

Indigenous Student Success Program

2022 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. Enrolments (Access)

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

At the Centre for Aboriginal Studies (CAS) and Curtin University, we are committed to empowering Aboriginal and Torres Strait Islander individuals to pursue higher education. Our focus is on providing culturally appropriate education and innovative learning methods that benefit all people. We are dedicated to increasing the aspirations and abilities of Aboriginal and Torres Strait Islander communities through various outreach programs, scholarships, admission support, and multiple-entry pathways.

Despite the pandemic and travel restrictions imposed by the Western Australian government, as well as Curtin University's COVID-19 Mandate, the number of enrolled students has been affected. Nevertheless, there has been a slight increase of 2.8% in the Indigenous Equivalent Full-Time Student Load (EFTSL) for the year 2022, with a reported figure of 374.8, up from 372 in 2021.

The Centre offers Aboriginal and Torres Strait Islander students an alternative pathway to enrol in their undergraduate courses through admission workshops. To apply, students must submit an application, attend a brief interview (which includes providing a CV or resume), and complete a written essay and mathematics assessment. The written task evaluates the applicant's potential success in their studies and determines the level of academic support they may need during their first year. The Indigenous Student Success Team assists the Course Coordinator in conducting these workshops.

1.2. Strategies directly or partly funded by ISSP

There were approximately 134 scholarships offered with 22 scholarships identified for Aboriginal and Torres Strait Islander students. 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. This new process has resulted in a higher number of applications received, 91 (2022) in comparison to 2021, 73, an increase of 24.6%.

The Moorditj Yorga Scholarship campaign at Curtin University achieved over \$1.5 million in donor commitments. This scholarship, named after the Nyungar word for "strong woman," aims to assist mature-age First Nations women in pursuing a degree by easing financial burdens as they balance their studies with cultural responsibilities. Fifteen deserving recipients were awarded the scholarship in 2022.

Popular scholarships are ones that offer a combination of full or partial payment of course fees, accommodation, and cash payments. These scholarships usually require the student to meet specific criteria, other scholarships are based on merit. Scholarships (Internal and External) Resources are listed below:

- Scholarships – Commonwealth – directly funded by ISSP,
- Enabling – ITEC, Pre-Medicine, Pre-Science and Pre-Business partly funded by ISSP and other external resources,
- Enabling – UniReady, Health Science and Science & Engineering funded by other university resources,
- Outreach Activities – CAS activities are partly funded by ISSP. AHEAD, Future Students and all other university outreach programs are funded by other university resources. These activities were severely restricted during the first half of 2022 with some activities deferred to later in the year or cancelled for 2022.

Table 1a ISSP Scholarships - breakdown of 2022 payments

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	\$17,250	11	\$15,000	4	0	0	\$32,250	15
Undergraduate	\$129,375	57	\$34,500	7	\$12,000	12	\$175,875	76
Post-graduate	\$0	0	\$0	0	\$0	0	\$0	0
Other	\$0	0	\$0	0	\$0	0	\$0	0
Total	\$146,625	68	\$49,500	11	\$12,000	12	\$208,125	91

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'.

The key enabling programs and outreach activities are listed below by CAS and the University.

1.3. 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 2022: 52 Aboriginal and Torres Strait Islander students were enrolled and 15 of those students graduated a retention rate of 28%. Of those graduating students, 6 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 2022: 9 Aboriginal and Torres Strait Islander students were enrolled and 2 of those students graduated. Of those enrolled, one withdrew, and one converted to part-time. Of those graduating students, all have enrolled in a Curtin health sciences undergraduate course.

Indigenous Pre-Business & Law (EN-INDPBE) – is a one-year course that introduces Aboriginal and Torres Strait Islander Australian students to fundamental and significant knowledge and practices in business, commerce, and law.

Outcomes for 2022: During 2022 this course was not offered due to staff shortages and a review of the course was undertaken.

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

Outcomes for 2022: 5 Aboriginal and Torres Strait Islander students were enrolled and of those students, 2 withdrew, and 1 converted to part-time studies. The other 2 students graduated and enrolled in an undergraduate course.

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 2022: 24 Aboriginal and Torres Strait Islander students were enrolled, and 7 of those students who graduated have enrolled in a Curtin undergraduate course.

1.4. Outreach programs:

The Curtin COVID19 Mandate impacted the school outreach program significantly. As restrictions eased Curtin in collaboration with the Centre rescheduled events where possible to engage with the community focusing on Year 11 and 12 students.

Community Engagement

The Program Coordinator – Cultural Programs role includes recruiting students throughout the Great Southern and Southwest of Western Australia. From January to December 2022, visits to the Aboriginal Medical Centres, Aboriginal Organizations, High Schools, and other potential stakeholders identified during these visits were provided information on the courses offered by the Centre for Aboriginal Studies and Curtin University.

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

Prison Outreach

The 2021 pilot program at Casuarina Prison gained media attention ([Media Release](#) and [DoJ 2021 Grad ceremony](#)) and high praise from both the Department of Justice and the Curtin Vice Chancellor, as six Indigenous students completed the pilot course with high distinctions, and one student achieved the highest CWA for that year across all of Curtin's ITEC graduates. Of the 6 successful students in 2021, two were released prior to the end of the year and went on to complete ITEC internally at CAS, with the support of CAS lecturers, support staff and Curtin AHEAD. In 2022, despite ongoing covid lockdowns and restrictions preventing face-to-face support in the first semester, another four men successfully graduated ITEC with high grades, with a fifth student remaining enrolled in the course part-time and due to graduate mid-year 2023.

At the beginning of 2022, the same pilot program was due to commence at Bandyup Women's Prison. There were four women enrolled to start the ITEC course, however, the ongoing covid lockdowns and lack of resources, relocations and release of prisoners, and other unforeseen circumstances at the prison meant that only 1 out of the original 4 women remained.

National Indigenous Business Summer School WA – is a week-long residential program for Year 11 and 2 students in January.

Indigenous Australian Engineering School

This is an annual event hosted by the Faculty of Engineering and Science on behalf of Engineering Aid Australia.

Curtin College Summer school

Curtin College is an integrated pathway provider to Curtin University. Completing a Curtin College diploma prepares students for entry into the *second* year of a Curtin bachelor's degree.

Outcomes for 2022: 25 Aboriginal and Torres Strait Islander students were enrolled and of those 10 graduated and enrolled in a Curtin undergraduate degree. A retention rate of 40%.

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

At the start of 2022, it was observed that there was a rise in the number of new students enrolling, but a decline in the number of returning students. This indicates a shift in the overall student retention rates. These observations were made by comparing the Equivalent Full-Time Student Load (EFTSL) with Headcount, as it was found that returning students included those who had previously completed some part of their studies and were now returning to finish their degrees. In an attempt to bring back these students, the Centre has been actively reaching out to those who started their studies in 2017 or later and encouraging them to resume their studies. The Centre has been prioritizing the improvement of student retention rates for the past two years, and the initial results suggest that the strategies implemented have been effective.

In 2021, the total enrolment for Aboriginal and Torres Strait Islander students was 363.4 EFTSL and 657 headcounts. These figures increased slightly in 2022, with 364.1 EFTSL and 695 headcounts. For non-Aboriginal and Torres Strait Islander students (Domestic students only), the figures were significantly higher, with 25,353.1 EFTSL and 39,518 headcounts in 2021, and 24,191.1 EFTSL and 38,606 headcounts in 2022.

When we combine the enrolment figures for both groups, the total enrolment for 2021 was 25,716.5 EFTSL and 40,175 headcounts. In 2022, the total enrolment figures came to 24,555.1 EFTSL and 39,301 headcounts. These figures provide a detailed representation of the student population in terms of both EFTSL and headcount, giving a comprehensive insight into the enrolment trends in the years 2021 and 2022.

Table 1b Rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)

TOTAL Enrolments (Commencing & Re-enrolling)	2021		2022	
	EFTSL	Headcount	EFTSL	Headcount
Aboriginal and Torres Strait Islander students	363.4	657	364.1	695
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	25,353.1	39,518	24,191.1	38,606
TOTAL:	25,716.5	40,175	24,555.1	39,301

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'.

Table 1c The rise or fall of success/progression rates

Breakdown of Indigenous Students (Commencing & Re-enrolling)	2021		2022	
	EFTSL	Headcount	EFTSL	Headcount
Indigenous Commencing	119.13	228	121.72	270
Indigenous Re-enrolling	245.64	431	242.87	426
TOTAL:	364.77	659	364.59	696

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. Progression (outcomes)

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

CAS DEADLY MENTORING PROGRAM

The CAS Deadly Mentoring Program is a free mentoring program available to all Aboriginal and Torres Strait Islander students studying at the Centre for Aboriginal Studies (CAS). It's designed to develop, grow, and combine skill-building workshops with social activities, and 'yarning circles' where current students and recent graduates share insights and advice on studying at university. With four program days or 'modules' run throughout the year, topics such as motivation, resilience, leadership, presentation skills and more are provided to students.

This program aligns with the Curtin Extra Policy and recognition of the students involved in will receive a Curtin Extra Certificate.

HEALTH SCIENCES INDIGENOUS STUDENT SUPPORT

The Indigenous Engagement team provides a culturally secure learning environment for Indigenous students in the Faculty of Health Sciences, including navigating the transition to university, academic support, and guidance, advocating on behalf of

Aboriginal and Torres Strait Islander students to staff, and connecting with the Koorda Network.

Koordas Network

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

First Nations Department at the Student Guild

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

Student Engagement Coordinator (Equity First Year)

The program ceased in 2022 due to HEPPP funding being utilized to refocus on other areas.

First Year Rewards

The First Year Rewards is designed to support new Curtin students from a range of equity backgrounds. To promote equity, and as an initiative supported by Higher Education Participation and Partnerships Program funding, Aboriginal and Torres Strait Islander students, students from regional or remote towns and students from low socio-economic postcodes who are new to their course have been given priority enrolment in this program. First-year undergraduate students earn points for engaging in a range of initiatives and activities, whether attending a study workshop, engaging with Guild clubs, updating their resumes, or becoming a volunteer. The points can then be redeemed through instant prizes i.e., IGA food vouchers, coffee, and clothing and at the end of the semester, major cash prizes are awarded.

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.

New to Curtin Mentoring program

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

- increase new students' sense of belonging and deliver a positive transition experience.
- provide a professional development opportunity for current students, and

- create a sense of community and identity within participating schools.

AccessAbility Services

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

Curtin Specialist Mentoring Program

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

2.2. The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2022.

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 2022

Level of study	Number of unique students assisted	Total number of tutorial sessions attended	Total hours of assistance	Expenditure (\$)
Enabling	29	671	4037.32	222,052.60
Undergraduate	66	1868	3911.53	215,134.15
Post-graduate	4	77	140.75	7,741.25
Other	2	2	4	220.00
Total	101.00	2618.00	8093.60	\$445,148.00

Overall, we assisted a total of 101 unique students, attended 2618 tutorial sessions, and provided a cumulative total of 8093.60 hours of assistance. The total expenditure for our program was \$445,148.00.

The increase in assistance for enabling students was due to the ITEC Prison Program (year-long course) where these students are provided face-to-face tutoring at the correctional facility. To date, this is the most successful program for the Centre, and we are now working with the Faculties/Schools to establish undergraduate degrees for long-term incarcerated students to enrol.

Working in collaboration with the Faculty of Health Sciences a dedicated ITAS Tutor was based in the School of Medicine 0.6FTE to assist seven students who were either on conditional status or at risk of termination. Within the first semester, one student was returned to good standing, and all students progressed well for the rest of the year. Each student also benefited from the UNIPASS program which is a peer-based mentoring program designed to build confidence in students struggling with academic writing, study skills, navigating Blackboard and Oasis and help with using software programs. This pilot program will continue for 2023 and an assessment will then be made as to the engagement of a part-time fixed-term ITAS Tutor to be based in the Faculty of Health Sciences.

Table 3a Retention Rates for 2018-2022

Indigenous Heritage (Broad)	Indigenous									
	2018->19		2019->20		2020->21		2021->22		2022->23	
Retention Period	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	61%	68%	64%	68%	66%	71%	61%	68%	52%	57%
Postgraduate	69%	77%	67%	71%	70%	71%	60%	63%	59%	66%
Other	11%	40%	17%	46%	14%	36%	8%	33%	11%	40%
Total	51%	62%	55%	62%	59%	65%	52%	60%	48%	54%

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. At the beginning of the course, the pass rate for Indigenous Heritage was recorded. The data shows that in 2022, the pass rate for postgraduate students was 79.75%, while the pass rate for undergraduate students was 66.70%. Overall, the total pass rate was 67.54%.

Table 3b Pass Rates for 2018-2022

Indigenous Heritage (Broad at Course Commencement)	Indigenous
	Pass Rate
Year (Census Date)	2022
Study Level (Course)	
Postgraduate	79.75%
Undergraduate	66.70%
Total	67.54%

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.

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

For the first time, 2022 engaged 3 staff members to administer the ITAS Program and changes to the policy and procedures at the Centre for Aboriginal Studies. The Centre has an Indigenous Student Support team which consists of 1 x G06 Full Time Equivalent (FTE) Indigenous Student Success Coordinator, 1 x G05 1FTE Indigenous Support Officer, 1 x GO4 and 1 x GO5 ITAS Officer and 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 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 well-being 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.

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

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

Table3c Intercultural Cross-Capability Framework

TIER 1	TIER 2	TIER 3
Ways of Working	Wanju Boorloo	Three-day On-Country learning
Noongar Language and Culture (MOOC)	Wogga Warniny (The Blanket Exercise)	Jawun Secondment
Wanju Curtin Mia	Carrolup Story Engagement Workshop	Cultural Capability team secondment
Acknowledgement of Country Writing Workshops	On-Country Immersion Experience	
Dookern wer Ngaarn		

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.

During 2022 over 3,667 staff at Curtin attended T/2/3 with a further 1,397 yet to participate. The Diversity, Inclusion and Belonging team had a target for 2022 of 95% of staff attending an ICCF experience.

- 66.7% of Curtin staff completed Level 1 training,
- 29.5% of Curtin staff completed Level 2 training,
- 180 students attended cultural experiences, and
- 11 external partners received training facilitated by the Cultural Capability team.

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

The Centre for Aboriginal Studies also receives grant funding from WA Health Pathways, Away from Base (ABSTUDY). The Curtin Diversity and Equity team administer the HEPPP funding however the Centre received part-funding for the Indigenous Student Support Officer in 2022 with the residual salary funded through ISSP.

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

3. Completions (outcomes)

3.1. 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. Again, the Curtin COVID-19 mandate impacted student enrolment however an effort to contact past students from 2017-2021 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 enrolments data.

TABLE 3A THE RISE OR FALL OF COMPLETIONS

Completions	2019 Headcount	2020 Headcount	2021 Headcount	2022 Headcount
Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	74	52	98	83
Aboriginal and Torres Strait Islander students - Postgraduate	16	16	21	15
Non-Aboriginal and Torres Strait Islander students - Undergraduate (includes Enabling)	5461	5730	6163	5892
Non-Aboriginal and Torres Strait Islander students - Postgraduate	1594	1726	1844	1909
TOTAL:	7145	7524	8126	7899

This is reflected in the unit enrolments with several students successfully completing their degree, graduating in 2023. It is anticipated that several students will complete their degree in 2023. 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.
- COVID-19 severely restricted the movement of many students who were unable to return to campus due to the Western Australian Government's travel restrictions, and Curtin Covid-19 Mandate.

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 make the most of their opportunities after graduation.

4. 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.

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

Location Category	2019		2020		2021	2022	
	EFTSL	Headcount	EFTSL	Headcount	Headcount	EFTSL	Headcount
Regional	67.7	114	74.0	131	156	88.0	183
Remote	55.1	76	64.2	99	83	43.2	80
Unknown (+not applicable)	1.5	3	1.3	4	3	18.8	30
Urban	240.7	399	231.2	381	415	214.1	402
TOTAL:	365.0	592	370.7	615	657	364.1	695

Note: Report Developed By: Office of Strategy and Planning, Curtin University

To help Aboriginal students affected by COVID-19 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. It's worth noting that the ISSP Scholarship is associated with education costs and rewards, with a surprising 126% increase in offers from the previous year.

Table 4 ISSP Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments	\$49,500	20	\$58,500	12	\$6,000	6	\$114,000	38
B. 2022 Offers ¹	\$73,500	26	\$61,500	11	\$9,000	9	\$144,000	46
C. Percentage ² (C=B/A*100)							126%	
2022 Payments	\$59,250	25	\$ 49,500	11	\$6,000	6	\$114,750	42

Note: Information source

- Student One database (Report date 2 May 2023)
- Finance One database - GLAT2022 – General Ledger 2022 for the relevant cost centre (Report date 27 April 2023)
- Finance One database – GLAT 2021 – General Ledger 2021 for the relevant cost centre (Report date 17 May 2022)

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.

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, 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.

5. Eligibility criteria

5.1. Indigenous Education Strategy

As per section 13 of the ISSP guidelines, the Indigenous Education Strategy sets forth measurable goals and objectives to enhance enrolment, retention, and completion rates among Indigenous students. Though Curtin University has already taken steps to integrate Indigenous knowledge into curricula, graduate attributes, and teaching practices, there is still room for improvement to ensure consistency across all faculties. There has been an increase from 107 to 115 units that have successfully incorporated Indigenous perspectives into their coursework. Of these, there are 90 undergraduate units, 15 postgraduate units, 1 master's by Research and 9 Bridging or enabling units.

CAS and the Cultural Capabilities team provide an intensive one-week course called "On-Country Learning, Listening to Country: First Nations' Perspectives" (INDS2004). Through this unit, students are taken to different locations and given the chance to meet and engage with members of the Nyungar community in Western Australia. The course covers both historical and contemporary issues that have affected the lives of the Nyungar people, exploring their cultural heritage and the challenges they face today. Transportation to and from the various locations is provided for students.

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

The Interim [Reconciliation Action Plan](#) (RAP) 2020-2022 is currently in place, however, Curtin has held off applying for an Elevated status as requested by Indigenous staff due to the "tick box" exercise to more 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.

5.2. 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 Curtin University Academic, Professional and General Staff Agreement 2017-2021 nominally expired on 30 June 2021. A program of consultation with employees

commenced in May 2022 with a proposed vote in November 2022, however, no agreement had been reached by the end of the year.

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.

5.2.1. 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 2022, Curtin employed 192 individuals who identified as Aboriginal or Torres Strait Islander. This diverse group included academics, professionals, and students, as well as three trainees who were given entry-level positions and the chance to pursue undergraduate studies. Together, they have been collaborating to revitalize Indigenous governance systems at the University.

Notably, the Faculty of Humanities has appointed its first Dean of Indigenous Futures, with plans to establish four Dean Indigenous positions in other faculties.

TABLE 5.1 INDIGENOUS WORKFORCE DATA (2022 BREAKDOWN)

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

Note: Applied filters: Year (Work Period) equal to 2022

Staff Employed (Actual) – Aggregated for EEO – This dataset is designed to show staff FTE and Headcount for only for Actual FTE reporting. Excludes AFL Sports Ready trainees.

TABLE 5.2 INDIGENOUS WORKFORCE BY LEVEL

Year	2022								
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		3	107	1	139	12	4	7
Level 1-4	10		46	262		989	24		43
Level 5-7	34		14	1,344		650	200		36
Level 8-10	8		2	537		63	83		4
Level A	10			227			23		
Level B	11			558			82		
Level C	10			330			78		
Level D	4			179			54		
Level E and Above	6	7		196	1,024		60	235	
Other		92	30		4,154	2,163		888	192
TOTAL	94	99	95	3,740	5,179	4,004	616	1,127	282

Note: Applied filters: Year (Pay Period) equal to 2022

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.

5.3. Indigenous Governance Mechanism

The Curtin University Indigenous Governance Policy (at Attachment 1) sets out the university’s current Indigenous Governance Mechanism. The membership of each of the committees within the Indigenous Governance Mechanisms is attached (refer to Attachment 2 and Attachment 3). The Indigenous Governance policy has been in flux, are conversations regarding Voice, Treaty and the Uluru Statement from the Heart, and how we incorporate these aspects require further investigation. The reported activities and outcomes of the committees within the Indigenous Governance Mechanisms below is taken from the annual report of the Curtin Indigenous Policy Committee.

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

IGP: http://policies.curtin.edu.au/local/docs/policy/Indigenous_Governance_Policy.pdf

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

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

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

There currently is no Aboriginal or Torres Strait Islander in the SET membership. The Indigenous Governance Policy objective is to enable Curtin's Aboriginal and Torres Strait Islander community to participate in decision-making processes, policy, and initiatives that affect Aboriginal and Torres Strait Islander people at Curtin. In 2022, strategic achievements included:

- Provision of on-country experiences in partnership with local communities,
- Global exchange of knowledge and experiences between Aboriginal and Torres Strait Islander peoples and First Nations people around the world,
- Extension of the Interim Curtin University Elevate Reconciliation Action Plan 2018-2022.

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

MEMBERSHIP

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

REPORTING

Simplifying the reporting requirements to avoid duplication of reported activity against the Indigenous Governance Policy objectives and activity under the RAP.

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

5.3.2. Curtin Indigenous Policy Committee

In 2022 CIPC met one (1) time. The CIPC met its constitutional brief for the period under review, providing advice to the Vice-Chancellor and the PMC, by way of its minutes and reports, on matters pertaining to the implementation of the University's Indigenous Governance Policy. Key discussions of CIPC included:

- Indigenous Leadership Group Update

- Curtin University Aboriginal and Torres Strait Islander Advisory Committee
- Monitoring Updates on the Reconciliation Action Plan 2018-2022
- Quarterly updates on the Indigenous Cultural Capabilities Framework
- Update on the Indigenous Governance Review
- 2022 State of Reconciliation in Australia Report
- CIPC 2022 Annual Report
- Updates on the Indigenous Cultural Capabilities Framework
- Ways of Working Attendance
- Aboriginal Employment Target Report

5.3.3. Curtin University Aboriginal and Torres Strait Islander Committee

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

Membership of the CUATSIAC comprises of Member of Council nominated by the Vice-Chancellor; Elder-in-Residence; Provost; Director, Centre for Aboriginal Studies; Deputy Vice-Chancellor, Academic; and Aboriginal and Torres Strait Islander community representatives from a variety of backgrounds across Western Australia. In 2021, the CUATSIAC did not meet.

5.3.4. Indigenous Leadership Group (ILG)

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

Membership of the ILG comprises the Deputy Vice-Chancellor Academic; Director, Centre for Aboriginal Studies (CAS); Curtin Research Fellow, Centre for Aboriginal Studies; Casual Academic, Centre for Aboriginal Studies; Senior Indigenous Research Fellow; Director, Indigenous Engagement.

In 2022, the ILG met once (1). This group works in a collaborative and informal manner to guide decisions impacting Aboriginal and Torres Strait Islander peoples in the University, adhering to Indigenous ways of working and voicing Aboriginal and Torres Strait Islander perspectives.

5.4. 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.

In 2022, the Indigenous Governance Mechanism experienced some changes. The Indigenous Leadership Group (ILG) was initially used as a reference group for the ISSP, with two meetings taking place in the first half of the year. However, changes in the CAS Director position and the recruitment of a new Pro Vice-Chancellor Indigenous Leadership and Strategy (PVCi) meant that the ILG was put on hold. The review of Indigenous Governance across Curtin University will be carried out by the successful candidate, but as of now, the review process is still ongoing. Additionally, COVID-19 has added to the challenges of this process.

Moving forward, it is anticipated that the new PVCi will be responsible for reviewing all committees and mechanisms, including Governance. The requirement of this agreement will be integrated into that structure. Moreover, this position will oversee the finalization of the recruitment process for the new Director of the Centre for Aboriginal Studies. Curtin University remains committed to incorporating Indigenous perspectives into all aspects of the curriculum, and the Centre for Aboriginal Studies is providing support to all faculties in this regard. This aligns with Curtin University's Reconciliation Action Plan and the ongoing development of a new Strategic Plan.

Indigenous Student Success Program 2022 Financial Acquittal

Organisation

Curtin University

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2022 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2022 ²	1,674,590.44
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	
<i>If no interest has been earned briefly state why</i>	
Sale of ISSP assets	
2022 ISSP Grant Income (excluding rollovers)	\$1,674,590.44

Table 1b Other funding used to support Indigenous students in 2022 (excluding GST) ⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	
Other Commonwealth Government funding	51,751.67
Funds derived from external sources ⁷	
Total of other non-ISSP funds for 2022	\$51,751.67

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2022 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	211,594.64
Salaries for staff working on ISSP activities ¹¹	1,452,071.55
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	23,887.07
Travel – domestic (airfares, accommodation & meals)	2,173.92
Travel – international (airfares)	
Travel – international (accommodation and meals)	
Conference fees and related costs ¹²	
ISSP Asset purchases made during 2022 ¹³	
A. Total Expenditure of ISSP 2022 Grant (excluding expenditure from all rollovers into 2022)	\$1,689,727.18
B. Unexpended 2022 ISSP funds approved for rollover into 2023 grant year ¹⁴	
C. Unexpended 2022 ISSP funding to be returned to the NIAA	
2022 ISSP funding committed (A + B + C) ¹⁵	\$1,689,727.18

2. Rollovers

Table 2 Rollovers ¹⁶

			<i>The two options below should total unspent funds for that line</i>	
	Project Funds Rolled over (\$)	Project Funds Expended/committed ¹⁷ (\$)	Excess Option 1: Unspent funds to be rolled into 2023 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2020 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds				
2021 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds				
Unexpended 2022 Funds (From Table 1c, Rows B and C)				
Total funds approved for rollover into 2023 or to be returned ²⁰				

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2022²¹

1. GST received by you in 2022 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²	\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /
	Amount remitted: \$
	Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory ²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2022 ²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2022

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

5. Endorsement of the Financial Acquittal³⁰

2022 Financial Acquittal supported and initialled by authorised officer:

Name:

Title:

Phone: Email:

Signed:
 Date:

INDIGENOUS STUDENT SUCCESS PROGRAM 2022 CERTIFICATION

Complete this certification after reading the completed 2022 Performance Report and 2022 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 2022 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 2022 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 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 2022, 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 2022 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 2022 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 2020 and 2021 funds rolled into 2022, the amount included here should be the amount expended in 2022.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2023.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2023. 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 2022.
- 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 2022.
- 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 2022 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 2023 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.