

Indigenous Student Success Program

2020 Performance Report

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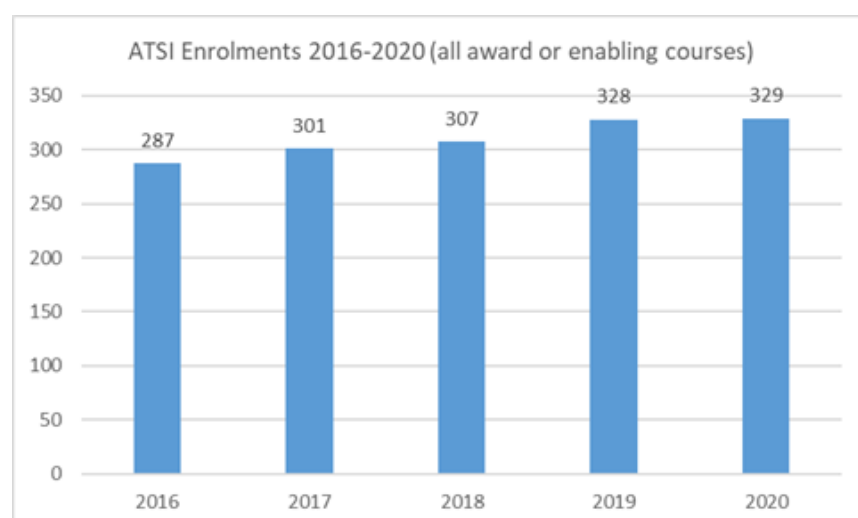
The main goal of Kulbardi Aboriginal Centre is to increase Aboriginal and Torres Strait Islander participation, retention and success in higher education. Kulbardi Centre has dedicated staff who work directly with the students and in partnership with Murdoch University's services and external stakeholders to enhance student experience.

Kulbardi Centre has primary responsibility for the implementation and progress of The Aboriginal and Torres Strait Islander Student and Education Strategy (2019-2022). Along with the University's Reconciliation Action Plan (2019-2021) and The Aboriginal and Torres Strait Islander Workforce Strategy it forms the University's Aboriginal and Torres Strait Islander commitment.

This can be accessed at <https://www.murdoch.edu.au/about-us/our-strategy/aboriginal-and-torres-strait-islander-commitment>

1. Enrolments (Access)

Kulbardi Aboriginal Centre offers learning support, advocacy, a culturally safe learning environment and state of the art facilities. Enrolments have continued to show steady growth.



Commencing Aboriginal and Torres Strait Islander students

	2018	2019	2020
Aboriginal and Torres Strait Islander students	140	134	139
Non-Aboriginal and Torres Strait Islander students (Domestic only)	5,877	5,992	6,320
Total onshore domestic commencing students	6,017	6,126	6,459

Pathway program (ISSP funded)

- K-Track is our award-winning enabling program designed specifically for Aboriginal and Torres Strait Islander students and delivered by Kulbardi Aboriginal Centre. It is a fee free 14 weeks full time or 28 weeks part-time course. Prospective students apply online directly to Kulbardi Centre and are assessed by Kulbardi academic staff. The course is designed to give students the skills and attributes they need to study an undergraduate course at Murdoch University. Students learn to explore the concepts of communication, collaborative work practices and critical thinking.
- Bridging Unit (summer and winter term) Students who successfully complete the K-Track program are offered a bridging unit over the Summer or Winter term to further prepare them for their undergraduate studies. Students are assigned a tutor and receive coaching to prepare them for the course they have enrolled into. Students have reported that they felt better prepared for first year studies and feel well supported.

For 2020, 15 students successfully completed K-Track and transitioned into Undergraduate studies at Murdoch University.

Strategies to promote and improve access to university

K-Track recruitment activities include 4 K-Track Open Days organised by Kulbardi Engagement through the year. Information is presented to prospective Aboriginal and Torres Strait Islander students. On average 80% of participants successfully pass their writing assessment and receive an offer letter to commence K-Track. Those that are not successful are directed to Learning Advantage program run by Govt of WA North Metropolitan TAFE. Students who successfully complete Learning Advantage are offered a place in K-Track.

K-Track students are eligible to apply for the Education scholarship (under the Kulbardi Student Success Scholarship scheme). For 2020, there were 31 K-Track students who received this scholarship.

Secondary school engagement program set up in 2019 continues to strengthen relationships between Kulbardi Centre and local secondary schools. The program is designed to help Indigenous students break down barriers they are facing in education and their community.

Programs like Deadly Dreaming Exposition on Murdoch Campus, K-Track Experience Day and school on campus visits are very popular and increase participation rate of high school engagement with the Centre.

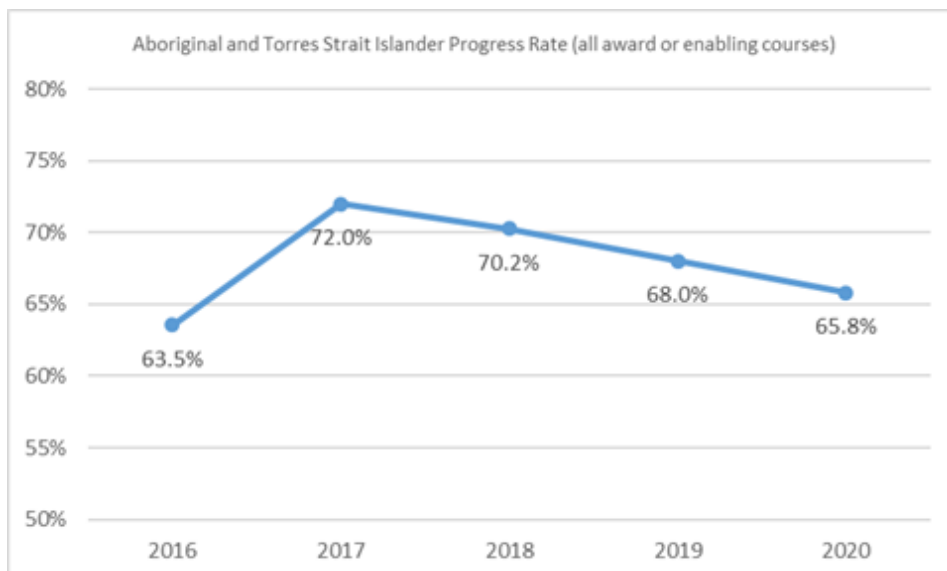
Table 1 Scholarships - breakdown of 2020 payments^{1 2 3}

	Education		Accommodation		Childcare		Reward (laptop)		Total ^{4 5}	
	\$	No.	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	\$28,000	31	NA	NA	NA	NA	NA	NA	\$28,000	31
Undergraduate	\$59,850	57	\$24,150	23	\$6,300	6	\$10,200	6	\$100,500	92
Post-graduate	\$2,100	2	\$2,100	2	\$1600	1	\$1050	1	\$6,850	6
Total	\$89,950	90	\$26,250	25	\$7,900	7	\$11,250	7	\$135,350	129

Laptops are purchased by the Centre and awarded to successful students under the Laptop reward.

2. Progression (access and outcomes)

In 2017, Murdoch University had its highest success rates in the last 10 years. Since then results have dipped slightly due to its 2017 peak and higher enrolment numbers. Since 2018, we have continued to focus our efforts on student progress. We have employed staff to run our learning support program Ngoolark, deliver our inaugural orientation and to case manage students who are deemed 'at risk'. We have increased the number of students accessing the ITAS program and have included new workshops to support students studying STEM subjects. We have also worked closely with the wider university to use learning analytics to easily identify students who are at risk. In 2020, COVID 19 presented many challenges to Aboriginal and Torres Strait Islander students. The team employed many strategies to ensure student success. However, as predicted success rates were affected.



During 2020 Kulbardi Staff worked proactively to assist students through the challenges of Covid 19 situation and delivered several strategies across retention, progression and success:

The Indigenous Tutorial Assistance Scheme (ITAS) offers supplementary academic coaching for Indigenous students at Murdoch University. It is coordinated by the Centre's Student Support Coordinator. The continued growth of student participation in ITAS shows that it is an invaluable tutorial assistance. In 2020, a total of 132 students received over 5389 hours of tutorial support and assistance in their studies. ITAS is a valued learning support program that directly contributes to the retention and success of Indigenous students. *(ISSP funded)*

Student Success Working Group (SSWG) focusses on success and retention strategies, monitors ITAS attendance and discusses action outreach plans for students flagged "at risk". Timely intervention by the SSWG has helped identify at risk students early in the semester and the Centre provides for necessary support structures.

Ngoolark learning support unit, is delivered by Kulbardi Centre and provides a tailored learning experience to support Indigenous students in their transition into a Bachelor of Arts, Bachelor of Education, Bachelor of Business or Bachelor of Nursing. Students have access to unit specific workshops, Ngoolark online and study sessions led by Kulbardi Student Success Advisors. Student support staff have been provided with dedicated mobile phones to maintain regular contact and check-ins. In 2020, 41 students enrolled in Ngoolark with overall progress rate of 67.5%. *(ISSP funded)*

K-Track Mentoring Program gives students enrolled in K-Track a one to one mentoring session every week. Mentors work directly with the students over the course of the semester. *(ISSP funded)*

Financial hardship assistance is provided to cover in case of urgent financial need. As a once off financial support may be in the form of a Coles voucher or a pre-loaded smart rider for K-Track students to ensure students can get to and from University or as a textbook voucher. *(combined ISSP and Donor funding)*

Pastoral, Academic Learning, Transition and Support needs (PATs). Support staff at the Centre use a set of questions proactively in their interaction with students sometime via email or in course of meeting with them. Qualitative data collected informs support and success strategies. Data is reviewed at SSWG meetings.

The Kulbardi Orientation Day program is specially run in addition to the student's own school orientation program and is a great way to introduce commencing students to the support systems available via Kulbardi Centre. All students who attend go into a draw to win an iPad / gift card. *(combined ISSP and University funding)*

Kulbardi Student Success Advisors run workshops and study group sessions 3-4 times during the semester for undergraduate students. These study sessions are a great way for students to connect with others, share food and discuss with their peers.

Our ever-growing Post-graduate cohort receive extensive support to assist them with completions. Co-Supervision and mentoring for Indigenous research students and Independent Study plans for the coursework component of their degree.

The student Success wall is a whiteboard in the Centre's kitchen for students to announce small and big wins by writing their achievement on the "wall". It is an effective tool to create a positive mindset that leads to goal setting.

CRM software "RightNow" is a tool used by the University's student services to input and share information on a student with other authorised users. It allows support staff to identify and monitor "at risk" students.

Outreach tools are used effectively by support staff to connect with students via social media, Kulbardi Student Support Facebook page, direct phone calls, emails and face to face meetings.

Centre staff work in partnership with external stakeholders Career Trackers, Chevron, WA Department of Health, WESCEF and other State agencies and Private enterprise. Engagement with Industry and Community provide opportunity for students to apply for internships and graduate programs where they can directly work with senior staff and highly skilled professionals.

Table 2a Tutorial assistance provided in 2020

Level of study	Number of students assisted	Total hours of assistance ⁶	Expenditure ⁷ (\$)
Enabling	30	420	14561
Undergraduate	94	3102	154601.41
Postgraduate	6	162	8467.74
Other			
Total	130	3684	177630.89

Table 2b Indigenous Support Activities provided in 2020

Activity ^{8 9}	Number of student participants	Expenditure (\$)
Kulbardi Centre Celebration Lunch (25 years completion) *	58	\$800
NAIDOC @ Murdoch – Walk on Campus *	35	\$1500
R U OK Day *	40	\$500
Ngoolark study sessions *	30	\$800
K-Track commitment prize *	1	\$500
Student celebration lunch (K-Track pass) *	15	\$400
Indigenous Tutorial Assistance Scheme (ITAS) *	100	\$163,069
Mentoring program (Enabling) *	30	\$14,561
Indigenous Western Series Sports Competition *	10	\$700
Semester Welcome and End of Semester BBQ's *	150	\$750
K-Track Induction Days *	45	\$600
Waiwa Mudena Internship pathway program organised by law firm King & Wood Malleison.	7	n/a
Woodside Information Session for 2020 Internship Program.	11	n/a
Department of Justice Information Session –2020 Graduate Program and other upcoming employment opportunities.	9	n/a
Staff from the University's Careers office meet regularly with Indigenous students to discuss career pathways and employment opportunities.	ongoing	

Aboriginal Careers Fair (Career Katitjin)	online	n/a
Kulbardi Merchandise *	600	\$8000

*ISSP funded

Cultural Competency

As part of the University’s Reconciliation Action Plan (RAP), **Aboriginal Cultural Awareness training** is delivered by Kulbardi Aboriginal Centre. Beyond Black and White: Reflecting on culture, race and bias. This is a highly interactive session accessible for all Murdoch University staff to encourage them to develop strategies that they can implement in their professional areas that serve to work toward the University’s goals for Reconciliation.

NAIDOC celebrations coordinated by Kulbardi Aboriginal Centre is a big event in the University’s annual engagement calendar. (combined ISSP, University and City Funding).

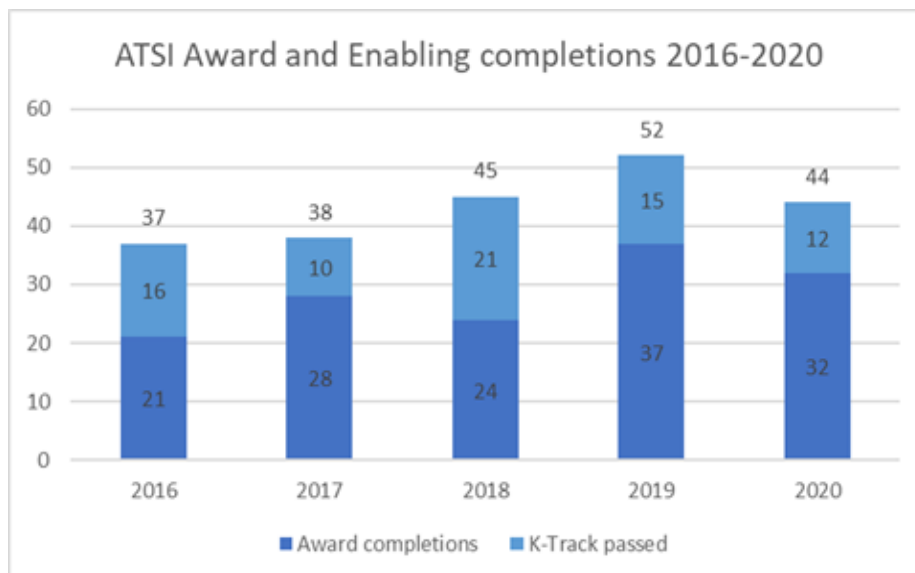
The University’s People and Culture Office (PCO) work conduct several **“know your Campus”** sessions by inhouse staff or through locally owned and operated Aboriginal businesses:

- *Know your Campus - Totem Dreaming*
- *Know your Campus - Nyungar 'Walk on Country'*
- *Know Your Campus - Kulbardi Aboriginal Centre*
- *Know your Campus: Native herbs and spices*

Key initiatives (PCO) in 2020 include

- the Creation and Launch of a new online program the "Introduction to Aboriginal Cultural Awareness and Workplace Inclusion" training.
- Revision and update on the Equal Opportunity, Diversity and Inclusion - Compliance Module
- Diversity and Inclusion form a big part of the University’s new Online On-boarding Journey which includes a Virtual tour of Kulbardi Aboriginal Centre.

3. Completions (outcomes)



Throughout 2020 with the impact on changes due to Covid 19, student support team worked proactively to maintain one on one contact with all students and continued to maintain a high level of support.

The range of initiatives and dedicated programs implemented for 2020 are listed in the previous section Item No.2

Connecting graduates with employment

Kulbardi Centre has partnered with Career Trackers, WA State Government agencies and private enterprise to promote a range of external stakeholder employment opportunities for internships and cadetships. The University’s Careers team also work with Centre staff. These relationships give Indigenous students direct access to employment opportunities and graduate programs.

Through the Department of Justice’s 2020 Graduate Program, one students secured a fulltime role with the department after graduating.

Law firm King & Wood Mallesons host internship programs and two Indigenous law students completed the Waiwa Mudena Internship program in 2020.

4. Regional and remote students

ATSI Regional and Remote EFTSL 2018 to 2020

ATSI EFTSL	2018	2019	2020
Regional	28.625	33.542	31.500
Remote	10.250	12.625	12.458
Urban	165.667	167.167	170.542
Total	204.542	213.333	214.500

Targeted strategies implemented throughout 2020 by Kulbardi Student Success team:

- Murdoch University has a wide range of scholarships, these include the Kulbardi Student Success Scholarships that are widely promoted and targeted to regional and remote students.
- Kulbardi staff work with the University’s On-campus accommodation Village and coordinate any campus accommodation that the students require.
- Students receive assistance to find outside accommodation if needed and are briefed on various services that are available.
- Students are invited to attend cadetships and graduate opportunity sessions and for those students are who studying externally, our corporate partners set up webinars for them.
- The student support team have dedicated mobile phones for regular check-ins and special outreach activities via email face to face meetings, or via the student support facebook page.
- Targeted Pastoral Care, Academic Learning, Transition and Support needs (PATS) for all regional and remote students.
- Regional and Remote students who are unable to attend Orientation days are invited to special Connect with Kulbardi Online event. Several Connection days are also planned for first year Regional and Remote students.
- The Student Support Working Group (SSWG) meet once a week and monitor the progress of the students. Centre staff also visit St Catherine’s College home where some of our students reside.

Table 4 Scholarship data for remote and regional students^{10 11}

	Education Costs		Accommodation		Reward (Childcare)		Reward (Laptop)		Total ¹²	
	\$	No.	\$	No.			\$	No.	\$	No.
A. 2019 Payments	\$7,400	10	\$3,800	5	\$1,500	2	\$1,600	1	\$13,500	17
B. 2020 Offers ²²	\$13,650	13	\$14,700	14	0	0	\$1,600	1	\$29,950	19
C. Percentage ²³ (C=B/A*100)									221%	112%
2020 Payments	\$13,650	13	\$14,700	14	0	0	\$1,600	1	\$29,950	19

5. Working with Vulnerable People Requirement¹³

	Yes/No
Has the university completed a risk assessment?	Yes
Have staff involved in ISSP received training?	Yes
Does the university have a compliance process in place?	Yes

6. Eligibility requirements

6.1. Indigenous Education Strategy

https://www.murdoch.edu.au/docs/default-source/life-@-murdoch/kulbaridi-aboriginal-centre/atsi-student-and-education-strategy.pdf?sfvrsn=1e9ec140_10

Murdoch University's Aboriginal and Torres Strait Islander Student's and Education strategy was refreshed in 2018. Endorsed by the University's Education Committee in 2018, this institutional strategy has provided the University with a coordinated approach to improving education outcomes for Indigenous students. As the strategy is due to come to end in 2021 a new strategy is being developed due to be rolled out in 2022.

Including, but not limited to:

- A broader focus on developing stronger relationships with secondary schools to break down the barriers associated with Aboriginal and Torres Strait Islander students graduating high school.
- A focus on bringing more Aboriginal students on campus to raise their aspirations to coming to university
- A more coordinated approach to enabling success of undergraduate students
- Research focused success strategies
- A broader focus on graduate outcomes of students.
- Working more collaboratively with colleges to continually reflect on how Indigenous content is including Indigenous knowledges in the curriculum.

6.2. Indigenous Workforce Strategy

Murdoch University is committed to becoming an employer of choice for Aboriginal and Torres Strait Islander people. The University's Aboriginal and Torres Strait Islander Employment Strategy was launched in 2019 and can be accessed at https://www.murdoch.edu.au/docs/default-source/about-us/our-strategy-indigenous-commitment/a-tsi-employment-strategy.pdf?sfvrsn=ff0682c2_2

In 2020 the University launched its second innovative Reconciliation Action Plan (RAP) 2019-2021 during National Reconciliation Week. Due to Covid 19, the NRW event was hosted online. A RAP steering Group was established, as a subordinate committee of the University's Equity and Diversity Committee to oversee its implementation. The steering group met quarterly and discussed items including the incorporation of RAP initiatives into staff development plans and the implementation of the University's Aboriginal Torres Strait Islander Employment Strategy. The RAP can be accessed at <https://murdochuniversity.sharepoint.com/sites/intranet-news-and-events/SitePages/news-The-next-step-in-our-reconciliation-journey.aspx>

Key initiatives implemented under the employment strategy include:

The Pro Vice Chancellor Aboriginal and Torres Strait Islander Leadership (PVC A) position was established in line with ISSP Guidelines with Professor Rhonda Marriott in this position since 2019. The appointment of this position is an ongoing commitment by the University and is included in the Employment Strategy.

The Equity & Cultural Liaison role in the People and Culture Office continued to develop in 2020 as the Employment Strategy matured. The focus of the role shifted to pastoral care as we responded to the impacts of COVID.

Following its establishment in 2019, Murdoch's [Aboriginal and Torres Strait Islander Talent Register](#) showed significantly reduced activity during the first half of 2020. With general recruitment activity within the University initially suspended as we responded to COVID, it wasn't until later in the year that Talent Register candidates could be aligned with potential roles.

The online "*Introduction to Aboriginal Cultural Awareness and Workplace Inclusion*" launched during NAIDOC week with the aim to improve awareness and create an inclusive workplace by reaching more staff than the face-to-face training alone. This training acts as a pre-cursor to the face-to-face Aboriginal Cultural Awareness Training, Beyond Black and White, run by Kulbaradi Aboriginal Education Centre. Feedback for the online training has been very positive to date.

Murdoch University undertook revision of its Staff Recruitment Policy and Procedures to remove barriers for Aboriginal and Torres Strait Islander people applying for roles at Murdoch. Revisions include the automatic notification, where an applicant identifies as an Indigenous person, to the Equity & Cultural Liaison who then provides culturally informed recruitment advice to hiring managers as well as pastoral care to candidates. There is also a provision whereby any Indigenous candidate who meets the minimum requirements of the role, should be included in the interview pool.

Generally, the milestones outlined in the Employment Strategy are on-track, it is important to acknowledge that the employment environment for Aboriginal and Torres Strait Islander people in academic positions is very competitive within Western Australia, with Universities recognising the value of these employees whilst they work towards individual 3% targets. The University has maintained the representation of Aboriginal and Torres Strait Islander staff at 1% and whilst we acknowledge the challenges in achieving the 3% target, our activities in 2020 represent Murdoch's continued commitment to Aboriginal and Torres Strait Islander employment.

Table 6.2 Indigenous workforce data (2020 breakdown)^{14 15 16 17}

Level/position	Permanent		Casual/ contract/fixed-term	
	Academic	Non-academic	Academic	Non-academic
Band 4	1	1		
Lecturer (ACLEB)	3			
Associate Lecturer (ACLEA)			1	
Professional				
HEW 1-4/5		4		5
HEW 5-6/7		6		8
Total (29)	4	11	1	13

6.3. Indigenous Governance Mechanism

The university's current Indigenous Governance Mechanism (including how the university has met the requirements of section 11 of the ISSP guidelines);

By its resolution AC/31/2017(iv), Academic Council established the Indigenous Education and Strategy Committee (IESC) as a subordinate committee of the University Education Committee (UEC). UEC is a subordinate committee of Academic Council, which is the University's leading academic governance mechanism. Academic Council approved a change of name of IESC to the Aboriginal and Torres Strait Islander Education and Strategy Committee (ATSIESC) by its resolution AC/73/2017 (iv), at its 5 July 2017 meeting.

2020 ATSIESC membership:

- Professor Rhonda Marriott: Pro Vice Chancellor (Aboriginal and Torres Strait Islander Leadership): Indigenous: 1 year
- Ms Chanelle van den Berg, Chair: Senior Manager of Education: Indigenous: 3 years
- Professor Kylie Readman: Pro Vice Chancellor (Education): Non-Indigenous: 2 years
- Professor Mark Israel: Dean Learning and Teaching: Non-Indigenous: 2 years
- Associate Professor Michelle Picard: Dean Learning and Teaching: Non-Indigenous: 2 years
- Ms Ashah Wright, Deputy Chair: Student Success Adviser: Indigenous: 3 years
- Ms Roseanne Feehon: Student Coordinator: Indigenous: 3 years
- Ms Sian Bennett: Postgraduate student: Indigenous: 3 years
- Ms Carmel Penny: Undergraduate student: Indigenous: 2 years
- Mr Alasdair MacDonald: Associate Director, Analytics: Non-Indigenous: 3 years
- Ms Suzanne Knuiman: Manager Employability: Non-Indigenous: 1 year
- Associate Professor Caroline Nilson: Academic: Non-Indigenous: 1 year
- Dr David Palmer: Academic: Non-Indigenous: 2 years

ATSIESC met three times in 2020: 14 May; 13 August; and 5 November.

Throughout 2020 ATSIESC received regular reporting regarding the key indicators of Aboriginal and Torres Strait Islander educational outcomes. The impact of the Covid-19 pandemic on Aboriginal and Torres Strait Islander students was a key focus for ATSIESC in 2020.

The implementation of the Wanju Boodja unit was an important outcome in 2020. The unit includes in class and on country learning. On 31 July 2020, Murdoch University participated in an online Aboriginal Careers Fair for students (Career Katitjin).

During 2020, Prof Rhonda Marriot PVC (Aboriginal and Torres Strait Islander Leadership) had membership of Academic Council, the University's leading academic governance mechanism. The University established Ngangk Yira Research Centre for Aboriginal Health and Social Equity. Prof Rhonda Marriott is the Director of the Centre.

Prof Rhonda Marriott and Chanelle Van den Berg, Sr Manager Aboriginal Education hold membership on other academic governance committees at the University including Research Committee; Education Committee; Equity and Diversity Committee.

The University's Reconciliation Action Plan (RAP) was endorsed by Reconciliation Australia and maintains a RAP steering Group to oversee the implementation of its RAP 2019-2021. Throughout 2020 ATSIESC has monitored and provided advice on the progress to the relevant University committees.

6.3.1. Statement by the Indigenous Governance Mechanism

At its 20 May 2021 meeting, Aboriginal and Torres Strait Islander Education and Strategy Committee agreed the following resolution.

Resolved: *to APPROVE the Indigenous Student Success Program 2020 Performance Report, for submission to the Department of Prime Minister and Cabinet, as attached to these Minutes.*
ATSIESC/10/2021

Additional information for completing the template

¹ Only payments made during 2020 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² Record the number of students (head count) not EFTSL.

³ Include both preserved and new ISSP scholarships.

⁴ This figures in this column should be the sum of the relevant row.

⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.

⁶ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁷ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

⁸ Include a brief description of the activity.

⁹ Providers can either provide a breakdown of the major activities or a total for all the activities undertaken. Examples of activities may include mentoring, outreach activities, promotion of scholarships, events, elder-in-residence, career guidance etc.

¹⁰ Only record amounts which would/did require payment during the 2020 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year.

¹¹ Note the data in this table is a subsection of the all student scholarship data provided in Table 1.

¹² This figures in this column should be the sum of the relevant row.

¹³ This section confirms that the provider complies with Section 35A of the Guidelines.

¹⁴ While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information provided in this section provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

¹⁵ Record all Indigenous staff employed by the provider, including those not working on ISSP-related activities.

¹⁶ The numbers recorded here should be a headcount of staff and not the full-time equivalent.

¹⁷ There is no longer a requirement to break up these by faculty. Please group together results by level.