

Indigenous Student Success Program

2023 Performance Report

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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 2023, reaching 379.5, up from 364.1 in 2022.

TABLE 1 OVERALL EQUITY student numbers by equity type:

Equity cohort	2023 student headcount	% of all Curtin students
Aboriginal & Torres Strait Islander students	695	1.5%
Low socioeconomic status students	8,115	17.3%
Regional, rural and remote students	6,808	14.5%
Students with disability	3,655	7.8%
Total equity students	15,153	32.4%

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. Approximately 35% of Indigenous students

started their applications but did not submit them. 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 2023 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³	\$9,000	7	\$3,000	1	\$0	0	\$12,000	7
Undergraduate ⁴	\$154,500	64	\$54,000	11	\$12,000	12	\$220,500	72
Post-graduate ⁵	\$0	0	\$0	0	\$0	0	\$0	0
Other	\$0	0	\$0	0	\$0	0	\$0	0
Total	\$163,500	71	\$57,000	12	\$12,000	12	\$232,500	79

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 2023: 52 Aboriginal and Torres Strait Islander students were enrolled and 5 of those students graduated a retention rate of 9.62%. 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 2023: 12 Aboriginal and Torres Strait Islander students were enrolled, and 1 of those students graduated and enrolled into a Bachelor of Surgery/Bachelor of Medicine, a retention rate of 8.33%.

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 2023: 6 Aboriginal and Torres Strait Islander students were enrolled and of those students, two students graduated and successfully enrolled in undergraduate degree, a retention rate of 33.33%.

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 2023: 20 Aboriginal and Torres Strait Islander students were enrolled, and 7 of those students who graduated have enrolled in a Curtin undergraduate course. Students enrolled in various disciplines including Health Sciences, Commerce and Arts. This is a retention rate of 35%.

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 vacated in early 2023 and a replacement was not appointed until July 2023. The Centre focused on social media, visits to local organisations and radio.

Prison Outreach

The ITEC course offered to incarcerated Indigenous prisoners continued to gain momentum with students graduating from ITEC and enrolling in the Centre's undergrad certificate in Indigenous Mental Health. Four ITEC students at Casuarina graduated, and one student expressed interest in commerce, another in construction management and two of the students have expressed interest in doing a course that relates to helping their communities. The Centre continues to collaborate with the Curtin Prison Outreach team in providing opportunities for incarcerated students in both men's and women's prisons in the Perth metropolitan area and in Geraldton.

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

At the start of 2023, a decline 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 decreased slightly, suggesting fewer 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)	2022		2023	
	EFTSL	Headcount	EFTSL	Headcount
Aboriginal and Torres Strait Islander students	364.1	695	379.5	691
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	24,192.3	38,605	24,337.4	38,947
TOTAL:	24,556.4	39,300	24,716.9	39,638

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, 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)	2022		2023	
	EFTSL	Headcount	EFTSL	Headcount
Indigenous Commencing	121.2	269	116.2	253
Indigenous Re-enrolling	242.9	426	263.3	438
TOTAL:	364.1	695	379.5	691

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 2023

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	22	704	2279.38	\$128,179.20
Undergraduate	68	2176		
Post-graduate	1	256	2674.4	\$150,979.50
Other	2	1024		
Total	93	4160	4954.78	\$279,158.70

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 93 unique students, attended 4,160 tutorial sessions, and were provided with a cumulative total of 4,954.78 hours of assistance. The total expenditure for our program was \$279,158.70.

In 2023, 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 2019-2023

Indigenous Heritage (Broad)	Indigenous									
	2019>20		2020->21		2021->22		2022>23		2023->24	
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	64%	68%	66%	71%	61%	68%	53%	58%	54%	59%
Postgraduate	67%	71%	70%	72%	61%	63%	63%	69%	63%	69%
Other	18%	46%	14%	37%	8%	33%	13%	41%	18%	37%
Total	55%	63%	58%	65%	52%	60%	49%	56%	49%	56%

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 2023, the pass rate for postgraduate students was 76.67%, while the pass rate for undergraduate students was 63.72%. Overall, the total pass rate was 67.73%.

TABLE 3B PASS RATES FOR 2019-2023

Indigenous Heritage (Broad at Course Commencement)	Indigenous				
	Pass Rate				
Year (Census Date)	2019	2020	2021	2022	2023
Study Level (Course)					
Postgraduate	74.31%	82.84%	77.27%	79.75%	76.67%
Undergraduate	68%	66.34%	68.58%	66.8%	63.72%
Total	68.41%	67.68%	69.38%	67.63%	64.73%

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

TIER 1	TIER 2	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 2023, 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 2023, 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 2017-2022 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
	Headcount				
Aboriginal and Torres Strait Islander students - Undergraduate (inc Enabling)	74	52	98	83	82
Aboriginal and Torres Strait Islander students - Postgraduate	16	16	21	15	21
Non-Aboriginal and Torres Strait Islander students - Undergraduate (inc Enabling)	5461	5730	6163	5892	6569
Non-Aboriginal and Torres Strait Islander students - Postgraduate	1594	1726	1844	1909	1911
TOTAL:	7145	7524	8126	7899	8583

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 increased from 8% in 2019 to 22% in 2023.
- 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	
	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount	EFTSL	Headcount
Regional	59.2	104	63.7	125	67.3	149	87.9	169
Remote	64.0	98	47.8	83	43.6	80	36.8	68
Unknown (+not applicable)	3.3	9	2.6	6	19.6	32	0.4	2
Urban	244.3	404	249.1	442	233.6	434	254.5	452
TOTAL:	370.7	615	363.1	656	364.1	695	379.5	691

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. 2022 Payments	\$59,250	25	\$49,500	11	\$6,000	6	\$114,750	42

B. 2023 Offers ¹⁰	\$66,750	28	\$57,000	12	\$4,000	4	\$127,750	44
C. Percentage ¹¹ (C=B/A*100)							111%	
2023 Payments	\$66,750	28	\$57,000	12	\$3,000	3	\$126,750	43

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, 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 Curtin University Academic, Professional and General Staff Agreement 2017-2021 nominally expired on 30 June 2021. 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 2023, Curtin employed 274 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.

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

TABLE 4B INDIGENOUS WORKFORCE BY LEVEL

Year	2023								
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	115	1	131	9	3	15
Level 1-4	5		33	281		995	21		39
Level 5-7	36		17	1,429		672	185		42
Level 8-10	9		2	573		59	86		2
Level A	13			236			18		
Level B	14			533			72		
Level C	9			312			69		

Level D	5			186			49		
Level E and Above	5	8		216	1,237		56	238	
Other		94	38		4,453	2,251		920	180
Total	86	101	87	3,665	5,649	3,741	543	1,160	253

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.

Further information can be found in our Indigenous Student Success Program Workforce Action Plan.

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 3.3% by June 2025.

The development of the new Employment Strategy will involve:

- Assessment of the previous Employment Strategy,
- Strategising 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.

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 1

Indigenous Student Success Program Workforce Action Plan

Organisation	Curtin University		
Contact Person	Carmel Penny		
Phone	08 92661086	E-mail	Carmel.penny@curtin.edu.au

Following the letter from the Hon Linda Burney MP, Minister for Indigenous Australians to Vice Chancellors, the National Indigenous Australians Agency (NIAA) has prepared this template to assist universities in developing their Workforce Action Plan.

The NIAA is asking universities to provide additional information through a Workforce Action Plan to outline steps it will take to meet the 3 per cent Indigenous employment target that is part of the Indigenous Workforce Strategy. NIAA has been asked to work with you to ensure the Workforce Action Plan builds on the existing Indigenous Workforce Strategy and has clear measures to meet the 3 per cent Indigenous employment target.

The NIAA will be in contact with you in January 2024 to discuss the development of the Workforce Action Plan.

This information is in addition to the normal ISSP reporting from universities, which are still due by 30 April 2024.

The information below provides prompts which may help guide the development of your Workforce Action Plan. You are welcome to structure information in a way that best suits the university and to remove guidance once sections have been completed.

In providing this Workforce Action Plan, it is acknowledged that it is an offence under the Criminal Code Act 1995 to provide false or misleading information.

Guidance for Workforce Action Plan

1. What is your current Indigenous Workforce Strategy?

- *Please provide the current documents (or links).*
- *If the Workforce Strategy is currently being redeveloped, or due to undergo redevelopment in 2024, describe **redevelopment steps** and **timeframe for completion**.*
- 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 3.3% by June 2025.

The development of the new Employment Strategy will involve:

- Assessment of the previous Employment Strategy,
 - Strategising 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.
- Outline the **whole-of-university activities** from your Strategy which are contributing towards achievement of the **3 per cent workforce target**.

This may include activities such as:

- *actions the university is taking to attract and retain Aboriginal and Torres Strait Islander staff as positions are advertised.*
- *new strategies, activities and programs the university has implemented to support and improve recruitment of Aboriginal and Torres Strait Islander people.*
- *professional development and career advancement opportunities provided to Aboriginal and Torres Strait Islander employees.*
- *supports, professional development and career advancement opportunities provided to Aboriginal and Torres Strait Islander students, in particular postgraduate students.*
- *efforts by the university to improve cultural competency of the university, including staff and student cultural training.*
- *strategies to ensure Aboriginal and Torres Strait Islander staff are culturally safe and supported.*

Information in this Action Plan may include:

- *summary of Strategy activity*
- *the timeframe for achievement*
- *whether the activity is has been implemented (and if it has been successful) or currently underway*
- *next steps for actions – in particular, what will be done in 2024*
- *how this activity outcome is measured*

This information could be presented in dot points, a list format, or in a table, as in the following example:

<i>Activity</i>	<i>Timeframe</i>	<i>Next steps</i>	<i>Measuring outcomes</i>
[Summary of activity, which area/s responsible for development and delivery]	[If achieved, when; or if underway, outcome and key milestones]	[Breakdown of next steps; may include milestones, key deliverables, meetings, reporting requirements, reviews, potential delays]	[Measurable outcomes or success criteria for this activity]

- **Culturally Inclusive Recruitment**
 - The Curtin People and Culture team has introduced culturally inclusive end to end recruitment processes with Indigenous ways of knowing, being and doing to assist in attracting Aboriginal and/or Torres Strait Islander peoples to apply.

- Throughout 2023, Aboriginal cultural support and advisory services were provided to recruitment panels and hiring managers by the Senior Advisor Aboriginal Employment, with the aim to improve cultural competence and the experience of Indigenous staff seeking promotion.
- **Equitable merit assessment**
 - Curtin’s position descriptions and job advertisements don't in all instances specify a PhD as a prerequisite for the role, but rather as preferred criteria, as we are focussed on finding a balance of academic and research experience, industry, community engagement and connection. This has led to an increase in applications and increased employment outcomes for difficult to fill roles (academic and executive).
- **New entitlements – Enterprise Bargaining Agreement**
 - Curtin’s commitment through the Enterprise Bargaining Agreement 2022-2025 recognises an additional 5 days of cultural leave for all Aboriginal and Torres Strait Islander staff and a language allowance for Indigenous staff using Traditional Languages in their work. The language allowance is intended to recognise the cultural skillset and contributions Aboriginal and Torres Strait Islander employees bring to the University, with two levels of Language Allowance payments available.
- **Leadership development for Aboriginal and Torres Strait Islander women and youth**
 - The Yorga Djenna Bidi Aboriginal Women’s Leadership Program, through the Western Australian Aboriginal Leadership Institute (WAALI), brings Aboriginal women together across diverse backgrounds and experiences with the objectives to develop leadership capacity for Aboriginal people and the wider community. Curtin is sponsoring 2 Aboriginal employees to participate in the 2024 Yorga Djenna Bidi program. In addition, Curtin will sponsor two Aboriginal staff members to attend the WAALI Emerging Leaders Program.
- **Improving cultural competency**
 - The University’s Indigenous Cultural Capability Framework (ICCF) takes a staged approach to promoting and understanding Indigenous culture, knowledges, and history. Offerings include bite-sized programs such as a one-hour workshop on how to develop a meaningful Acknowledgement of Country, through to immersive On Country experiences. As at 31 December 2023, 60% of Curtin continuing and fixed term staff had participated in an ICCF experience.
- Provide further detail about any activities in the Indigenous Workforce Strategy which have been **paused or are considered unsuccessful**.
 - *Consider why this action did not progress as anticipated. Could it be revisited? Could there be lessons learned for future strategies? Are there unforeseen factors that have impacted the activity?*
- In developing a new Employment Strategy, the effectiveness of initiatives included in the previous strategy is currently being assessed.
- No initiatives/actions have been deliberately paused, however, there are factors which have impacted activity. These include:

- A compact talent pool and competitive market for the recruitment of Aboriginal and Torres Strait Islander employees, especially against the private sector and other universities where higher remuneration packages and benefits may be offered.
 - Recruiting Indigenous academics into roles where a PhD is a requirement can present challenges and create a barrier for competitive applicants.
 - The likelihood of casual engagement with universities for Indigenous academics, potentially leading to employment and financial insecurity concerns.
 - The University is working to re-establish an Indigenous governance model, which is key to the consultation of the new strategy.
- Add any **other activities** that may also contribute to achieving the goal of **3 per cent First Nations staff**.
 - *This might include specific division or faculty-level activities which have not been captured in the university's high level Strategy document; or it may include sector-wide collaborations. This could also include new activities for development during 2024.*
 - Appointments have been made to five key Aboriginal and Torres Strait Islander leadership positions in the University.
 - Three Deans Indigenous Engagement/Indigenous Futures have been appointed in three of Curtin's four academic faculties. The Deans provide leadership and strategic direction to their respective faculties regarding Indigenous knowledges and ways of being and doing, and Indigenous staff and student recruitment and success.
 - A new position, Associate Deputy Vice Chancellor Academic, Indigenous Advancement was created, and an appointment made. In addition, the Director, Centre for Aboriginal Studies was appointed. These appointments affirm the University's commitment to embed the voices and perspectives of First Nations peoples at the forefront of decision making, to create an environment in which everyone thrives.
 - All processes were informed with guidance from Curtin's Senior Advisor, Aboriginal Employment. This resulted in culturally informed recruitment, advertising, position descriptions and cultural protocols in interview.
 - Last year, the Faculty of Business and Law (FBL) introduced a new role, Aboriginal Liaison Officer, to support Indigenous students, and appointed two people to the role.
 - The Aboriginal Student Placement Program (ASPP) is an employment program run by Recruit Curtin in the Student Success team, the aim of this program is to support Indigenous students gain on-campus employment by connecting students with employers and providing resume and interview support.
 - Provide an **indicative timeline** for achieving your **3 per cent First Nations employment target** (expected Indigenous employment rates for 2024, 2025, 2026 etc).
 - *To do so, consider reviewing current staffing numbers, including total First Nations staff, total all staff numbers, and proportion / percentage of staff who are First Nations (if possible, use actual numbers, not FTE, and consider non-ongoing employees separately).*
 - *Note: NIAA uses staffing data from the Department of Education Higher Education*

Statistics online, with 2022 the most current staffing data available. Although this data is sourced from university reporting; it is acknowledged that data sets universities use internally may differ. As part of this process, the NIAA will work with you to understand those differences.

- The EBA has outlined clear employment targets to achieve Aboriginal and Torres Strait Islander employment of at least 3.3% of the overall Full Time Equivalent (FTE). The University met the Aboriginal and Torres Strait Islander Employment target of 65 FTE, reaching 66 FTE at the end of 2023. The target for 2024 is to reach 80 FTE by 30 December, and the final goal is to reach 107 FTE by 30 June 2025, which will be 3.3%.

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.

⁶Total 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 2023 calendar year, including those offers that were not accepted by the student. Record the 2023 component of new scholarship offers and the planned 2022 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 2023 Financial Acquittal

Organisation

Curtin University

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2023 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2023 ²	1,771,905.75
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	
2023 ISSP Grant Income (excluding rollovers)	\$1,771,905.75

Table 1b Other funding used to support Indigenous students in 2023 (excluding GST) ⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	
Other Commonwealth Government funding	205,892.21
Funds derived from external sources ⁷	
Total of other non-ISSP funds for 2023	\$205,892.21

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2023 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	270,098.34
Salaries for staff working on ISSP activities ¹¹	1,055,028.85
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	448,588.87
Travel – domestic (airfares, accommodation & meals)	13,238.65
Travel – international (airfares)	
Travel – international (accommodation and meals)	
Conference fees and related costs ¹²	7,490.35
ISSP Asset purchases made during 2023 ¹³	
A. Total Expenditure of ISSP 2023 Grant (excluding expenditure from all rollovers into 2023)	\$1,794,445.06
B. Unexpended 2023 ISSP funds approved for rollover into 2024 grant year¹⁴	
C. Unexpended 2023 ISSP funding to be returned to the NIAA	
2023 ISSP funding committed (A + B + C) ¹⁵	\$1,794,445.06

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 2024 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2021 funds rolled over into 2023 - please complete column for Option 1 or 2 for any unspent funds				
2022 funds rolled over into 2023 - please complete column for Option 1 or 2 for any unspent funds				
Unexpended 2023 Funds (From Table 1c, Rows B and C)				
Total funds approved for rollover into 2024 or to be returned ²⁰				

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2023²¹

1. GST received by you in 2023 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: \$	Amount remitted: \$
Date remitted: / /	Date 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 2023²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2023

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.

2023 Financial Acquittal supported and initialled by Authorised Officer:

Name:

Title:

Phone:

Email:

Signed:

Date:

INDIGENOUS STUDENT SUCCESS PROGRAM 2023 CERTIFICATION

Complete this certification after reading the completed 2023 Performance Report and 2023 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 2023 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 2023 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2023 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 2023, 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 2023 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 2023 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 and 2022 funds rolled into 2023, the amount included here should be the amount expended in 2023.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2024.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2024. 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 2023.
- 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 2023.
- 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 2023 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 2024 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.