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Kulbardi
MURDOCH UNIVERSITY



FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

Murdoch University

Kulbardi Aboriginal Centre

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is no Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

In 2016, Murdoch University made significant improvements in ensuring that Aboriginal and Torres Strait Islander people are members of key governance and decision-making bodies within our institution.

Indigenous staff/community members are meaningfully involved in the following institutional bodies:

Senate:

Mr. Glen Kelly

Former Chief Executive Officer of the South West Aboriginal Land and Sea Council, Glen Kelly is a key member of Murdoch University's peak governance body, the University Senate.

Murdoch University Research Committee:

Prof. Rhonda Marriott

Prof. Rhonda Marriott is a key member of the University's Research Committee. Chaired by the Deputy Vice-Chancellor (Research), this committee is responsible for research strategy and priorities and assuring the appropriateness and quality of the research environment at Murdoch University.

Quality and Equity Standards Committee (QuESC):

Mr. Braden Hill

Manager/Head of Centre for the Kulbardi Aboriginal Centre, Braden Hill is an ex-officio member of the QuESC group as co-chair of the University's Reconciliation Action Plan Working Group. The QuESC committee is responsible for academic performance, the quality of learning and teaching and research outcomes, compliance with the Higher Education Standards Framework, and the access and success of student equity groups.

Reconciliation Action Plan Working Group:

Ms Elizabeth Jackson-Barrett, Prof. Rhonda Marriott and Mr. Braden Hill

Elizabeth, Rhonda and Braden are the three co-chairs of Murdoch University's Reconciliation Action Plan Working Group. This group is responsible for overseeing the implementation of the University's 2015-2016 RAP.

Honorary Panel of Elders

May McGuire, Myrtle Yarran, Cedric Jacobs, Jim Morrison, Janet Hayden, Robert Isaacs and Marie Taylor are senior Nyungar elders who make up Murdoch University's Honorary Panel of Elders. This group provides leadership and cultural advice to the University's RAP Working Group and the broader University community.

Aboriginal Advisory Committee

Prof. Dawn Besserab, Glen Kelly, Grantley Winmar, Ashleigh Lindsay, Isabelle Adams, Dr. Barbara Hostelek, Jacqueline Minney and Ben Wyatt MLA are all Indigenous community members who provide expert advice to the University on the implementation of the RAP and broader matters of relevance.

School of Arts Board

Dr. Glen Stasiuk

Glen is a member of the School Board within the School of Arts

School of Education

Ms. Elizabeth Jackson-Barrett

Libby is a member of the School Board within the School of Education

Indigenous Leadership at Murdoch University

Manager/Head of Centre, Kulbardi

- Mr. Braden Hill
- Professor Aboriginal Health and Wellbeing
- Prof. Rhonda Marriott

2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.

Your response to this goal needs to address but is not limited to the following points:

- An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

Aboriginal and Torres Strait Islander Employment Strategy

Murdoch University is currently developing a new Indigenous Employment Strategy as part of its Reconciliation Action Plan. The responsibility for its implementation is situated with the Director of People and Culture. This strategy is being developed in consultation with Aboriginal and Torres Strait Islander staff. This is to be monitored by the Equity and Diversity Committee – a subcommittee of Academic Council.

Indigenous Specific Positions

In 2016, Murdoch University has two Indigenous-specific positions. These positions are located within the Kulbardi Aboriginal Centre.

- Manager/Head of Centre
Kulbardi Aboriginal Centre
HEW 10
- Kulbardi Student Support Coordinator
HEW 5

Aboriginal and Torres Strait Islander staff at Murdoch University

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Continuing		
School of Education	Academic	Lecturer
Kulbardi Aboriginal Centre	Non-Academic	Manager
Library	Non-Academic	Library Officer
Kulbardi Aboriginal Centre	Non-Academic	Engagement and Communications Officer
Kulbardi Aboriginal Centre	Non-Academic	Student Support Coordinator
School of Education	Non-Academic	Academic Support Officer/Administrative Assistant
Centre for University Teaching and Learning	Non-Academic	Learning Innovations Support Officer
School of Arts	Academic	Lecturer
Library	Non-Academic	Administrative Officer
Fixed-Term		
School of Psychology and Exercise Science	Academic	Professor/Chair Nursing, Maternal and New Born Health, Aboriginal Health and Wellbeing
School of Psychology and Exercise Science	Non-Academic	Research Coordinator

School of Psychology and Exercise Science	Academic	Senior Research Fellow – Culturally Secure Midwifery Project
Kulbardi Aboriginal Centre	Non-Academic	Student Success Officer
Kulbardi Aboriginal Centre	Non-Academic	Engagement and Communications Officer
Kulbardi Aboriginal Centre	Academic	Indigenous Academic Fellow
Kulbardi Aboriginal Centre	Academic	Indigenous Academic Fellow
Total: 16	Total Academic: 6 Total Non-Academic: 10	

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Kulbardi Aboriginal Centre	Academic	ITAS Tutor
Kulbardi Aboriginal Centre	Academic	ITAS Tutor
Equity and Social Inclusion	Non-Academic	Equity Assistant
Equity and Social Inclusion	Non-Academic	Exam Supervisor
Equity and Social Inclusion	Non-Academic	Admin Relief
Total 5	Total Academic: 2 Total Non-Academic: 3	

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students

	2015	2016
Aboriginal and Torres Strait Islander students	102	136
Non Aboriginal and Torres Strait Islander students (Domestic students only):	4,100	4,977

Access and Outreach Programs

Program Name	Target audience	Outline of Program	Outcome
K-Track Indigenous Enabling Program	Aboriginal and Torres Strait Islander school leavers, mature aged and working professionals wanting to pursue university studies	<p>As Murdoch University's Indigenous enabling course, this program gives Aboriginal and Torres Strait Islander students the opportunity to develop their capacity to learn at the undergraduate level, by engaging with thought-provoking topics within a vibrant and supportive learning environment. Designed specifically to prepare students for university, successful K-Track students will, upon completion of the program, be eligible to enrol into an undergraduate course of their choice at Murdoch University.</p> <p>K-Track is a semester long bridging program (14 weeks). It consists of four units, taught over four days per week. These units assist students to improve their academic writing skills and develop their capacity to think critically and scientifically. This program is available both internally (on-campus) and externally (online).</p>	In 2016, 22 students successfully completed the program with 21 enrolling in an undergraduate degree across a range of disciplines.
Australian Indigenous Mentoring Experience	Aboriginal and Torres Strait Islander secondary school students	The program engages University students to mentor Indigenous students in local secondary schools. At Murdoch, AIME will operate a core program and an outreach program. The core program targets Indigenous students within a close proximity to the University. The outreach program is intended to target students that are located remotely from the University.	9 secondary schools engaged 236 mentees engaged 2 students transitioned into university studies 4 enrolled at Murdoch via other AIME programs 78 Murdoch mentors engaged
Deadly Dreaming	Aboriginal and Torres Strait Islander secondary school students and school staff responsible for supporting Indigenous students and provide career guidance to pupils in these years.	Deadly Dreaming is Murdoch University's annual Indigenous secondary school engagement event. This expo style event saw representation from all of WA's universities and other tertiary education providers. It also involved a range of employers across a wide range of industries that could provide tangible training and employment opportunities. Students participated in 'speed dating' style interviews with employers and learned about the various pathways into further education.	In 2016, deadly dreaming engaged with 13 different high schools and approximately 150 Indigenous secondary students.

NAIDOC 2016: Living Narratives of Our Nation	Aboriginal and non-Aboriginal community members of all ages.	This annual celebration of Aboriginal and Torres Strait Islander culture was a major community engagement activity coordinated by the Kulbardi Aboriginal Centre. This showcases and celebrates Indigenous people from across the country and is quickly becoming a key event in the Perth NAIDOC calendar.	Over 250 Indigenous and non-Indigenous people were in attendance. All left with information about studying at University and information on pathways into further study.
Warlang Health Festival	Aboriginal and non-Aboriginal community members of all ages, particularly those interested in health-related areas of study.	Murdoch University played host to the Warlang Health Festival. This event aimed to raise awareness of careers in health for Aboriginal and Torres Strait Islander people. Organisations, service-providers, training institutions, employers and universities gave advice to attendees on career, employment and study options in the health and health-related disciplines. Paralympian Brad Ness addressed the audience along with key leaders in Indigenous health.	Over 250 people attended the event.



Deadly Dreaming 2016



Warlang Health Festival



NAIDOC 2016

University Aboriginal and Torres Strait Islander Scholarships

Scholarship Title	Information	Course	Total Value	Allocated	Awarded
Kulbardi Health Education Assistance	<ul style="list-style-type: none"> Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course within the health or human services disciplines in 2016. Circumstances of personal and/or financial hard-ship maybe taken into consideration. Be an Australian citizen. Be an Aboriginal and/or Torres Strait Islander. 	Health and Human Services (including Chiropractic, Counselling, Psychology, Exercise Science and Biomedical Science)	\$30,000	26	26
Kulbardi Health Childcare Support Scheme	<ul style="list-style-type: none"> Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course within the health or human services disciplines in 2016. Circumstances of personal and/or financial hard-ship maybe taken into consideration. Be an Australian citizen. Be an Aboriginal and/or Torres Strait Islander. 	Health and Human Services (including Chiropractic, Counselling, Psychology, Exercise Science and Biomedical Science)	\$21,000	6	6
Kulbardi Health Accommodation Assistance	<ul style="list-style-type: none"> Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course within the health or human services disciplines in 2016. Circumstances of personal and/or financial hard-ship maybe taken into consideration. Be an Australian citizen. Be an Aboriginal and/or Torres Strait Islander. 	Health and Human Services (including Chiropractic, Counselling, Psychology, Exercise Science and Biomedical Science)	\$20,000	8	8

Kulbardi Health Laptop Scheme	<ul style="list-style-type: none"> • Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course within the health or human services disciplines in 2016. • Circumstances of personal and/or financial hard-ship maybe taken into consideration. • Be an Australian citizen. • Be an Aboriginal and/or Torres Strait Islander. 	Health and Human Services (including Chiropractic, Counselling, Psychology, Exercise Science and Biomedical Science)	\$9,600	6	5
Kulbardi Education Scholarship	<ul style="list-style-type: none"> • Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course in 2016. • Circumstances of personal and/or financial hard-ship maybe taken into consideration. • Be an Australian citizen. • Be an Aboriginal and/or Torres Strait Islander. 	ALL	\$2,850	30	25
Kulbardi Accommodation Scholarship	<ul style="list-style-type: none"> • Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course in 2016. • Circumstances of personal and/or financial hard-ship maybe taken into consideration. • Be an Australian citizen. • Be an Aboriginal and/or Torres Strait Islander. 	ALL	\$2,850	15	13
Kulbardi Childcare Scholarship	<ul style="list-style-type: none"> • Intend to enrol or are currently enrolled at Murdoch University in an undergraduate in 2016. • Circumstances of personal and/or financial hard-ship maybe taken into consideration. • Be an Australian citizen. • Be an Aboriginal and/or Torres Strait Islander. 	ALL	\$2,452	5	4

K-Track Education Scholarship	<ul style="list-style-type: none"> • Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course in 2016. • Circumstances of personal and/or financial hard-ship maybe taken into consideration. • Be an Australian citizen. • Be an Aboriginal and/or Torres Strait Islander. 	All	\$2,400	25	22
Grandfathered - ICAS	<ul style="list-style-type: none"> • Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course in 2016. • Circumstances of personal and/or financial hard-ship maybe taken into consideration. • Be an Australian citizen. • Be an Aboriginal and/or Torres Strait Islander. 	ALL	\$5,276	7	7
Grandfathered - ICECS	<ul style="list-style-type: none"> • Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course in 2016. • Circumstances of personal and/or financial hard-ship maybe taken into consideration. • Be an Australian citizen. • Be an Aboriginal and/or Torres Strait Islander. 	ALL	\$2,637	33	24
Newmont Boddington Scholarship	<ul style="list-style-type: none"> • Intend to enrol or are currently enrolled at Murdoch University in an undergraduate course relevant to the resources industry in 2016. • Preference given to Noongar students from the Gnullar Kaarla Boodjar claimant group. • Be an Australian citizen. • Be an Aboriginal and/or Torres Strait Islander. 	As determined by donor.	Maximum \$8000/year	2	2
NTEU	<ul style="list-style-type: none"> • Be an Aboriginal or Torres Strait Islander student • Fall into at least one of the student categories below: • Demonstrate a history of community engagement • Maintain continued enrolment as a full-time student in the course. 	ALL	\$6000/year	2	2

Pre-Law Fee-Waiver	<ul style="list-style-type: none"> • Can demonstrate prior interest or experience in Law or Legal Studies; • Be an Australian citizen or permanent resident. • Be an Aboriginal and/or Torres Strait Islander 	Law, Legal Studies	\$750	2	0
City of Mandurah Indigenous Scholarship	<ul style="list-style-type: none"> • Be of Aboriginal or Torres Strait Islander descent; • Be enrolled full-time in an Undergraduate Nursing course at the Mandurah Campus; • Current resident of the City of Mandurah; • Be experiencing circumstances of personal or financial hardship. 	Nursing	\$3000	1	1

4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

The total number of Aboriginal and Torres Strait Islander student enrolments is as follows:

	2015	2016
Aboriginal and Torres Strait Islander students:	242	276
Non Aboriginal and Torres Strait Islander students (Domestic students only):	13,188	13,536

Strategies to address participation

Murdoch University's Indigenous Education Strategy guides strategic efforts to increase the enrolment of Aboriginal and Torres Strait Islander students in higher education. The following is an excerpt from Murdoch University's current Indigenous Education Strategy 2015-2019.

Strategy	Outline of Strategy	Constraints	Outcomes
Indigenous Education Strategy (2015-2019)	<p>Murdoch University’s Indigenous Education Strategy provides direction in increasing enrolments, retention, success and completion rates for Aboriginal and Torres Strait Islander students across all disciplines and levels of study. Endorsed by the University’s Academic Council in 2015, this institutional strategy has provided the University with a coordinated approach to improving education outcomes for Indigenous students.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> • Indigenous representation in marketing campaigns • Collaborated recruitment efforts between Kulbardi and Domestic Engagement team • Strengthening relationships with secondary school via AIME, Follow the Dream etc. • Establish Kulbardi Indigenous Student Ambassador program • Actively market scholarships to attract Indigenous people to enrol at Murdoch University • Indigenous Student Experience Surveys • Outreach calls to commencing students each semester • Celebrate Indigenous academic excellence through Kulbardi Scholars Luncheon and academic awards • Integrate Kulbardi and Student Advisor networks to provide better data to inform student support interventions • Build the Indigenous student research cohort and provide HDR students with the opportunity to engage with other research students across the IRU network. • Develop transitions academic pathway to support entry into Bachelor level studies. 	<p>Resourcing and funding needs to be addressed, particularly the use of funds outside of ISSP and HEPP schemes.</p>	<ul style="list-style-type: none"> • Higher total Aboriginal and Torres Strait Islander enrolments (distinct, EFTSL and proportion of domestic cohort). • Increased numbers of Indigenous commencing students. • Significantly increased outreach and engagement with prospective students. • Increased retention (within 6.46% of parity) • Indigenous students included in Murdoch University marketing campaigns • New enabling program, Ngoolark, piloted and established to better support Indigenous students transitioning into undergraduate studies.

<p>Reconciliation Action Plan (2015-2018)</p>	<p>Engaging with Aboriginal and Torres Strait Islander people and building respectful relationships between all Australians is integral to Murdoch University's way of working.</p> <p>Murdoch University's Reconciliation Action Plan (RAP) outlines the ways in which we will continue to work towards equity for Aboriginal and Torres Strait Islander People in the areas of Governance, Learning and Teaching, Research, External Engagement and Human Resources. The RAP incorporates measurable actions and achievable targets, and its successful implementation requires initiative, collaboration and ownership of the Plan by all staff and students.</p> <p>http://our.murdoch.edu.au/Committees/document/Murdoch-University-RAP-2015-2018-Endorsed.pdf</p>	<p>As above.</p>	<ul style="list-style-type: none"> • Indigenous representation on key decision-making bodies within the University • Establishment of a University Honorary Elders Panel to provide cultural leadership on relevant issues • Welcome to country and acknowledgement embedded in learning and teaching and engagement activities across the University • Annual NAIDOC and Reconciliation Week events • Establishment of Indigenous governance mechanism to oversee Indigenous student outcomes • Indigenous inclusion in all major planning and infrastructure development • Increased Indigenous staffing numbers across the University • Increased participation in cultural awareness training by Murdoch staff • Plan for new Indigenous research centre focusing on health and social equity

5. Enable Aboriginal and Torres Strait Islander students to attain the same completion rates from award courses in higher education as for other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	1	1
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	90	95
Aboriginal and Torres Strait Islander students: (Other postgraduate)	9	3
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	764	713
Aboriginal and Torres Strait Islander students: (Bachelor degree)	19	16
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	1,821	1,703

Support Overview

Of critical importance to the successful transition of Indigenous students to University study is the development of the appropriate 'cultural capital'. This requires academic support, wellbeing support and financial assistance working together to enhance the 'educational resilience' and personal transformation of students.

Evidence has shown that greater engagement with the University community other than through their studies enhances successful student outcomes (retention and completion). This principle underpins a range of activities implemented across all students at Murdoch University, particularly focused on assisting all commencing undergraduate students in their transition to University study. These whole-of-university initiatives are supplemented by specific activities supporting Indigenous students.

The principal mechanism employed by Kulbardi to support Aboriginal and Torres Strait Islander students is the full-time Indigenous Student Support Coordinator. Complementing this position is the Indigenous Tutorial Assistance Scheme (ITAS) program which offers supplementary academic coaching to ATSI students and the ITAS tutors (under the guidance of the Student Support Coordinator) who also form a support network. The overall goal of ITAS is to assist ATSI students in maintaining consistent and progressive results throughout their studies. Further, Indigenous students are also able to access the Student Learning Centre.

Through private sponsorship, Kulbardi is able to provide all K-Track students with TransPerth SmartRiders to assist them with getting to University. This was identified as a key problem for our enabling cohort. Furthermore, again through private funding, Kulbardi provides K-Track students with academic mentors. These mentors are paid positions that work directly with our enabling course students to improve their educational experience within the K-Track program. These two initiatives have had a positive impact on retention within the K-Track program, lifting the retention rate up above the national average to 56%.

Role of the Indigenous Centre:

One of Kulbardi's main objectives is to encourage increased participation in tertiary education by Indigenous students. Kulbardi provides educational pathways via pre-tertiary programs such as K-Track and the Waardong program (pathway into science). Kulbardi provides dedicated staff to assist support and refer ATSI students with academic, cultural and personal concerns. Assistance with pre-admission, enrolment advice, and research and study skills is also available to prospective and current students. The Centre is ultimately designed to foster student interaction, group solidarity and cultural support.

Furthermore, the Kulbardi Centre is also the driving force behind the development and implementation of a whole of university approach to Indigenous support. This involves strategies that look to ensure Schools are taking greater interest in cultivating Indigenous scholarship within their disciplines. This is also crucial as it ensures that the Centre is not seen as 'being everything to everyone'. Instead, Kulbardi will enable the Schools to work most effectively with their Indigenous cohort. Kulbardi is also crucial in development postgraduate ambitions for Murdoch University's Indigenous students. It is a crucial starting point for Indigenous scholars to enter into academia.

Kulbardi website: www.kulbardi.murdoch.edu.au

Kulbardi Strategic Plan (2014 – 2017): <http://www.murdoch.edu.au/Kulbardi/About-Kulbardi/Strategic-Direction/>

Mechanism	Description	Constraints	Outcomes
Indigenous Tutorial Assistance Scheme (ITAS)	One-on-one tutorial support provided to Indigenous undergraduate students.	The reduction in funding, through the Indigenous Advancement Strategy, had a significant impact on the ability for this program to adequately support Indigenous students. The University reduced the amount of students that could access this highly successful program to ensure appropriate levels of support were available for those who needed it.	Despite decreased funding, 86% of units that received tuition support were passed by Indigenous students at Murdoch University. An increase of 2% in 2015.
Retention and Academic Skills Development Program	<p>This HEPP funded program employed two academic staff members to work with 'at-risk' and external students who had a history of failing units at the undergraduate level. The objectives were as follows:</p> <ul style="list-style-type: none"> • Provide academic support and outreach (via face-to-face, phone or Skype sessions) to Murdoch University's Indigenous undergraduate cohort (primarily commencing and first year); • Provide tailored support, advice and guidance to all commencing, first year and 'at-risk' continuing students; 	Limited funding over a limited period of time.	<p>All enrolled Indigenous students received support SMS messages</p> <p>150 internal and 58 external students received tailored support emails</p>

	<ul style="list-style-type: none"> • Reduce pre-census withdrawals of Aboriginal and Torres Strait Islander students across all course levels; • Provide learning and teaching support to the K-Track program. 		<p>97 internal and 40 external students received one-on-one check-ins via phone call</p> <p>71 internal and 11 external commencing Indigenous students contacted with support information</p> <p>49 students received one-on-one academic support throughout the project period.</p>
Hardship support	<p>Funded by a range of sources, the following initiatives provide additional support for Indigenous students:</p> <ul style="list-style-type: none"> • Students provided with pre-loaded SmartRiders to ensure students are able to get to and from the University. • Coles vouchers made available for students in financial hardship. • Book vouchers for students in financial hardship to support the purchasing of learning materials required by various disciplines. 	N/A	<p>Distributed to eligible students:</p> <p>50 book vouchers</p> <p>25 Coles-Myer vouchers</p> <p>50 SmartRiders</p>

RightNow Student Management System	<p>The Kulbardi Aboriginal Centre is fully integrated into the University's student client management system, RightNow. This cloud-based portal enables support staff within Kulbardi to monitor student engagement with the university (online, in-person, via phone etc.) to provide a holistic view of a student's individual experience at Murdoch University. All staff accessing RightNow can publish information on a student's case file that can be viewed by all staff with access to the system.</p>	<p>N/A</p>	<p>Comprehensive data now available to all university employees to better support Aboriginal and Torres Strait Islander students. Greater cohesion and clarity in support of students.</p>
Kulbardi Mentors	<p>Undergraduate Aboriginal university students work as 'floating mentors' in the Centre to provide at point of need support – academic and otherwise.</p>	<p>N/A</p>	<p>Cultivated a peer support culture within the Centre and provide employment for current students. Also has improved relationships between students and helped build a sense of community and support.</p>

6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University’s involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit’s role.**

Reflecting Indigenous perspective in the curriculum

Sections 2.4, 2.5 and 2.6 within Murdoch University’s Reconciliation Action Plan (2015-2018) outlines our commitment to ensuring that Indigenous perspectives are reflected in the curriculum at the University. See below:

Action	Measurable Target(s)	Responsibility (or the equivalent position, or nominee)	Timeline
2.4 Develop teaching staff to deliver appropriate pedagogy for teaching Aboriginal and Torres Strait Islander Studies to all students. This includes developing appropriate content and learning resources, teaching strategies and assessment methods.	A mandatory course for those teaching Aboriginal and Torres Strait Islander content or developing curriculum with Aboriginal and Torres Strait Islander content is to be developed and implemented.	Provost Pro Vice Chancellor (Learning and Teaching) Centre University Teaching and Learning School Deans	July 2015
2.5 Create reporting mechanisms and standards which provide quality assurance and accountability of Aboriginal and Torres Strait Islander studies curricula.	Establishment of Governance structure allowing for reporting mechanisms and standards to provide quality assurance and accountability of Aboriginal and Torres Strait Islander studies curricula.	Provost Pro Vice Chancellor (Learning and Teaching) President of Academic Council	December 2015
	Reporting mechanism to include School Learning and Teaching Committee, School Board and Academic Council.		
2.6 Disseminate guidelines and protocols to ensure that Aboriginal and Torres Strait Islander research and research with Aboriginal and Torres Strait Islander participants is culturally safe and methodologically sound.	Guidelines and protocols for Aboriginal and Torres Strait Islander research at Murdoch University to be disseminated. NHMRC National Statement on Ethical Conduct on Research Involving Humans to be disseminated.	DVC (Research and Development) Manager Research Ethics Office School Deans	April 2015
	Workshop developed and held for those undertaking research with Aboriginal and Torres Strait Islander peoples and their communities.	DVC (Research and Development) Manager Research Ethics Office Manager Kulbardi Aboriginal Centre Senior Indigenous Researcher Director – Centre University Teaching and Learning	June 2015

The timelines on these actions have been pushed into 2017. Murdoch University is currently undertaking the development of a new curriculum structure. However, once this is in place this work will be carried out by the University particularly facilitated through the new Indigenous governance mechanism – the Aboriginal and Torres Strait Islander Education and Strategy Committee.

Cultural Competency

In 2016, more than 100 staff members participated in cultural awareness programs coordinated by the Kulbardi Aboriginal Centre. These workshops focus specifically on the impact of implicit bias and the role that racism plays within institutions such as universities. These workshops receive very positive feedback and has been instrumental in raising staff awareness around Indigenous culture.

Role of Indigenous Centre and Community Involvement

The Kulbardi Aboriginal Centre provides faculty within the Schools with the opportunity to work with local Aboriginal and Torres Strait Islander communities to have direct input into the learning, teaching and research at Murdoch University. The Centre’s role in Indigenising the curriculum will be integral. However, this work is dependent on broader curriculum changes that are currently underway. It is a key priority of the Deputy Vice-Chancellor (Education) as demonstrated by the newly established Indigenous Education and Strategy Committee. Across the institution a number of elders and key community members have been involved in the delivery of a range of teaching experiences.

The Schools of Education, Psychology and Exercise Science, Nursing, Business and Governance, Law have all invited Aboriginal people to present on relevant issues within their units. This will be built on in 2017 with a coordinated approach to Indigenous involvement in curriculum design and learning and teaching at Murdoch University.

SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

This ISP report is a legislated requirement, under the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008*.

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

Where your Indigenous Education Unit has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant staff member.

University Officer
Name: Braden Hill
Position Title: Manager, Kulbardi Aboriginal Centre
Phone Number: 08 9360 6743
Email: braden.hill@murdoch.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	Kulbardi Aboriginal Centre, Murdoch University		
Postal Address	90 South Street, Murdoch, WA, 6163		
Contact Person	Kok Chan	Title	Finance Analyst
Phone	08 93607323	Fax	
		E-mail	k.chan@murdoch.edu.au

Financial Acquittal		
<p>This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.</p>		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input type="checkbox"/>
<p>For each Attachment:</p> <ul style="list-style-type: none"> Part A seeks information on the GST component of funding provided to you under that element, if applicable. <ul style="list-style-type: none"> If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO. If GST is <i>not</i> paid to you, <i>do not complete Part A</i>. Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part. 		

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2016 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)


certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

- (i) 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
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:



Date:

1 May 2017

Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programmes. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

