

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

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Kulbardi Aboriginal 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 Ngoolark program. 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.

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).

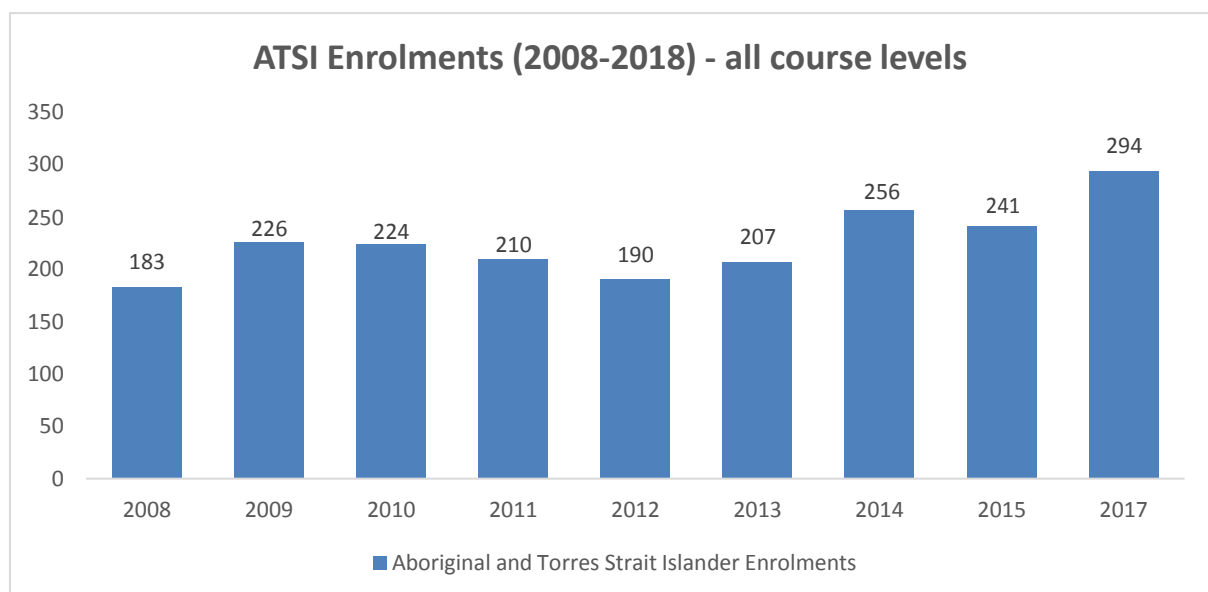
This principle underpins a range of activities implemented across all students at Murdoch University, particularly focused on assisting all commencing undergraduate students in their transition to University study. These whole-of-university initiatives are supplemented by specific activities supporting 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.

Commencing Aboriginal and Torres Strait Islander students

	2016	2017
Aboriginal and Torres Strait Islander students	136	148
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5140	5809

Aboriginal and Torres Strait Islander student EFTSL



Aboriginal and Torres Strait Islander students from remote and regional areas.

ATSI EFTSL	2016	2017
Regional	19.542	19.875
Remote	6.208	10.083
Urban	138.208	154.583
Total	163.958	184.542

Programs to improve access (Enabling)

Program Name	Target audience	Outline of Program	Outcome
K-Track: Indigenous Enabling Program	Indigenous school leavers, mature-aged students and working professionals.	<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.</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 2017, 28 students successfully completed and transitioned into undergraduate studies.
K-Track Summer/Winter school	Students who have just completed the K-Track program	Students are given the opportunity to work with an ITAS tutor to prepare for their upcoming semester by making a start on assignments and readings.	Student feedback was positive. They felt much more prepared for University.

Outreach Activities

Program name	Target audience	Outline of Program	Outcome
Deadly Dreaming	Secondary school students in Years 10, 11 and 12 as well as school staff responsible for supporting Indigenous students and provide career guidance to pupils in these years.	This expo style event saw representation from all of WA universities and other tertiary education providers. It also involved	150 students from 12 schools all across the Perth Metropolitan area. 3 students were given cadetships and 1 student was given vacation work
AIME	Aboriginal and Torres Strait Islander Students currently studying within secondary schools within Murdoch University's catchment areas.	The program engages University students to mentor Indigenous students in local secondary schools. At Murdoch, AIME operates a core program of outreach targeting Indigenous students	282 Mentees 258 Transitioned to next year level/Year 12 attainment 1 Did not transition 23 Unable to determine
School visits (Aspiration workshops)	Aboriginal and Torres Strait Islander Secondary School Students	Our Engagement and Outreach Team run a 1 hour Aspirations Workshop, which is held on or off campus and combined with a series of mini experiences to ensure students get the information they need to make informed decisions about their future.	126 Aboriginal and Torres Strait Islander students participated in 2017
Future Student Engagement	Aboriginal and Torres Strait Islander Secondary School Students	Our Engagement and Outreach Team are often asked to present to groups of future students, or attend an expo designed to provide information on tertiary education. These usually last between 45minutes for speeches and presentation to 4 hour expos.	Our team was able to engage with 683 Secondary School students
Community events	Community Members	Our Engagement and Outreach Team attend various Indigenous community events. Often these events are about having a general stall presence or celebrating a milestone of a community NGO.	1005 community members engaged.
Corporate engagement	Corporate sponsors	Our Engagement and Outreach Team are the first point of contact when it comes to liaising and coordinating initial meetings with Kulbardi management. The purpose of these meetings are to discuss opportunities for industry to establish a symbiotic relationship for the benefit of the company and Murdoch Indigenous students.	It is because of our partners that we are able to provide our students with scholarships, smart-riders, childcare, laptops and many other forms of barriers to assist the success of Indigenous students.

1a Scholarships (2017 breakdown)

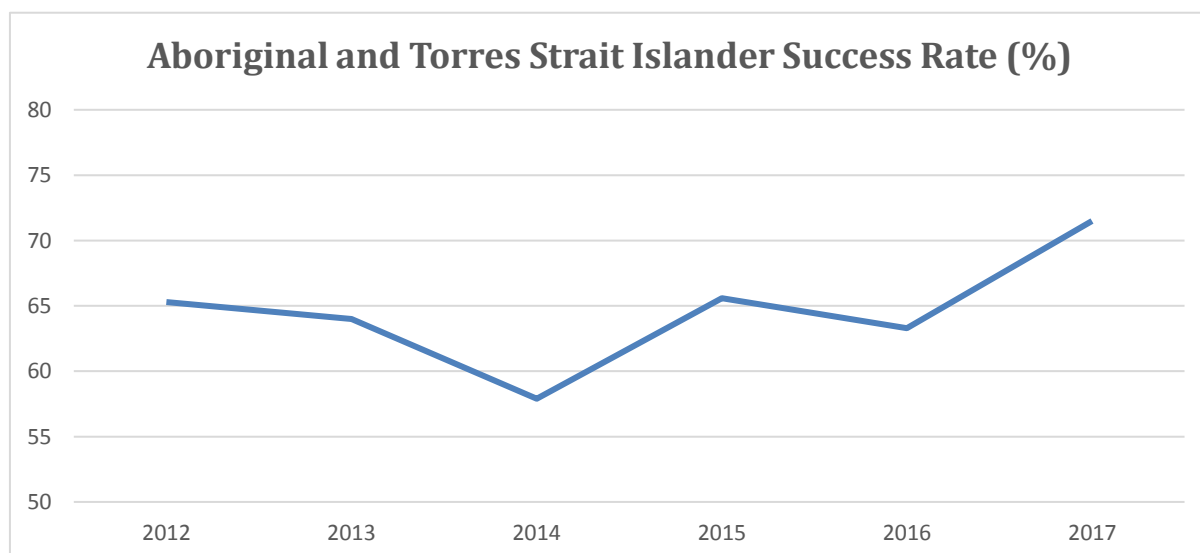
Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote								
Undergraduate	110250	49	49500	22	8000	5	159750	76
Post-graduate	6750	3	4500	2			11250	5
Other	81000	36					81000	36
Total	198000	88	54000	24	8000	5	252000	117

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$0
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$0

Increase in success rates

In 2017 Murdoch University had its highest success rate for Indigenous success rates in the last 10 years. Kulbardi Aboriginal Centre's priority for 2017 was to focus on increasing success rates and this is reflected in the results. In order to increase success rates, two full-time staff members were employed to run a learning support unit and case-manage Aboriginal students who are considered 'at-risk' by the university. The Student Success Working Group was also established to monitor student's progress and to identify strategies that will assist in increasing success rates.

The table below outlines our success rate in the last 5 years:



Programs to Increase retention and success

In 2017, Kulbardi Aboriginal Centre implemented new programs to increase retention and success rates of Aboriginal students. The table below outlines programs and initiatives to increase retention and success:

Program or initiative	Description	Outcome
Student Success Working Group (SSWG)	As part of our new Student Success strategy, the SSWG was established. This group looks at success and retention strategies, monitors ITAS attendance and discusses 'at-risk' student that may need outreach.	The SSWG has been effective in being pro-active about student outcomes. Student who are 'at-risk' are identified early in the semester and are offered assistance. It has also been a valuable platform to discuss success initiatives.
Ngoolark Learning Support Program	Ngoolark commenced in semester one 2017 and was created to provide tailored learning experiences to students who have who previously failed units and want to undertake their studies in a gradual and supported way.	Students enrolled in Ngoolark had a 66% pass rate in their other units. Students who had failed previous semesters successfully passed their units.
Academic coaching	Coaching is provided to students in our learning support program. Coaching is a program that develops self-awareness in students. They are able to reflect on their learning, identify areas for improvement and set goals to assist with the successful completion of their units.	Coaching has been an effective tool in helping students overcome barriers that they are facing throughout the semester. Coaching has been instrumental in the success of the Ngoolark program.
Learning analytics	Student's engagement in their online learning system is monitored in order to identify 'at-risk' students.	This report has enabled staff to conduct outreach to students not accessing their online units.
Strengthening relationships with the student advisor network	Strengthening the relationship with the student advisor network to ensure that students identified as Aboriginal or Torres Strait Islander are referred to the Kulbardi Centre	There is still some work to be done in this area and ideally we would like a support staff member to attend student advisor meetings during each semester.
Student experience survey	The student experience survey is used to drive the services and events Kulbardi offers, and is instrumental in developing the Aboriginal and Torres Strait Islander Education Strategy.	Survey data has allowed been instrumental in shaping success initiatives and will guide our Students in Education Strategy
Student Focus Groups	The Student Focus Group was held in 2017 to seek feedback from students around support and success strategies.	The Student Focus Group was used for a Task and Finish Group on Retention and Success. It will also be used to shape recommendations for The updated Students and Education Strategy.
Right Now reporting	Right Now allows staff to report information on a student and share the information with individual Murdoch staff if required. It allows support staff to identify, assess and monitor at risk students.	Right Now has given staff one central reporting data base to report and store student information. It enables staff to share information with one another and directly inform about individual incidents.

Student Success Wall	As part of our new Student Success strategy, the Student Success Wall was established. It enables students to celebrate their success by writing their achievement on the wall, no matter how big or small. All successes are wins and it is a great way for fellow students and the Kulbardi community to know about the achievements of all students.	Effective tool to assist students in creating a positive mindset and celebrating success. Ongoing.
Outreach to current students	We have been able to effectively communicate with current students via social media, our Student Support Facebook page, through direct phone calls, emails and face-to-face conversations. As a part of our Student Success Strategy our first Kulbardi Orientation day was held during O week. The Orientation day allows us to communicate directly with commencing and current enrolled students and inform them of all of the support services that Kulbardi and Murdoch has to offer.	The outreach that is conducted has assisted in an increase in the number of students accessing ITAS, Ngoolark, Waardong, Scholarships and utilising the Kulbardi computer lab, printing and study spaces that available at Kulbardi Aboriginal Centre.
Student advisor referrals from 'Right now'	Student Advisors flag at risks students and this enables support staff to contact students directly, provide additional academic or pastoral care support and continue to monitor the student's progression.	There is still more work to be done in the referral process, as student advisors and unit tutors are not flagging at risk students especially when we know who the at risk students are.
Cadetship and employment opportunities	Working with diverse and engaging corporative partnerships has helped to provide employment and scholarship opportunities for students.	Employment opportunities, such as cadetships and internships provide students with the practical skills they require for future employment opportunities whilst providing financial assistance to cover day to day living costs and university expenses.
Student study sessions	Study sessions are provided once a month to students as a way for students to meet and get to know one another in a social space whilst having the option to talk about their studies with fellow students and Kulbardi staff.	Each session is open to enabling, undergraduate and post graduate students and it has been an effective way for students to build positive relationships with one another.
Kulbardi Online	Kulbardi Online assists us in capturing students who do not access the centre on a regular basis. We are able to contact them to let them know about the services they can access and the support they are able to receive at Kulbardi.	As a result of Kulbardi online, we have had a great number of students meet with our support staff in person and continually access the computer lab, ITAS and get to know fellow students whilst at the Centre.
ITAS	The Indigenous Tutorial Assistance Scheme (ITAS) assists students with their tertiary studies by coordinating qualified ITAS tutors with students' needs.	ITAS has helped to the increase the number of students successfully passing their units and in completing their undergraduate degrees.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	88	3716.9	190,082.26
	Post graduate	4	23.5	1201.79
	Other			
	<i>total</i>	92		
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	<i>total</i>	92	3740.4	191,284.05

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

In 2017, 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.

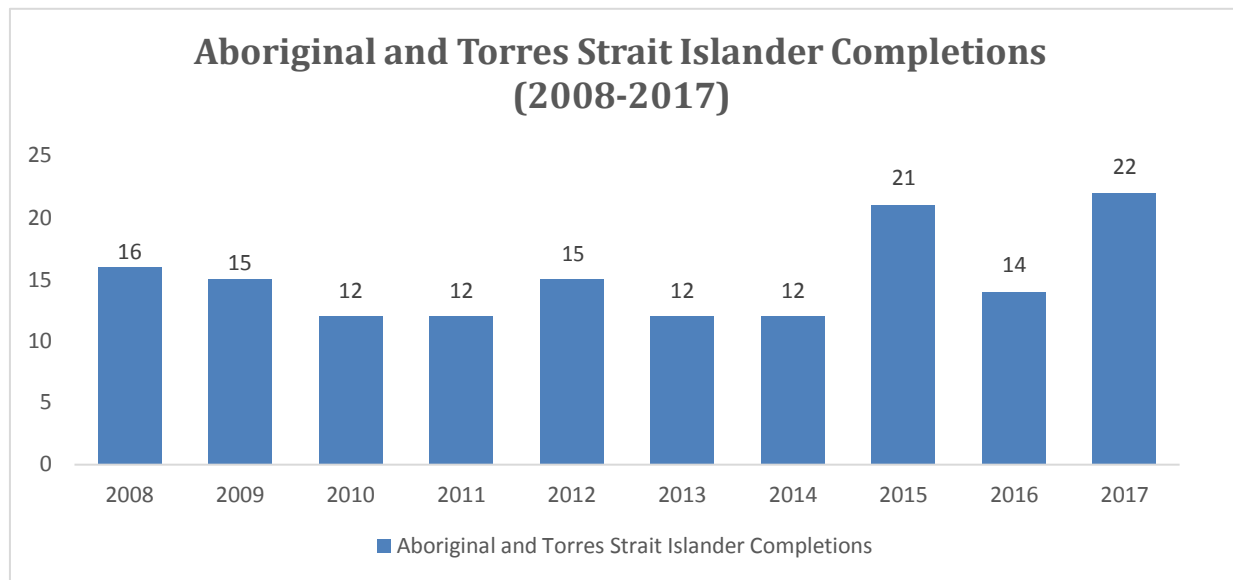
Role of Indigenous Centre and Community Involvement

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 2018 with a coordinated approach to Indigenous involvement in curriculum design and learning and teaching at Murdoch University.

Strategies to improve award course completion of Aboriginal and Torres Strait Islander Students

The success strategies mentioned in the previous section will assist in increasing completion rates. In 2017, Murdoch saw the highest number of completions of Aboriginal and Torres Strait Islander students in 9 years. We are predicting that this upward trend will continue.



Strategies connecting graduates with employment (both within and outside of the institution)

Our Communication and Engagement team have developed strong relationships with corporate partners both in the public and private sector. These relationships have given us the opportunity to directly contact graduates and match specific opportunities to students. Corporate sponsors are also invited to meet with graduates at the Kulbardi centre to discuss opportunities available to them.

Our annual alumni event Bullargar provides Aboriginal and Torres Strait Islander graduates with the opportunity to network with corporates. Students in their final year and graduates, who attend Bullargar, are given the opportunity to engage with corporate partners and to communicate about graduate and employment opportunities.

Indigenous Education Strategy

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.

Including, but not limited to:

- 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.

Outcomes

- Higher total Aboriginal and Torres Strait Islander enrolments (distinct, EFTSL and proportion of domestic cohort).
- Student Success rate has increased by 6%
- Completions have increased significantly
- 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

Reconciliation Action Plan (RAP)

Engaging with Aboriginal and Torres Strait Islander people and building respectful relationships between all Australians is integral to Murdoch University's way of working. 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.

Outcomes of the RAP

- 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

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 and overseen by the newly appointed Director of Aboriginal Education, Equity and Inclusion.

Indigenous Specific Positions

In 2017, Murdoch University had four Indigenous-specific positions. These positions are located within the DVCE Portfolio.

- *Director Aboriginal Education, Equity and Inclusion*

DVC Education

Band 4

- *Manager/Head of Centre*

Kulbardi Aboriginal Centre

HEW 9

- *Kulbardi Student Support Coordinator*

HEW 5

- *Kulbardi Student Success Officer*

HEW 5

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 Continuous and Fixed Term		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
School of Education	Lecturer B HEW 5	1	1		
School of Psychology and Ex. Sciences	Band 4 HEW 7 Lecturer B	1	1	1	
School of Arts	Lecturer A	1			
CUTL	HEW 5		1		
Kulbardi	Lecturer A HEW 5 HEW 5 HEW5 HEW 6 HEW 9	1	5		
University Library	HEW 5		2		
DVC Education	Band 4		1		

Indigenous Governance Mechanism

The Aboriginal and Torres Strait Islander Education and Strategy committee (ATSIESC) is a subordinate committee of the University Education Committee.

ATSIESC Terms of Reference

1. To develop and communicate clear strategies and accountable governance and management structures to drive the development and implementation of the Indigenous Education Strategy.
2. To improve the performance of Murdoch University key indicators of Aboriginal and Torres Strait Islander educational outcomes including: access, participation, retention, completion and success.

3. To ensure the development of principles and processes that guide the inclusion of Aboriginal and Torres Strait Islander knowledges, histories, perspectives and contexts across the university's course offerings.
4. To ensure opportunities are provided for the Murdoch community to gain inclusive perspectives, ensuring Aboriginal and Torres Strait Islander ways of being, knowing and doing: rights and cultural protocols are respected.
5. To advise on and develop strategies that increase enrolments of Aboriginal and Torres Strait Islander students to enter University.
6. To advise on the development of innovative strategies and alternative pathways that enable Aboriginal and Torres Strait Islander students to enter university.
7. To ensure Aboriginal and Torres Strait Islander students are provided with high-quality educational experience that nurtures excellence and personal achievement.
8. To embed cultural awareness and education for the Murdoch University community to ensure the creation of a culturally safe learning environment for Aboriginal and Torres Strait Islander students.
9. To monitor and provide advice on the progress of implementing the education aspects of the Reconciliation Action Plan (RAP) to the relevant committee.

ATSIESC Committee Members

Category	Member	Term
Chair, appointed by the Deputy Vice Chancellor Education Director of Aboriginal Education, Equity and Inclusion	Mr Braden Hill	3 years
Deputy Chair, appointed by the Deputy Vice Chancellor Education Manager Kulbardi	Ms Chanelle van den Berg	
Deputy Vice Chancellor Education	Professor Romy Lawson	Ex officio

Associate Director Centre for University Teaching and Learning	Vacant	Ex officio
Associate Director Strategy, Quality and Analytics or nominee	Mr Alasdair MacDonald	Ex officio
Nominee from each School Learning and Teaching Committee	School of Arts Dr Leo Murray School of Business and Governance Vacant School of Education Mrs Libby Jackson-Barrett School of Engineering and Information Technology Ms Mandy Middle School of Health Professions Dr Petra Skeffington School of Law Dr Steve Shaw School of Psychology and Exercise Science Vacant School of Veterinary and Life Sciences Associate Professor Anne Barnes Dr Michael Hughes	
Up to two Aboriginal and/or Torres Strait Islander staff member representatives, appointed by the Chair	Ms Roseanne Feehon Ms Jordin Godula	3 years 3 years
Aboriginal and/or Torres Strait Islander staff member representative to Academic Council	Mr Braden Hill (Chair)	Ex officio
Up to two Aboriginal and/or Torres Strait Islander student representatives, preferably one undergraduate student and one postgraduate student, appointed by the Chair	Mr Jordan Barham-Shepherd (Undergraduate) Ms Sian Bennett (Postgraduate)	3 years 3 years
Up to three co-opted members	Vacant Vacant	1 year (from 16 Nov 2017) 1 year 1 year
Secretary	<u>Miss Denise Bertilone</u>	

6a. Statement by the Indigenous Governance Mechanism

The Aboriginal and Torres Strait Islander Education and Strategy Committee is a subordinate committee of Murdoch University's Education Committee.

In accordance with Standing Order 10 of the *Standing Orders for Academic Council and Subordinate Bodies*, the resolution below was approved via a Decision by Circulation. An Absolute majority of members supported the recommendation. The decision was effective on Tuesday 8 May 2018.

As a result of the Decision by Circulation, the Aboriginal and Torres Strait Islander Education and Strategy Committee agreed to approve the Indigenous Student Success Program (ISSP) 2017 Performance Report, to be submitted to the Department of Prime Minister and Cabinet.

*to APPROVE the Indigenous Student Success Program (ISSP) 2017
Performance Report, to be submitted to the Department of Prime Minister
and Cabinet*

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:
Title:

Signed:
Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:

Signed:
Date:

