with Indigenous nations and organizations drive positive change. We envision Curtin University as a place of Indigenous excellence, fostering a deep sense of cultural pride and enabling Indigenous people to lead, succeed, and thrive in all aspects of life, creating a brighter future for all.

Overview

To achieve our stated purpose, we will develop and undertake a body of work that will define and shape an Indigenous governance framework within in Curtin University to support and nurture this vision. This framework will be developed in conjunction with Curtin Indigenous staff and students to ensure that we are able to meet the needs of this group. With further work to be done to within the Indigenous community to determine how Curtin can engage with the community in a meaningful way. The current working group believe that we should initially look to answer three questions to provide Curtin with a starting point.

1. What are the existing Frameworks?
2. How do these existing frameworks support our purpose?
3. Are there opportunities to enhance existing governance?

What’s Involved

Phase 1 – Undertake a desktop analysis of current Curtin University governance framework to determine current reporting structures. Conduct a gap analysis and identify decision making bodies versus advisory bodies. Conduct survey of Indigenous staff and students about what they would like to see in a Governance structure.

Phase 2 – Utilise information and data found in Phase 1 to provide several options for governance structures to be presented to Curtin Indigenous staff and student guild representatives for considerations. Develop a process by which these stakeholders can provide feedback and suggestions to which model they wish to see implemented.

Phase 3 – Presentation of agreed upon model to Senior Executive for support and final ratification of university council.

Resourcing

Project Officer G07 0.2 FTE	
Consumables incl. Printing/Promotion	
Surveys/Audits	

It is evident that this process is being approached with careful consideration. Our reflections on past processes and experiences have highlighted two key lessons. Firstly, Indigenous staff require a well-thought-out framework that is both flexible and durable. Secondly, the University must clearly define its role within this new framework.

In 2024, at the request of the Provost and Vice Chancellor, several meetings with senior Indigenous leaders from across the University were held to explore the concept of Indigenous Governance for Curtin. The attendees included the Associate Deputy Vice-Chancellor Academic (DVCA), Indigenous Advancement – Associate Professor; Dean, Indigenous Futures (HUM), Dean, Indigenous Engagement (FBL), and Lead, Indigenous Cultural Capability (DVCA). Later, we were joined by Dean, Indigenous Engagement (SAE).

The group met monthly for a total of 8 times throughout 2024. The purpose of the group was to develop and undertake a body of work that will define and shape an Indigenous governance framework within in Curtin University.

Through extensive discussions, the group identified gaps and developed a model that we believe reflects authentic Indigenous governance principles while aligning with the University's needs. Our goal was to create a practical and meaningful framework for the future. Some highlights that we believe will assist the University is as follows

- An Indigenous voice at University Council
- Increased Indigenous positions at Academic Council
- Minimum 2 Senior Positions at the Executive level (Gender Based)
- Indigenous Senior Executive Group

Curtin Senior Executive have endorsed all these recommendations for implementation in 2025. Curtin's Vice Chancellor announced the coming recruitment and appointment of a Deputy Vice Chancellor Indigenous in 2025 who will take the responsibility to form and coordinate the Indigenous Senior Executive Team (ISET) to send the draft framework and structure to Curtin Indigenous Staff, Students and Community members for consultation and feedback.

Currently responsibility and authority for advising, recommending and monitoring the use of ISSP grant funding sits within the Centre for Aboriginal Studies, however this will be reviewed and evaluated once the appointment of the Deputy Vice Chancellor Indigenous in 2025.

A charter for the Governance Mechanism in accordance with Section 11 (d) of the ISSP Guidelines will be developed once the DVCI position is appointed and the ISET is formed.

6.4. Statement by the Indigenous Governance Mechanism

The report confirms that the allocation of funds has been carried out as planned. A significant portion of the funds are directed towards supporting Indigenous staff at the Centre for Aboriginal Studies. These staff members provide assistance to Indigenous students, both those enrolled in the Centre for Aboriginal Studies and those studying in other fields at the University.

The Indigenous Leaders positions at Curtin University that are committed to the process of developing an Indigenous Governance Mechanism are as follows:

- Associate Deputy Vice-Chancellor Academic, Indigenous Advancement
- Director, Centre for Aboriginal Studies
- Dean, Indigenous Futures – Faculty of Humanities
- Dean, Indigenous Engagement – Faculty Business & Law
- Dean, Indigenous Engagement – Faculty Science & Engineering
- Lead, Indigenous Cultural Capability – Student Life & Community

Our vision or guiding principles that we have all agreed to follow is as stated as follows:

Our vision is to build a nurturing place where Indigenous students and staff can explore and achieve their learning and educational potential, where research and innovation are directed towards addressing the unique priorities of Indigenous communities, and where partnerships with Indigenous nations and organizations drive positive change. We envision Curtin University as a place of Indigenous excellence, fostering a deep sense of cultural pride and enabling Indigenous people to lead, succeed, and thrive in all aspects of life, creating a brighter future for all.

As the Director for the Centre for Aboriginal Studies, I, Frederick Yasso will represent the wider group in the interim whilst we establish positions to take responsibility for future reporting to this item.

Appendix 2

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2023. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2023 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

³ Include payments to all enabling students, including remote and regional students.

⁴ Include payments to all undergraduate students, including remote and regional students.

⁵ Include payments to all postgraduate students, including remote and regional students.

⁶ Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁷ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

⁸ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁹ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹⁰ Record all verbal and written scholarship offers for the 2024 calendar year, including those offers that were not accepted by the student. Record the 2024 component of new scholarship offers and the planned 2023 value of previously awarded scholarships (including continuing scholarships).

¹¹ This data confirms the university's compliance with Section 21(3) of the Guidelines.

Indigenous Student Success Program 2024 Financial Acquittal

Organisation

Curtin University

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2024 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2024 ²	1,839,769,84
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	
<i><u>If no interest has been earned briefly state why</u></i>	
Sale of ISSP assets	
2024 ISSP Grant Income (excluding rollovers)	\$1,839,769,84

Table 1b Other funding used to support Indigenous students in 2024 (excluding GST)⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	
Other Commonwealth Government funding	\$203,822.15
Funds derived from external sources ⁷	
Total of other non-ISSP funds for 2024	\$

Certification

Table 1c ISSP 2024 Grant Expenditure on support for Indigenous students during 2024 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	\$ 325,257.30
Salaries for staff working on ISSP activities ¹¹	\$ 260,888.80
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	\$ 1,217,314.02
Travel – domestic (airfares, accommodation & meals)	\$ 28,735.80
Travel – international (airfares)	
Travel – international (accommodation and meals)	
Conference fees and related costs ¹²	\$ 8,712.26
ISSP Asset purchases made during 2024 ¹³	
A. Total Expenditure of ISSP 2024 Grant (excluding expenditure from all rollovers into 2024)	\$ 1,840,908.18
B. Unexpended 2024 ISSP funds <i>approved</i> for rollover into 2025 grant year¹⁴	
C. Unexpended 2024 ISSP funding to be <i>returned</i> to the NIAA	
Total 2024 ISSP funding committed (A + B + C) ¹⁵	\$ 1,840,908.18

2. Rollovers

Table 2 Rollovers ¹⁶

<i>Outline excess rollover funds here. The sum of these columns should equal the project funds rollover total</i>				
	Project Funds Rolled over (\$)	Project Funds Expended/committed ¹⁷ (\$)	Excess Option 1: Unspent funds to be rolled into 2025 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2021 funds rolled over into 2024				
2022 funds rolled over into 2024				
2023 funds rolled over into 2024				
Unexpended 2024 Funds (From Table 1c, Rows B is Option 1 and C is Option 2)				
Total funds approved for rollover into 2025 or to be returned ²⁰				

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2024²¹

1. GST received by you in 2024 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²		\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2024²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2024

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

5. Endorsement of the Financial Acquittal³⁰

As an Authorised Officer, I understand that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2024 Financial Acquittal supported and initialled by Authorised Officer:

Name:

Title:

Phone: Email:

Signed:
 Date:

INDIGENOUS STUDENT SUCCESS PROGRAM 2024 CERTIFICATION

Complete this certification after reading the completed 2024 Performance Report and 2024 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2024 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2024 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2024 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*.

I understand that:

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

Certification recommended by the university's Indigenous Governance Mechanism:

Name:

Title:

Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name:

Title:

Signed: Date:

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2024, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- ² Do not include rollovers in ISSP 2024 Grant amount. Prior year's rollover figures to be included in Table 2.
- ³ Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ⁴ Please estimate the funds available if exact amounts are not known.
- ⁵ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁶ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁷ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁸ Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2024 Performance Report.
- ⁹ Please insert additional lines if the listing below do not suit your university's arrangements.
- ¹⁰ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹¹ If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹² Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹³ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁴ This should match the figure in Table 2.
- ¹⁵ This figure should equal the Grand total in Table 1a
- ¹⁶ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.
- ¹⁷ For 2021, 2022 and 2023 funds rolled into 2024, the amount included here should be the amount expended in 2024.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2025.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2025. NIAA will issue an invoice for any amounts listed in this column.
- ²⁰ Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2024.
- ²¹ If GST is not paid to you, do not complete Table 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2024.
- ²⁵ The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- ²⁶ Include any assets purchased during 2024 using ISSP funding that are valued over \$5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁷ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁸ The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2025 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- ³¹ For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.