

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	Edith Cowan University		
Contact Person	Steven Newman		
Phone	08 6304 2296	E-mail	s.newman@ecu.edu.au

1. Enrolments (Access)

Strategies

ECU's strategies to increase higher education participation for Aboriginal and Torres Strait Islander students are set down in its Reconciliation Action Plan, 2015-2018 (RAP). The RAP translates the University's commitment to reconciliation into meaningful actions across seven themes, including: inspiring communities to build capacity and aspirations; and providing significant educational opportunities. The following RAP actions are particularly relevant to access:

- **Action 6.** Improve linkages with schools and industry to raise aspirations for education and employment amongst young Aboriginal and/or Torres Strait Islander people
- **Action 7.** continue to deliver on and off campus activities that provide educational and development opportunities to Aboriginal and Torres Strait Islander school students
- **Action 8.** Implement appropriate and supportive application, admission and enrolment procedures to improve pathways for Aboriginal and Torres Strait Islander students in order to increase Aboriginal and Torres Strait Islander university student enrolments
- **Action 10.** Review marketing and recruitment strategies for Aboriginal and/ or Torres Strait Islander students to improve access and increase participation.

Some examples of successful programs in 2017 include the following:

- ECU-sponsored computer literacy classes for Aboriginal and/ or Torres Strait Islander high school students. The program was designed by a senior Aboriginal person and delivered by an Aboriginal tutor in a culturally-appropriate space (Action 6).
- ECU supported the Girrawheen School Aboriginal Girls Program, designed to increase participation at school and raise aspirations for further education (Action 7).
- The University ran culturally-supportive 'drop-in sessions' for prospective Aboriginal students at its two metropolitan campuses, with course information and advice on entry pathways, while tailored student recruitment events were held at the regional South West Campus (Action 8).
- An initiative to promote undergraduate and postgraduate courses in medical and health science disciplines to Aboriginal students, and a renewed marketing approach for courses at the Western Australian Academy of Performing Arts (Action 10).

Other significant achievements in access are described below.

Overall, some \$186,000 of ISSP funding contributed to enrolment activities in 2017.

Scholarships

In 2017 ECU began offering a new education scholarship, to the value of \$1,500 per semester for Aboriginal and/ or Torres Strait Islander students in full-time study. The scholarships supported 16

students in 2017. Expenditure on these new scholarships was \$40,500 (see breakdown below), with a contribution of \$23,250 from ISSP funding and \$17,250 from ECU funds.

1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote Undergraduate	\$15,000	5					\$15,000	6
From Regional/ Remote Postgraduate	0	0					0	0
Undergraduate (non-regional/ remote)	\$22,500	7.5					\$22,500	9
Postgraduate (non-regional/ remote)	\$3,000	1					\$3,000	1
Other								
Total	\$40,500	13.5					\$40,500	16

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$ 36,390 (ICAS/ICECS)
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$ 41,106 (ISSP = \$15,000; ICAS/ICECS = \$26,106)

In addition, expenditure on ECU scholarships first awarded in 2016 and earlier (“preserved”) totalled \$10,875 and continued to support an additional six students in 2017.

Preserved Commonwealth Scholarships (ICAS and ICECS) to the value of \$32,968 continued to support an additional nine students in 2017.

ECU also awarded its Vice-Chancellor’s Aboriginal and/or Torres Strait Islander Scholarship (\$10,000) to one Bachelor degree student and awarded a \$500 “MBA Indigenous Entrepreneurship Prize” to a postgraduate student.

ECU promoted a number of scholarships and prizes on behalf of industry and individual donors. In 2017, the following awards were made to 21 Aboriginal students at ECU:

- the Dorothea Swift Nursing Scholarship – to a Bachelor of Science (Nursing) student;
- the Western Power Aboriginal and Torres Strait Islander Scholarship;

- the Department of Fire and Emergency Services (DFES) Aboriginal and/or Torres Strait Islander Scholarship;
- the Perth Airport Aboriginal and/or Torres Strait Islander Scholarship – to two first year students;
- the Kevin Button and Susie Lim Scholarship – to two students; and
- the Inspiring Minds Equity Scholarship – to 14 students.

Targeted marketing of scholarships was undertaken, and Kurongkurl Katitjin (ECU’s Indigenous Support Unit) included scholarships information in a weekly mail-out to Aboriginal and Torres Strait Islander students.

Engagement and outreach activities

ECU’s engagement with Western Australian Aboriginal communities and people continued to be extensive and wide-ranging.

In 2017 ECU ran a number of outreach programs for Aboriginal school students. The most significant were: the nationally-recognised *Australian Indigenous Mentoring Experience (AIME)* and the multiple award winning *Old Ways, New Ways*, both partially funded by HEPPP and ISSP, with in-kind contributions from ECU. These programs were led by staff from Kurongkurl Katitjin.

Other (HEPPP-funded) school outreach projects in 2017 with a focus on Aboriginal and/ or Torres Strait Islander students were: *Dreamtime*, *Cultural Sky Stories*, *Hot’n’Deadly First Aid Training* and a project to increase participation in science and computing.

Overall, in 2017 some \$303,000 of HEPPP funding contributed to engagement and outreach activities with Aboriginal and Torres Strait Islander students and communities.

Enabling Programs

ECU continues to offer its enabling course to Aboriginal and/ or Torres Strait Islander prospective students, in order to provide the best preparation for undergraduate study. The UniPrep Indigenous program covers information/communication technology skills, academic research and writing, mathematical concepts and techniques, and a wide range of interpersonal communication skills. Successful completion of the no-fee, one semester program provides entry to most ECU undergraduate courses.

Aboriginal and/ or Torres Strait Islander students may also gain entry to undergraduate courses by passing the Aboriginal Student Intake Test (ASIT): a culturally-appropriate assessment of skills and knowledge. The ASIT is administered by Kurongkurl Katitjin and is held four times a year, with two sessions prior to the start of each semester. In 2017 these were held at the Mount Lawley Campus (metropolitan) and at the South West Campus (regional).

Performance

Data provided by the Department of Prime Minister and Cabinet, February 2017:

Total Number of Institutions: 40	2013	2014	2015
EFTSL	163.58	169.71	195.46
EFTSL ranking	24	28	22
EFTSL – Regional & Remote	51.27	60.55	71.48

EFTSL – Regional & Remote ranking	26	22	20
-----------------------------------	----	----	----

Between 2013 and 2015, ECU’s Aboriginal student load increased from 164 EFTSL to 195 EFTSL (19%). An improved ranking also resulted: from 24th to 22nd. This followed a decline in ranking between 2013 and 2014, although the actual load improved slightly between those two years.

Between 2013 and 2015, ECU’s regional and remote Aboriginal student load increased steadily from 51 EFTSL to 71 EFTSL (39%). An improved ranking also resulted: from 26th to 20th.

2. Progression (access and outcomes)

Strategies

ECU’s strategies to improve retention and success of Aboriginal and Torres Strait Islander students are set down in its Reconciliation Action Plan, 2015-2018 (RAP), which includes as one of the seven themes, that of providing significant educational opportunities. The following RAP actions are particularly relevant to progression:

- **Action 2:** In consultation with ECU’s Cultural Ambassador/Elders in Residence, expand welcoming, inclusive and educative spaces at all ECU campuses that celebrate Aboriginal and Torres Strait Islander culture and country.
- **Action 11:** Develop a culturally-sensitive ‘*application to graduation*’ support strategy for Aboriginal and Torres Strait Islander students to increase retention and success rates.
- **Action 14:** Implement agreed protocols on Aboriginal and Torres Strait Islander research to ensure that research activity is informed by sound cultural-awareness and respect.
- **Action 16:** Building on prior achievements, continue to embed Aboriginal and Torres Strait Islander knowledge and perspectives into all undergraduate courses.
- **Action 20:** Increase the cultural competence of the workforce by providing professional development opportunities for all levels of staff that extend beyond cultural awareness at orientation.

Some examples of successful programs in 2017 include the following:

- the completion of ECU’s installations of campus reflection spaces, acknowledging the cultural significance of the land on which our campuses sit, and celebrating the sustainable land practices of the Nyoongar People (Action 2).
- the inclusion of specific targets for improvement in retention, progress, completion and employment outcomes for Aboriginal and Torres Strait Islander students at ECU, as part of the development of a new Student Success Blueprint, 2018-2021 and the next ECU Reconciliation Action Plan (Action 11).
- a specific session on Aboriginal Research Protocols (drawing on a number of national guidelines on ethical human research involving Aboriginal or Torres Strait Islander peoples) is included in ECU’s Principal Supervisor Accreditation Program (Action 14).
- ECU staff showcased our whole-of-institution approach to inclusive curriculum in a presentation, Collective respect: A cross-institutional framework for an inter-culturally inclusive curriculum, delivered at the 2017 World Indigenous Peoples Conference in Education in Canada (Action 16).

- an *Unconscious Bias* course was added to ECU's cultural competency professional development offerings (listed below) in 2017, which also makes connections between intersecting identities for Aboriginal and Torres Strait Islander people (Action 20).

Other significant achievements in retention and success are described below.

Many of the activities directed towards improved retention and success also contribute to performance on completions. Overall, some \$839,000 of ISSP funding contributed to ECU's progression and outcomes activities in 2017.

Tutorial assistance

The tutorial assistance program - the Aboriginal Tuition and Mentoring Program (ATMP) continued in 2017 and supported 101 Aboriginal and/ or Torres Strait Islander students to develop strong foundations for good study habits and structure throughout university study. This represents a take-up rate of 22%, based on the total student number eligible for support through ATMP (452).

The ATMP program consists of individual and group tutorial support and scheduled group skills workshops. Aboriginal and/ or Torres Strait Islander students enrolled (internally or externally) on a full-time or part-time basis can receive up to two hours tutorial assistance per subject per week, and additional tutorial assistance totalling five hours for exam preparation.

Mentoring has been introduced into the program, to build trust between tutors and students.

The ATMP costs include the direct costs of engaging tutors to provide academic and study skills and mentoring assistance, and to fund a part-time program co-ordinator.

During 2017, ECU designed and delivered a series of ten culturally-appropriate study skills workshops co-ordinated by a learning advisor. They covered: managing workload; referencing; critical reading skills; effective academic writing; preparing for exams; balancing university, work and family; and numeracy skills.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	82	4654	
	Postgraduate	9	591	
	Other	10	325	
	total	101	5570	495,620
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			343,427
	total			839,047
Add other categories as relevant				

Success in a unit was more likely for Bachelor and postgraduate students who accessed the program (see table below). It is notable that postgraduate students, in particular, showed significant increased pass rates as a result of accessing the ATMP.

Unit passes, 2017		
Course Level	ATMP	
	Assisted	Not Assisted
Sub-bachelor	27.6%	38.1%
Bachelor	77.4%	74.2%
Postgraduate	96.8%	62.3%

Pastoral care and academic support

ECU's Indigenous Support Unit, Kurongkurl Katitjin, provides pastoral care and academic support for Aboriginal and Torres Strait Islander students and as such, has a vital role in assisting the University to improve progression and completions for Aboriginal and Torres Strait Islander people in higher education. Its purpose is to *“provide excellence in teaching and learning and research in a culturally inclusive environment that values the diversity of Indigenous Australian history and cultural heritage”*.

In 2017 Kurongkurl Katitjin staff continued to provide pastoral care and academic support to Aboriginal and Torres Strait Islander students across ECU, in a culturally-appropriate learning and support environment. Kurongkurl Katitjin is headquartered at the Mount Lawley Campus and provides dedicated study and break-out areas for the University's Aboriginal and Torres Strait Islander students, with additional computing facilities, quiet space for tutoring sessions and a social hub to connect as a student community. Smaller rooms with computers, printers and desk space are located on the Joondalup and South West campuses.

Kurongkurl Katitjin also offers a range of units embedded in courses designed to not only create new ways of learning and working, but also to provide students with the skills and abilities they need to actively promote a positive sense of Aboriginal identity, culture and heritage. Courses cover topics such as: Aboriginal health; Community management and leadership; and Culture.

New initiatives led by Kurongkurl Katitjin in 2017, included: *Ngala Karla - Keeping on Track Matrix* - a resource developed by ECU's Aboriginal and Torres Strait Islander students as a quick reference guide to help keep students on track during their learning journey at ECU and to help students to reflect on their progress and know where to find support. The Matrix has four areas of focus: determination and motivation, attitude, discipline, and resources.

Cultural competency

By raising awareness of Aboriginal and Torres Strait Islander cultures, knowledges and issues and by advocating for improved outcomes and reconciliation, ECU seeks to ensure that its students, staff and graduates make positive contributions to the sustainability and well-being of Aboriginal and Torres Strait Islander peoples and communities.

In 2017 Kurongkurl Katitjin continued to lead on key cultural events for the ECU and wider community, including: NAIDOC Week and the 50th anniversary of the 1967 Referendum. Kurongkurl Katitjin's leadership role in this regard is made possible through annual funding of \$200,000 for the ECU *Aboriginal Cultural Ambassador Initiative*, which began in 2011 and provides a dedicated Elder-in-Residence on each campus. As such, the initiative provides a means of resourcing high-level advice on, and support of, Aboriginal cultural activities across ECU. It has proved to be invaluable, with

regular requests received to provide cultural advice in teaching, student learning and belonging, and in research.

ECU also has a range of direct strategies to increase the cultural competence of our staff by providing professional development opportunities for all levels of staff, extending well beyond cultural awareness training at orientation. Professional development offerings in 2017 included:

- *cultural awareness*
- *Developing Cultural Competence*
- *Moorditj Team Building* for supervisors of Aboriginal and/ or Torres Strait Islander people
- *Courageous conversations About Race.*

Further, discussions about professional development needs are an important part of the *Management for Performance System* and take up of cultural competence professional development opportunities is encouraged.

ECU contributed approximately \$130,000 to cultural awareness activities in 2017.

Performance

Data provided by the Department of Prime Minister and Cabinet, February 2017:

Total Number of Institutions: 40	2013	2014	2015
Progression/Success Rate	69	66	71.41
Progression/Success Rate ranking	29	30	28

Between 2013 and 2015, ECU's Aboriginal student success rate increased from 69% to 71%. A slightly improved ranking also resulted: from 29th to 28th. This followed a decline in performance and ranking between 2013 and 2014.

3. Completions (outcomes)

Strategies

ECU's strategies to improve completions for Aboriginal and Torres Strait Islander students are set down in its Reconciliation Action Plan, 2015-2018 (RAP), which includes as one of the seven themes, that of providing significant educational opportunities. The following RAP actions are particularly relevant to completions:

- **Action 11:** Develop a culturally-sensitive '*application to graduation*' support strategy for Aboriginal and Torres Strait Islander students to increase retention and success rates.
- **Action 12:** Identify and engage with ECU's Aboriginal and Torres Strait Islander alumni to inform content of alumni and student support programs.

Examples of successful programs in 2017 include the following:

- a range of initiatives to support students in completion of their courses, including: recruiting Aboriginal Student Ambassadors; greater engagement with ECU’s Aboriginal Elders-in-Residence at school level; facilitating networking opportunities for Aboriginal students; and supporting conference attendance and promoting academic, cultural and social support mechanisms for Aboriginal students (Action 11).
- the addition of the seventh and eighth pillars to the *Rock Solid Foundations* tribute at the Mount Lawley Campus – an impressive architectural celebration of ECU’s Aboriginal and/ or Torres Strait Islander graduates (Action 12).

Other significant achievements in completions are described below.

Support for course completion

Many of the activities directed towards improved completions also contribute to performance on retention and success and have been reported on in the section above.

Graduate employment and alumni links

In order to assist our Aboriginal and Torres Strait Islander students with employment, ECU funds a dedicated Aboriginal and Torres Strait Islander Employment Coordinator position.

Alumni successes were celebrated again in 2017 with the annual Aboriginal and Torres Strait Islander Alumni event – *Rock Solid Foundations*. This included a screening of a specially produced video featuring the story of ECU’s first Aboriginal graduate.

Work continued in 2017 to develop better ways of engaging ECU’s Aboriginal alumni. ECU is currently exploring potential mentoring, guest speaking, and volunteering opportunities, to further engage with our Aboriginal and Torres Strait Islander alumni. Approximately 30% of Aboriginal and/ or Torres Strait Islander graduates keep in touch through the University’s central Office of Development and Alumni Relations.

Performance

Data provided by the Department of Prime Minister and Cabinet, February 2017:

Total Number of Institutions:	2013	2014	2015
40			
Award Completions	27	31	39
Award Completions ranking	27	27	24

Between 2013 and 2015, ECU’s Aboriginal student completions increased steadily from 27 to 39. A slightly improved ranking also resulted: from 27th to 24th.

Many of the activities directed towards improved completions also contribute to performance on retention and success. Overall, some \$839,000 of ISSP funding contributed to ECU’s progression and outcomes activities in 2017.

4. Indigenous Education Strategy accessible by public

ECU satisfies the requirements of the ISSP guidelines for an “Indigenous Education Strategy” through its Reconciliation Action Plan, 2015-2018 (RAP). The ECU RAP is available from the ECU website: <http://www.ecu.edu.au/about-ecu/indigenous-matters/planning-and-reporting-on-indigenous-matters>. The current RAP is the third ECU RAP and was endorsed by *Reconciliation Australia* in April 2015 at “stretch” level. It includes 33 actions, with deliverable targets and timelines, organised around seven themes and identifies responsible positions for each action. All ECU schools and most ECU service centres have (joint) responsibility for at least one action.

The seven RAP themes are:

- Celebrating cultures – supporting cultural understanding, trust and respect
- Inspiring communities – building capacity, resilience and aspirations
- Reconciling ECU’s Values – converting these into positive behaviours and outcomes
- Learning and Research at ECU – embedding cultural competence and providing significant educational and research opportunities
- Working at ECU – providing economic and social benefits through employment
- Leading and influencing – establishing ECU as an exemplar of good practice in reconciliation for our communities and partners
- Governing our University – managing and governing the University to drive change through reconciliation

The Vice-Chancellor’s Reconciliation Committee monitors the implementation and progress of the ECU’s RAP. The Committee meets quarterly and has representation from Aboriginal and/or Torres Strait Islander students and staff and from other students and staff across several areas and levels of the University. The Committee Chair is external to the University and is a respected Aboriginal community member.

Detailed, twice yearly reports on performance against the RAP are provided to University Executive. An annual progress report on the RAP is provided to ECU’s governing Council, providing a detailed summary of performance for the year (May to April). The RAP annual progress report also engages Council members in discussion about current and future Reconciliation efforts. *Note: these reports are not publicly available, but can be provided to the Department of Prime Minister and Cabinet on request.*

For the year May 2016 to April 2017 – the second year of the current RAP – 22 of the 35 (63%) RAP actions were recorded as completed or on-track, 11 (31%) were recorded as making some progress, and 2 (6%) were making insufficient progress and requiring additional focus. Specific progress against RAP actions for education and employment are described at sections 1-3 and section 5 below.

The next version of the RAP, covering 2018/19 – 2020/21, is currently in development.

5. Indigenous Workforce Strategy accessible by public

ECU satisfies the requirements of the ISSP guidelines for an “Indigenous Workforce Strategy” through its *Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2016-2018* (AESAP). The ECU AESAP is available from the ECU website: <http://www.ecu.edu.au/about-ecu/indigenous-matters/planning-and-reporting-on-indigenous-matters>. This document is a detailed plan, extending the Theme within ECU’s Reconciliation Action Plan: Working at ECU - providing economic and social benefits through employment.

The AESAP includes strategies and key performance indicators for increasing the number of Aboriginal and/ or Torres Strait Islander academic staff and professional staff engaged by ECU and set paths for their professional development and career advancement.

During 2017, the overall employment target for Aboriginal staff was amended to 3% from 2018, as required by the ISSP guidelines. The revised AESAP document was endorsed by ECU's Equity and Diversity Committee in September and approved by University Executive in October 2017.

The next version of the AESAP, covering 2018/19 – 2020/21, is currently in development.

Performance against the AESAP is monitored by the Indigenous Employment (Development and Implementation) Sub-Committee (IEDISC). This committee provides advice to ECU's Equity and Diversity Committee in relation to ECU's Aboriginal employment strategies and performance against targets. The IEDISC comprises a quorum of at least 50% of Aboriginal and Torres Strait Islander staff.

The IEDISC was mandated by the University's previous Collective Agreement and consideration has been given to disestablishing this committee and including this monitoring responsibility under the Terms of Reference of the Equity and Diversity Committee.

5a Indigenous workforce data (2017 breakdown)

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

Faculty	Level/ position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
Kurungkurl Katitjin		4	6	3	5
School of Art and Humanities				3	
School of Education		1		3	
School of Medical and Health Sciences					1
School of Nursing and Midwifery			2	2	2
School of Science			1		
WAAPA		1			
Service Centres			16	2	2
Total	54	6	25	13	10

Note: Indigenous workforce data in disaggregated form has been provided to the Department of Prime Minister and Cabinet, with levels/ positions included. Although the data has been anonymised, this more detailed information will not be published, to avoid the possibility of identification of individuals.

Performance

Data provided by the Department of Prime Minister and Cabinet, February 2017:

	2013	2014	2015	Variation 2014 to 2015
Academic	3	3	4	+1
Non-Academic	22	21	18	-3
Casual Academic	0	0	9	+9
Casual Non-Academic	12	15	8	-7
Total	37	39	39	0

Between 2013 and 2015, ECU's Aboriginal academic staff increased from 3 to 13, largely as a result of casual contracts and linked to the increased teaching of cultural content in course units. Aboriginal professional staff declined over the same period from 34 to 26. This is commensurate with ECU's strategy for increasing academic staff capacity and decreasing professional staff numbers.

6. Indigenous involvement in decision-making

ECU satisfies the requirements of the ISSP guidelines for an "Indigenous Governance Mechanism" through the role of the Pro-Vice-Chancellor (Equity and Indigenous). This position has been occupied by Professor Colleen Hayward AM since 2012. Professor Hayward is also Head of Kurungkurl Katitjin, Centre for Indigenous Education and Research and is a Nyoongar Elder.

In her capacity as Pro-Vice-Chancellor (Equity and Indigenous), Professor Hayward is also a member of the University Executive - the key senior leadership group at ECU - providing strategic advice directly to the Vice-Chancellor.

Professor Hayward is a member of ECU's Indigenous Consultative Committee (ICC) and decisions are made on the application of ISSP funding through consultation and discussions at ICC meetings. ISSP budget allocations are approved by the ICC as early in the year as possible, and a funding framework, also approved by the ICC, has been established to set broad parameters for allocations against activities for the year ahead.

ECU's Indigenous Consultative Committee (ICC) has a membership that includes industry and employer representatives (external), community representatives (external), Aboriginal and/ or Torres Strait Islander staff representatives (internal) and ECU's Elder-in-Residence/ Cultural Ambassador (internal). The ICC provides advice to ECU's Vice-Chancellor and to the Equity and Diversity Committee on matters which impact on ECU's service provision, outcomes and reputation in relation to Aboriginal and/ or Torres Strait Islander peoples.

The ICC met on three occasions in 2017. At its first meeting (February), the Terms of Reference for the committee was adjusted to recognise its role in providing advice on the allocation of the new ISSP annual funding grants. At its second meeting (May), the ICC endorsed the ISSP funding and budget allocations for 2017. At its final meeting (November), the ICC considered and agreed a funding framework for 2018, establishing a number of broad principles for the allocation of funding, once the quantum is known. The 2018 ISSP funding framework will make provision for a new regional scholarship and new reward scholarships.

Other matters discussed by the ICC in 2017 included:

- culturally-significant events, such as NAIDOC Week and the 50th anniversary of the 1967 Referendum;

- the award of student prizes;
- ECU representation at the World Indigenous Peoples Conference on Education;
- the development of cultural reflection spaces at all three campuses;
- ECU representation at the First Nations National Convention and Regional Dialogues;
- continuing funding for the Cultural Ambassador Initiative; and
- the performance and administration of the Aboriginal Tuition and Mentoring Program.

Other examples of Aboriginal engagement in decision-making

ECU continues to strive to provide other opportunities for the participation of Aboriginal and/ or Torres Strait Islander people in governance, management and decision-making at all levels of the University. The ECU Reconciliation Action Plan, 2015-2018 (RAP), includes a theme to: improve the representation of Aboriginal and Torres Strait Islander students, staff and community members in ECU's decision making. The following RAP action is most relevant:

- **Action 29:** Improve the representation of Aboriginal and Torres Strait Islander students, staff and community members in ECU's decision-making processes.

The roles played by Aboriginal and/ or Torres Strait Islander staff, students and external representatives on key University committees, such as the Indigenous Consultative Committee, the Indigenous Employment (Development and Implementation) Sub-Committee, the Vice-Chancellor's Reconciliation Committee and the Equity and Diversity Committee, has been discussed above.

Further examples are:

- Aboriginal staff, student and external representation on consultative committees of three of the eight ECU schools: the School of Medical Sciences; the School of Nursing and Midwifery; and the School of Education.
- Kurongkurl Katitjin's role in ECU's decision-making processes through membership of its staff on: University Executive; Academic Board; the Board of Examiners; and the Research and Higher Degrees Committee.
- The Aboriginal Inclusivity Working Group in the School of Nursing and Midwifery has Aboriginal and/ or Torres Strait Islander student membership and also has a Kurongkurl Katitjin representative.
- Vice-Chancellor's Student Advisory Forum includes three Aboriginal student representatives (one from the School of Medical Sciences, two nominated through Kurongkurl Katitjin).

A potential member pool for appointments to Council and committees of Council has been developed and as future vacancies arise, appointments from this list will be considered, in order to strengthen ECU's relationship with its Aboriginal and Torres Strait Islander Alumni and to provide for more inclusive decision-making.

A register of Aboriginal and/ or Torres Strait Islander staff and students who have expressed an interest in participating in University committees is also maintained.

6a. Statement by the Indigenous Governance Mechanism

In accordance with subsection 17(2)(b) of the Indigenous Student Assistance Grants Guidelines 2017, I can confirm that ISSP grant funding for 2017 has been expended as shown in the financial acquittal, and that this performance report is an accurate reflection of decision-making processes and performance in 2017.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

Edith Cowan University

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	1,057,636		1,057,636
Rollover of funds from previous years			
Interest earned/ royalties	3,388		3,388
Sale of assets			
(include other categories as appropriate e.g. HEPP for other funds)			
HEPPP		303,693	303,693
A. Total Income 2017	\$1,061,024	\$303,693	\$1,364,717

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	495,620	2,164	497,784
Administration	478,575	328,004	806,579
Travel – domestic	5,784	61,390	67,174
Travel – international		4,983	4,983
ISSP Asset purchases			
Conference fees and related costs		693	693
(other major expenditure categories ensuring breakdown sums to total at B below)			
Marketing		89,683	89,683
Student Engagement	31,419	19,336	50,754
Scholarships and Prizes	56,219	38,875	95,094
Cultural Awareness		127,629	127,629
Computing		13,186	13,186
Facilities		25,405	25,406
Welcome to country at Graduation Ceremony		2,000	2,000

Expenditure funded by ECU	-6,593		-6,593
B. Total Expenditure 2017	\$1,061,024	\$713,348	\$1,774,372
<i>C. Unexpended funds PM&C agreed to rollover</i>			
<i>D. Unexpended Funds to be returned to PM&C</i>			
E. TOTAL ISSP Funding use (B+C+D)	\$1,061,024		

Note: A-E must equal zero

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- If GST is *not* paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).		\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution
N/A		

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age
N/A			

5. Financial Acquittal supported and initialled by:

Brad Francis (*on recommendation of Barry Reimer*)

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

(Signature and date)

Telephone contact: (08) 6304 2434

E-mail: b.francis@ecu.edu.au

Note:

- If the organisation is subject to audit by an **Auditor-General** of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation

.....initials

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

Complete this certification after reading the completed 2017 Performance Report and 2017 Financial Acquittal for the Indigenous Student Success Programme.

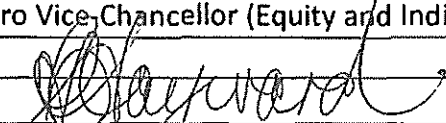
I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2017 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2017 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

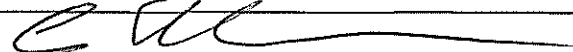
I understand that:

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

Certification recommended by university's Indigenous Governance:

Name: Professor Colleen Hayward
Title: Pro Vice-Chancellor (Equity and Indigenous) and Head of Kurongkurl Katitjin
Signed:  Date: 26/04/2018

Certification made by Vice-Chancellor or equivalent delegate:

Name: Professor Steve Chapman
(on recommendation of Professor Arshad Omari, Senior Deputy Vice-Chancellor)
Title: Vice-Chancellor
Signed:  Date: 27/4/18