

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Performance Report

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### 1. Enrolments (Access)

ECU's strategies to increase higher education participation for Aboriginal and Torres Strait Islander students are set out in the *ECU Reconciliation Action Plan, 2015-2018* (RAP), with the following specific actions 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

Successful access programs run over 2018 included:

- Eight 'Drop In' sessions at the Joondalup and Mount Lawley campuses for prospective Aboriginal students seeking course information or entry advice (Action 6).
- Four 'Yarning Sessions' hosted by a number of Western Australian high schools including Girrawheen SHS, Dianella SC and Bunbury Catholic College (Action 6).
- ECU's annual program of outreach and engagement activities continued and included the annual Dreaming event, *Follow The Dream* and NAIDOC week events (Action 7).
- The *Yokayi Waarbiny Wer Malayin Djin-Djin* (Celebrate Art and Cultural Spirit) Art Program was offered as an extracurricular activity for Girrawheen Senior High School students in the Role Models and Leaders Australia's Girls Academy program. The program is offered to female Aboriginal students at the school as a positive way to promote social interactions, develop personal expression and improve attendance and behaviour at school (Action 7).
- ECU again sponsored the Dreamtime Project in 2018, focused on young Aboriginal girls (aged 15-25) with 35 participants involved in the metro-based workshops delivered in ECU's Kurongkurl Katitjin Gallery. (Action 8).

Overall, \$328,000 of ISSP funding, \$174,000 of HEPPP funding and \$262,000 of ECU in-kind funding contributed to enrolment activities in 2018.

## Scholarships

In 2018, ECU offered a range of education, accommodation and reward scholarships for Aboriginal and Torres Strait Islander students in full-time study, supporting 132 students (refer to the breakdown below).

### 1a Scholarships (2018 breakdown)

Student category	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	No.	\$
From Regional/ Remote- <b>undergraduate</b>	13,065	7	10,710	2	<b>22,300</b>	43	52	46,075
From Regional/ Remote- <b>postgraduate</b>	0	0	0	0	<b>3,350</b>	4	4	3,350
Undergraduate ( <b>non-regional/remote students</b> )	91,963	12	0	0	<b>18,800</b>	54	66	110,763
Post-graduate ( <b>non-regional/remote students</b> )	0	0	0	0	<b>7,625</b>	10	10	7,625
Other								
<b>TOTAL</b>	<b>105,028</b>	<b>19</b>	<b>10,710</b>	<b>2</b>	<b>52,225</b>	<b>111</b>	<b>132</b>	<b>167,813</b>

Value of Scholarships <u>awarded</u> by the university to <b>remote or regional students</b> in the <b>2017</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$41,106 (ICAS/ICECS)</b>
Value of Scholarships <u>offered</u> by the university to <b>remote or regional students</b> in the <b>2018</b> academic year (Section 21(3) in the Guidelines refers)	<b>\$55,015</b> <b>(ISSP = \$30,925</b> <b>ICAS/ICECS = \$24,090</b>

Preserved Commonwealth Scholarships (ICAS and ICECS) to the value of \$24,090 continued to support an additional seven regional and remote students in 2018. ISSP Scholarships (ISSP Education, ISSP Reward, ISSP Reward2 and EATSI) to the value of \$30,925 supported 47 Remote/Regional Students in 2018.

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.

In 2018, Kurungkurl Katitjin (ECU's Indigenous Support Unit) managed two new scholarships to recognise Aboriginal and Torres Strait Islander students who had excelled in their studies and were in their final semester of studies.

The *Reward Scholarship* awards continuing students with \$100 for a Distinction (D) and \$150 for a High Distinction (HD) per unit. These were awarded for achievement in the previous semesters, post census.

The *Over the Line Scholarship* awards eligible students \$1500 (pro-rata by unit load) and is a one-off payment to support students in their journey towards completion. This scholarship is only applied once, per student, per course.

ECU promoted a number of scholarships and prizes on behalf of industry and individual donors. In 2018, the following awards were made to 17 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 11 students.

Targeted marketing of scholarships was undertaken, and further promoted through Kurongkurl Katitjin in a weekly electronic newsletter sent to ECU's 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 2018, ECU ran a number of outreach programs for Aboriginal and Torres Strait Islander 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 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 2018 some \$24,000 of ISSP funding, \$174,000 of HEPPP funding and \$138,000 of ECU in-kind 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 Torres Strait Islander prospective students, in order to provide the best preparation for undergraduate study. Successful completion of the no-fee, one semester program provides entry to most ECU undergraduate courses.

Aboriginal and Torres Strait Islander student enrolments increased slightly in the *UniPrep – Indigenous University Orientation Course*, and now constitute 2.3% of total UniPrep enrolments. Retention post census, for Aboriginal and Torres Strait Islander students who enrolled in UniPrep in Semester 1 2018, was 87%.

Aboriginal and 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 was administered by Kurongkurl Katitjin and held at the Mount Lawley and Bunbury campuses twice a year.

### Performance

Data provided by the Department of Prime Minister and Cabinet, December 2018:

Total Number of Institutions: <b>40</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
EFTSL	195.46	229.21	234.96
EFTSL ranking	22	23	25
EFTSL – Regional & Remote	71.48	74.13	69.82
EFTSL – Regional & Remote ranking	20	21	24

Between 2015 and 2017, ECU's Aboriginal student load increased from 195 EFTSL to 235 EFTSL (20%), although ECU's overall ranking dropped three places from 22<sup>nd</sup> to 25<sup>th</sup>. This followed an improvement in ranking between 2014 and 2015.

ECU's regional and remote Aboriginal student load has been stable between 2015-2017 at around 70-74 EFTSL, while ECU's relative ranking has dropped four places.

## 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 the *ECU Reconciliation Action Plan, 2018-2021 (RAP)*. The following RAP actions are relevant to progression:

<b>Action 2</b>	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
<b>Action 11</b>	Develop a culturally-sensitive ' <i>application to graduation</i> ' support strategy for Aboriginal and Torres Strait Islander students to increase retention and success rates
<b>Action 14</b>	Implement agreed protocols on Aboriginal and Torres Strait Islander research to ensure that research activity is informed by sound cultural-awareness and respect
<b>Action 16:</b>	Building on prior achievements, continue to embed Aboriginal and Torres Strait Islander knowledge and perspectives into all undergraduate courses
<b>Action 20:</b>	Increase the cultural competence of the workforce by providing professional development opportunities for all levels of staff that extend beyond cultural awareness at orientation

Examples of successful retention and success programs in 2018 include the following:

- Completion of the *Dambart Bilya Cultural Reflection Space* on the ECU South West Campus, 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 strategies and 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 the new *Student Success Blueprint, 2018-2021* and the next ECU Reconciliation Action Plan (Action 11).
- ECU researchers are provided with the following resources via the Office of Research and Innovation and Research Ethics webpages: *ECU's Aboriginal Research and Study Protocols*; *AIATSIS Guidelines for Ethical research in Australian Indigenous Studies* (GERAIS); and *Values and Ethics: Guidelines for Ethical Conduct in Aboriginal and Torres Strait Islander Health Research* (Action 14).
- ECU's School of Science students developed a website and mobile application aimed at accessibility of ICT to Aboriginal communities. Students undertook community and industry consultation and sought information and expertise in the area of ICT acceptance and useability. (Action 16).
- A total of 546 ECU staff (351 professional staff and 195 academic staff), with an average of 28 people per session, attended the *Aboriginal cultural professional development* course in Semester 1 2018 (Action 20).

Other achievements in retention and success are described below. Many of the activities directed towards improved retention and success also contribute to performance on completion.

Overall some \$344,000 of ISSP funding and \$283,000 of ECU in-kind funding contributed towards the activities described in this report in 2018.

## Tutorial Assistance

The ECU *Aboriginal Tuition and Mentoring Program* (ATMP) continued in 2018 and supported 71 Aboriginal and Torres Strait Islander students to develop strong foundations for good study habits and structure throughout studies. This represents a take-up rate of 19%, based on the total student number eligible for support through ATMP (379).

The ATMP program consists of individual and group tutorial support and scheduled group skills workshops. In 2018, there were changes to the eligibility criteria for student participation in the ATMP. Aboriginal and Torres Strait Islander students were eligible if enrolled (internally or externally) on a full-time or part-time basis in any undergraduate or postgraduate course.

The number of hours of tuition available to a student was determined by the student's load and study level. This gives students greater autonomy to focus their tuition support on specific units when they require it most.

The ATMP costs include the direct costs of engaging 45 tutors to provide academic and study skills and mentoring assistance, and to fund a part-time program co-ordinator.

### 2a Tutorial and other assistance provided (2018 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	58	2094.25	
	Postgraduate	11	109.75	
	Other	2	90	
	<b>total</b>	<b>71</b>	<b>2294</b>	
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			<b>\$251,976</b>
	<b>total</b>			

The success rates of Aboriginal and Torres Strait Islander students assisted through the ATMP can be compared to the success of equivalent students who did not access the ATMP. As shown below, the ATMP improves Aboriginal and Torres Strait Islander student success.

### Impact of the 2018 ATMP on specific Aboriginal and Torres Strait Islander groupings as measured by success (%)

		ATMP assisted	Unassisted	Impact of ATMP
Program Level	Undergraduate	82.7%	72.8%	+9.9%
	Postgraduate	97.3%	78.6%	+18.7%
	Other	95.2%	91.3%	+3.9%

## Pastoral care and academic support

ECU's Indigenous Support Unit, Kurungkurl Katitjin, provides pastoral care and academic support for Aboriginal and Torres Strait Islander students and has a vital role in improving 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”.

Over 2018, Kurungkurl 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. Kurungkurl 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.

Throughout 2018, as part of ECU’s *Aboriginal Cultural Ambassador Initiative*, Elders were available one day per week to provide advice to students and staff and offering guidance to senior management and committees of the University. In addition, having a dedicated Elder-in-Residence continued to prove invaluable, with regular requests to provide cultural advice in teaching, student learning and belonging, and in research.

### Cultural competency

By raising awareness of Aboriginal and Torres Strait Islander cultures, knowledge 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 2018, Kurungkurl Katitjin continued to lead on key cultural events for the ECU and wider community, including Reconciliation Week and NAIDOC Week. Kurungkurl 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.

ECU also has a range of direct strategies to increase the cultural competence of its staff by providing professional development opportunities, extending well beyond cultural awareness training at orientation. Professional development offerings in 2018 included:

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

ECU contributed \$185,000 to cultural awareness activities in 2018, and ISPP funded contributions totalled just over \$32,000.

### Performance

Data provided by the Department of Prime Minister and Cabinet, December 2018:

Total Number of Institutions: 40	2014	2015	2016
Progression/Success Rate	66	71.41	67.97
Progression/Success Rate ranking	30	28	30

Between 2014 and 2016, ECU’s Aboriginal student success rate increased slightly from 66% to 68%., with a marked increase from 2014 to 2015. ECU’s ranking reflected the changing success rates, moving from 30<sup>th</sup> to 28<sup>th</sup> and then back to 30<sup>th</sup>.

### 3. Completions (outcomes)

ECU's strategies to improve completions for Aboriginal and Torres Strait Islander students are set down in the *ECU Reconciliation Action Plan, 2015-2018* (RAP). The following RAP actions are particularly relevant to completions:

<b>Action 11:</b>	Develop a culturally-sensitive ' <i>application to graduation</i> ' support strategy for Aboriginal and Torres Strait Islander students to increase retention and success rates
<b>Action 12:</b>	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 2018 include:

- ECU's School of Nursing and Midwifery employed an Aboriginal Student Ambassador one day per week. The Ambassador links with students and supports, guides and mentors them through their student journey. A key focus of this role is to increase the retention and success rates of Aboriginal and Torres Strait Islander students and promote their success by fostering a sense of belonging within the student cohort. (Action 11).
- A range of initiatives support students in completion of their courses, including: 'Over the Line' scholarships, Aboriginal Student Ambassadors; 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 students (Action 11).
- Contact details for all ECU Aboriginal and Torres Strait Islander alumni with qualifications at any level, are recorded in the Office of Development and Alumni Relationships database. 2018 saw improved engagement, with an increase in the opening of electronic communications, including Alumni eNews, by Aboriginal and Torres Strait Islander alumni from 20% in 2017 to 23% in 2018 (Action 12).

#### 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 Aboriginal and Torres Strait Islander students with employment, ECU funds a dedicated Aboriginal and Torres Strait Islander Employment Coordinator position.

Work continued in 2018 to develop better ways of engaging ECU's Aboriginal and Torres Strait Islander alumni. ECU continually explores potential mentoring, guest speaking, and volunteering opportunities, to further engage with our Aboriginal and Torres Strait Islander alumni. Approximately 30% of Aboriginal and Torres Strait Islander graduates keep in touch through the University's Office of Development and Alumni Relations, and/or through Kurongkurl Katitjin.

#### Performance

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

Total Number of Institutions: <b>40</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Award Completions	31	39	42
Award Completions ranking	27	24	24

Between 2014 and 2016, ECU's Aboriginal student completions increased steadily from 31 to 42. A slightly improved ranking also resulted: from 27<sup>th</sup> to 24<sup>th</sup>.

Many of the activities directed towards improved completions also contribute to performance on retention and success. Overall, some \$252,000 of ISSP funding and \$250,000 of ECU funding contributed to ECU's completion activities in 2018.



#### 4. Indigenous Education Strategy accessible by public

ECU continues to satisfy the requirements of the ISSP guidelines for an “Indigenous Education Strategy” through its Reconciliation Action Plan (RAP). The latest ECU RAP, developed during 2018, is the *ECU Reconciliation Action Plan, 2018-2021*, available from the ECU website:

<https://www.ecu.edu.au/about-ecu/indigenous-matters/reconciliation-action-plan>. The ECU RAP 2018-2021 is the fourth ECU RAP and has been endorsed by *Reconciliation Australia* at Stretch level.

ECU’s third RAP (2015-2018) overlaps the ISSP 2018 reporting period, and has been referenced in this performance report. The ECU RAP 2015-2018 included 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 across 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.*

Annual reporting for the year May 2017 to April 2018 identified that 24 (69%) of the 35 RAP actions were recorded as completed or on-track, 8 (23%) were recorded as making some progress, and 3 (8%) were making insufficient progress and requiring additional focus. Specific progress against RAP actions for education and employment are described at sections 1-3 above and section 5 below. Reporting has not yet occurred for the 2018-2019 period against the RAP 2018-2021.

The fourth ECU *Stretch* RAP 2018-2021 includes 36 actions, each with a number of deliverable targets that are aligned to the RAP framework’s three key pillars: *Relationships; Respect; and Opportunities*. The RAP addresses *Relationships, Respect* and *Opportunities* through seven themes:

- Leadership and Governance
- Cultural Understanding
- Community Partnerships
- Aboriginal and/or Torres Strait Islander Students
- Aboriginal and/or Torres Strait Islander Staff
- Teaching and learning
- Research

## 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.

For 2018, the employment target for Aboriginal staff was amended to 3%, 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 – 2021, has been finalised and is waiting endorsement by ECU’s Kudjikat Wow-r-ing committee. The 2018-2021 AESAP has further actions for the placement of traineeships and cultural competence attainment for professional staff.

Performance against the AESAP was monitored by the Indigenous Employment (Development and Implementation) Sub-Committee (IEDISC). This committee was retired in May 2018 and monitoring responsibility for the AESAP is now contained within the Terms of Reference by the Equity and Diversity Committee.

### 5a Indigenous workforce data (2018 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.*

		Permanent		Casual/contract	
Faculty	Level/ position	Academic	Non- academic	Academic	Non-academic
Kurungkurl Katitjin		4	5	2	8
School of Art and Humanities				3	
School of Education		1	1		
School of Medical and Health Sciences					5
School of Nursing and Midwifery		1	4		
School of Science			1		1
WAAPA		1		1	
Service Centres		1	16	3	2
<b>Total</b>	<b>54</b>	<b>8</b>	<b>27</b>	<b>9</b>	<b>10</b>

**Performance**

Data provided by the Department of Prime Minister and Cabinet, December 2018:

	Past Performance			Minimum ISSP Target
	2015	2016	2017	
Total Aboriginal and Torres Strait Islander Staff Number	39	47	54	
Total number of staff as per Annual report			1776	
Percent			3%	3%

ECU's Aboriginal and Torres Strait Islander staff numbers continue to grow annually and meets the 3% employment target as required by the ISSP grant guidelines.

## 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). The position was occupied by Professor Colleen Hayward AM from 2012 until her retirement in early 2019. Professor Hayward was also Head of Kurungkurl Katitjin, Centre for Indigenous Education and Research and a Noongar Elder. Professor Braden Hill has now commenced as the ECU Pro-Vice-Chancellor (Equity and Indigenous) as of January 2019.

Over 2018, in her capacity as Pro-Vice-Chancellor (Equity and Indigenous), Professor Hayward was a member of the University Executive and a member of ECU’s Indigenous Consultative Committee (ICC) at which decisions are made on the application of ISSP funding through consultation and discussions at ICC meetings. An ISSP funding framework, approved by the ICC, has been established to set broad parameters for allocations against activities for the year.

ECU’s Indigenous Consultative Committee (ICC), now known as the Kudjukat Wow-r-ing committee, 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 two occasions in 2018. At its first meeting (February) the ICC discussed the ISSP funding and budget allocations for 2018, the focus and design of additional outreach and retention programs and changes to the Aboriginal Tutorial and Mentoring Program (ATMP). At its second meeting (May), the ICC considered re-naming the ICC as Kudjukat Wow-r-ing meaning ‘future making’, the new ECU Reconciliation Action Plan (2018-2021) (RAP), allocation of ongoing and semester based ISSP scholarships and retirement of the ECU Indigenous Employment Sub-Committee, following a review of its function and overlap with the functions of the Reconciliation Committee and the Equity and Diversity Committee.

### Other examples of Aboriginal engagement in decision-making

In the ECU *Reconciliation Action Plan, 2015-2018* (RAP), the following RAP action is most relevant to Aboriginal engagement in decision-making:

<b>Action 29</b>	Improve the representation of Aboriginal and Torres Strait Islander students, staff and community members in ECU’s decision-making processes.
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The roles played by Aboriginal and Torres Strait Islander staff, students and external representatives on key University committees have 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.
- Kurungkurl 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 Torres Strait Islander student membership and also has a Kurungkurl Katitjin representative.
- Vice-Chancellor’s Student Advisory Forum includes three Aboriginal student representatives (one from the School of Medical Sciences, two nominated through Kurungkurl Katitjin).

A pool for appointments to Council and committees has been developed and appointments from this are considered as vacancies arise, 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 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 2018 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 2018.

## INDIGENOUS STUDENT SUCCESS PROGRAMME – 2018 Financial Acquittal

**Organisation**

Edith Cowan University

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2018 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 2018	1,225,151		1,225,151
Rollover of funds from previous year Email approval date: ....../....../2017			
Interest earned/ royalties	4,620		4,620
Sale of assets			
(include other categories as appropriate e.g. HEPP for other funds)		174,423	174,423
<b>A. Total Income 2018</b>	<b>\$ 1,229,771</b>	<b>\$ 174,423</b>	<b>\$ 1404,194</b>

### 2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	758,030	549,143	1,307,173
Administration			
Travel – domestic		40,916	40,916
Travel – international			
ISSP Asset purchases			
Conference fees and related costs		2,308	2,308
Rollover of funds for approved activity ^			
(other major expenditure categories ensuring breakdown sums to total at B below)			
Marketing		55,974	55,974
Student Engagement	24,094	38,371	62,465
Scholarships and Prizes	109,949	64,625	174,574
Cultural Awareness	32,085	172,437	204,522
Computing		2,310	2,310
Facilities		31,166	31,166
Welcome to Country at Events		12,260	12,260
<b>B. Total Expenditure 2018</b>	<b>\$ 924,158</b>	<b>\$ 969,510</b>	<b>\$ 1,893,668</b>

<i>C. Unexpended funds PM&amp;C agreed to rollover</i>	304,500		
<i>D. Unexpended Funds to be returned to PM&amp;C</i>	1,113		
<b>E. TOTAL ISSP Funding use (B+C+D)</b>	1,229,771		

**Note:** A-E must equal zero

^ Please provide a note on the progress of activity agreed under a roll over.  
Please delete this box if no roll-over was agreed.

### 3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2018

- 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 2018 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

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

(Signature and date)

Telephone contact: (08) 63042434

E-mail: [b.francis@ecu.edu.au](mailto: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 – 2018 CERTIFICATION

Complete this certification after reading the completed 2018 Performance Report and 2018 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 2018 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 2018 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 Braden Hill  
Title: Pro-Vice Chancellor (Equity and Indigenous) and Head of Kurungkurl Katitjin  
Signed:  Date: 22/3/19

### 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: 30/4/19