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Kulbardi
MURDOCH UNIVERSITY





INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from **Universities relating to their 2015 outcomes and future plans** to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2015 ISP funds is included within this document. Please provide as much information as possible.

The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted to and accepted by the Department of Prime Minister and Cabinet **on or before 31 May 2016**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2016.

Please submit signed electronic documents by email to: scholarships@pmc.gov.au

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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 2015 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 2015, Murdoch 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 Mariott 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).

Indigenous 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 and developed by a sub-committee of the University’s RAP committee. This is to be monitored by the Quality and Equity Standards Committee and Murdoch University’s RAP Steering Group.

Indigenous Specific Positions

At present, 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

All Aboriginal and Torres Strait Islander Staff

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
ED – School of Education	Academic	Lecturer
ARO - Kulbardi	Academic	Manager Kulbardi Aboriginal Centre
University Library -Enquiry and Lending Services	Non - academic	Library Officer
ARO- Student Support	Non-academic	Transition and Retention Officer
ARO- Kulbardi	Non-academic	Kulbardi Engagement and Communications Officer
ARO - Kulbardi	Non-academic	Kulbardi Student Support Coordinator
ED – School of Education	Non-academic	Academic Support Officer/Administrative Assistant
ARO-CUTL	Academic	Learning Innovations Support Officer
SA – Creative Arts	Academic	Lecturer
University Library Administration and Systems	Non-academic	Administrative Assistant
		Total: 10

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
ARO -Kulbardi	Academic	ITAS tutor
HP - Counselling	Academic	Research Assistant
VL – Agricultural Sciences	Academic	Research Assistant
PE - Psych and Ex Science	Academic	Research Interviewer
ARO- Kulbardi	Academic	ITAS tutor
ARO-Kulbardi	Academic	ITAS tutor
		Total: 16

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 2015 (access rate) as compared to 2014 (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

	2014	2015
Aboriginal and Torres Strait Islander students	163	120
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5373	4699

Programs to improve access



Program name:

K-Track: Indigenous Enabling Program

Target audience:

Indigenous school leavers, mature-aged students, working professionals and those living in regional and remote locations.

Outline of Program:

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.

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).

Outcome:

In 2015, 12 Indigenous students successfully completed the K-Track program and transitioned into undergraduate studies.

Outreach activities



Australian Indigenous Mentoring Experience

In 2013, Murdoch University commenced a partnership with the Australian Indigenous Mentoring Experience (AIME) program. AIME provides a dynamic educational program that gives Indigenous high school students the skills, opportunities, belief and confidence to finish school at the same rate as their peers.

Target Audience

Aboriginal and Torres Strait Islander students currently studying within secondary schools within Murdoch University's catchment areas.

Outline of Program

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.

Outcome

In 2015, AIME engaged with 15 local high school and over 150 mentees (high school students). Two transitioned into studies at Murdoch University.



Deadly Dreaming

Deadly Dreaming is Murdoch University's annual upper secondary school engagement event.

Target Audience

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.

Outline of Program

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.

Outcome

This expo engaged over 15 different schools and over 100 secondary school students.

Deadly Dreaming Expo 2015:



Murdoch University NAIDOC 2015: Challenging the Sacred

In 2015, the Kulbardi Aboriginal Centre hosted its annual NAIDOC celebration. This event recognised what is sacred to Indigenous people in the 21st century and sought to challenge the notion of sacredness in Aboriginal and Torres Strait Islander culture.

Target Audience

Aboriginal and Torres Strait Islander and non-Indigenous community members. Ranging from young children through to mature adults.

Outline of Program

NAIDOC 2015: Challenging the Sacred saw *Black Comedy* star, Steven Oliver, entertain a large audience in Murdoch University's Kim Beazley Lecture Theatre. Dr. Richard Walley, Whadjuck Noongar elder welcomed the large group with a fantastic performance. The event also featured speeches from Ingrid Cumming, CEO Kart, Koort, Wiern, Kulbardi Alumna and two student essay winners – Jesse Bellotti and Ashleigh Lindsay.

Outcome:

Over 200 Aboriginal and Torres Strait Islander people, along with many non-Indigenous community members celebrated Indigenous culture at Murdoch University. Feedback for this event was very positive and will lead well into 2016's celebrations.



Steven Oliver with Kulbardi staff and students



Steven Oliver's Keynote Address



Kulbardi student Jacob Wehr-Murphy and K-Track Academic Lucy Farley



Ingrid Cumming

Scholarships

Murdoch Scholarships

<u>Scholarship title</u>	<u>Information</u>	<u>Course</u>	<u>Total Value</u>	<u>Allocated</u>	<u>Awarded</u>
City of Mandurah Indigenous	Be of Aboriginal or Torres Strait Islander descent; Be enrolled full-time in an Undergraduate Nursing course at the Peel Campus; Current resident of the City of Mandurah; Be experiencing circumstances of personal or financial hardship.	Health Professions (Undergrad Nursing)	\$3,000	1	0
Kulbardi Health Accommodation Assistance Scholarship	Circumstances of personal and/or financial hardship may be taken into consideration; Be an Australian citizen; Be an Aboriginal and/or Torres Strait Islander.	Health and Human Services (including Chiropractic, Counseling, Psychology and Social Work)	\$7,000	2	2
Kulbardi Health Childcare Support Scheme	Circumstances of personal and/or financial hardship may be taken into consideration; Be an Australian citizen; Be an Aboriginal and/or Torres Strait Islander.	Health and Human Services (including Chiropractic, Counseling, Psychology and Social Work)	\$5,000	3	3
Kulbardi Health Education Assistance Scholarship	Circumstances of personal and/or financial hardship may be taken into consideration; Be an Australian citizen; Be an Aboriginal and/or Torres Strait Islander.	Health and Human Services (including Chiropractic, Counseling, Psychology and Social Work)	\$2,000	8	8
Kulbardi Health Laptop Scheme	Circumstances of personal and/or financial hardship may be taken into consideration; Be an Australian citizen; Be an Aboriginal and/or Torres Strait Islander.	Health and Human Services (including Chiropractic, Counseling, Psychology and Social Work)	Multiple	4	4
Kulbardi Pre-Law	Can demonstrate prior interest or experience in Law or Legal Studies; Be an Australian citizen or permanent resident.	School of Law (Pre Law)	Fee waiver	2	2
Newmont Boddington Gold	Be an Australian citizen or permanent resident; Be of Aboriginal descent; Be intending to enrol, or be enrolled full-time in an undergraduate degree at any one of Murdoch University's campuses	Any undergraduate degree	\$24,000	1	1
NTEU	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.	Be enrolled in a 1st year undergraduate course at any Murdoch University campus; or	\$6,000	1	0

Commonwealth Scholarships

Scholarship title	Be enrolled in	Maximum Duration	Allocated	Awarded
Commonwealth Education Costs Scholarship (CECS)	Bachelor Degree	Four years or eight payment periods	21	30
	Enabling Course	One year or two payments	34	23
Commonwealth Accommodation Scholarship (CAS)	Bachelor Degree	Four years or eight payment periods	4	12
	Enabling Course	One year or two payments	9	1
Indigenous Access Scholarship (IAS)	Undergraduate Only	Cash payment over 2 installments	40	15

Private Scholarships

Undergraduate

Scholarship title	Information	Course	Link
Evelina Rosina Henty Scholarship	<i>The scholarships are open to any Australian Aboriginal or Torres Strait Islander person who either is:</i> <ul style="list-style-type: none"> - qualified; or - expects to qualify before the beginning of the next academic year for admission to a university award course or bridging course 	Open to all	http://www.scholarships.uwa.edu.au/search?sc_view=1&id=121&all=1&page=18
Indigenous Health Scholarships	Must be of either Aboriginal and/or Torres Strait Islander descent ; Be enrolled or intending to enrol in an entry level or graduate entry level health related course; Be intending to study in the academic year that the scholarship is offered.	Health Professions	https://www.acn.edu.au/indigenous-health
WA Mining Club	Each year's scholarship recipients will be chosen based on the applicant's academic and/or work record, personal circumstances, commitment to their chosen career, and potential to achieve a leadership position in the industry.	Courses related to mining; including engineering and environmental science	http://waminingclub.asn.au/giving-back/scholarships/

Postgraduate

Scholarship title	Information	Course	Link
Australian Indigenous Scholarship (Heart Foundation)	These scholarships are designed to encourage and support Aboriginal and Torres Strait Islander peoples to undertake a PhD or masters by research in cardiovascular research.	Health Professions (Health Sciences)	http://heartfoundation.org.au/research/apply-for-funding/australian-indigenous-scholarships
Bendigo Lango Bursary	Applicants need not be members of the APS but must be able to demonstrate their Aboriginal and/or Torres Strait Islander heritage by confirmation in writing by the Chairperson of an Aboriginal or Torres Strait Islander incorporated organisation; Applicants must provide evidence of their 'necessitous financial circumstances'; Applicants must also be able to provide proof of acceptance or enrolment into an APAC-accredited postgraduate coursework degree in 2017.	Psychology	http://www.psychology.org.au/Content.aspx?ID=4456

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 2015, compared to 2014 (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 for 2014 and 2015 is as follows:

	2014	2015
Aboriginal and Torres Strait Islander students:	281	257
Non Aboriginal and Torres Strait Islander students (Domestic students only):	14568	14017

Strategies to address participation

In 2015, led by the Kulbardi Aboriginal Centre, Murdoch University developed its new Indigenous Education Strategy – Nidja Gnulla Boorda (this is our future). This document, to be launched in mid-2016, has been guiding the universities efforts around recruitment, retention and completion since mid-2015.

Having been endorsed by the Quality and Equity Standards Committee, Academic Council, University Senate, the Aboriginal Advisory Committee, Murdoch University's Senior Leadership Group and the Murdoch's Honorary Panel of Elders this strategy will provide the strategic direction for the university in the coming years. This document will be publically available in its final form by July 2016.

Strategies	Outline of Strategies	Constraints	Outcome
K-Track Indigenous Enabling Program	Semester long (14 week) Indigenous university preparatory program. The program focuses on a broad range of disciplines. Available both internally and externally. Part-time or full-time study modes.	Significant financial barriers for students. Lack of financial literacy within student cohort. Transport to and from university. CGS funding rewards load, not completions.	Students who completed K-Track in 2015 did well in undergraduate studies.

Murdoch University has a number of initiatives in place to increase participation of under-represented groups in higher education. The development of appropriate pathways and enabling programs are key elements of our overall strategy for increasing participation. Those relating specifically to Indigenous students are outlined above.

The Commonwealth funded MAP4U project in the Rockingham, Kwinana and Mandurah/Peel is focused on building and supporting student cohorts from non-traditional and educationally disadvantaged backgrounds. This project includes a major focus on Indigenous participation in higher education.

Critical to attracting students to University study is the need to raise aspirations of students, particularly in areas of low participation. Murdoch has a strong commitment to the Kwinana, Rockingham and Peel corridor and the broader South West region. A significant element of the University's focus on this region is the relatively high proportion of Indigenous students and building Indigenous participation is an anticipated outcome of current programs. In addition Murdoch is establishing relationship with external stakeholders to foster programs aimed at areas such as the Pilbara, Goldfields and Kimberley regions.

The University's partnership with the Australian Indigenous Mentoring program (AIME) will involve University students mentoring Indigenous students in high schools to give them the skills, opportunities, belief and confidence to finish school at the same rate as their peers.

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.

The appointment of new staff member to the position of Communications and Engagement Support Officer has seen an increased engagement between Kulbardi and Indigenous school students. It has also bolstered the Centre's capacity in the recruitment space.

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

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

This plan will be subsumed by the new Nidja Gnulla Boorda Strategy beyond mid-2016.

5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation 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 2015, compared to 2014 (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.**

	2014	2015
Aboriginal and Torres Strait Islander students: (Higher Degree)	1	3
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	247	261
Aboriginal and Torres Strait Islander students: (Other postgraduate)	1	6
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	757	589
Aboriginal and Torres Strait Islander students: (Bachelor degree)	10	18
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	1668	1820

Support mechanisms

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, pastoral care 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 ATSI 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 52.5%.

As part of Kulbardi's emphasis on academic support across the institution, the Centre has established the Kulbardi Academic Advisory Board. This group of academic from across the institution provide academic advice, guidance and leadership to Kulbardi staff and students on a range of issues. Meeting quarterly, this group has become a key support for providing a whole of institution approach to Indigenous student support.

One of the major constraints relating to support is the way ISP funding is weighted towards enrolments as opposed to retention. This incentivizes 'bums on seats' as opposed to high quality support mechanisms to retain students. Furthermore, greater flexibility around the awarding of Indigenous scholarships will improve Kulbardi's ability to provide financial support to Indigenous students.

However, while these were problems with funding arrangements in 2015, Murdoch University commends the Department of Prime Minister and Cabinet's consultations with the Indigenous higher education sector to recalibrate conditions and funding formulas that are more aligned to an outcomes focus.

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.**

Indigenous Perspectives in Curriculum

As outlined in Murdoch University's Reconciliation Action Plan (2015-2018), the University will implement policies and practices that ensure Indigenous perspectives are reflected in curriculum across the various disciplines.

See the RAP here: [http://our.murdoch.edu.au/Committees/ document/Murdoch-University-RAP-2015-2018-Endorsed.pdf](http://our.murdoch.edu.au/Committees/document/Murdoch-University-RAP-2015-2018-Endorsed.pdf)

The following are key related excerpts to this goal:



Focus on Learning and Teaching

Action	Measurable Target(s)	Responsibility (or the equivalent position, or nominee)	Timeline
2.1 Embed Aboriginal and Torres Strait Islander knowledges and perspectives in appropriate University curricula to provide students with the knowledges, skills and understanding when working alongside Aboriginal and Torres Strait Islander peoples.	Where appropriate, disciplines teach Aboriginal and Torres Strait Islander knowledges, perspectives and themes.	Provost Pro Vice Chancellor (Learning and Teaching) Academic Registrar School Deans Academic Chairs	January 2016
	Aboriginal and Torres Strait Islander knowledge/perspectives identified as a Course Learning Outcome (CLO) in appropriate courses, majors and units.	Provost Pro Vice Chancellor (Learning and Teaching) Academic Registrar School Deans Academic Chairs	December 2015
	Embed specific Aboriginal and Torres Strait Islander knowledges into curriculum development.	Provost Pro Vice Chancellor (Learning and Teaching) Academic Registrar School Deans Academic Chairs	December 2015
	Engage Aboriginal and Torres Strait Islander leadership and people in curriculum development and teaching.	Provost Pro Vice Chancellor (Learning and Teaching) Academic Registrar School Deans	February 2015
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 timeline on this curriculum project has been pushed back for development and implementation in the latter half of 2016. This is largely due to the development of new course structures and curriculum design principles commenced in 2012 by Murdoch University Curriculum Commission.

The Curriculum Commission (MUCC) undertook a wide-ranging review of all of Murdoch's academic programs, at both undergraduate and postgraduate coursework level.

The main aims of the review were as follows:

1. To strengthen Murdoch's reputation for high quality teaching and learning in all of its academic programs (courses and degrees, undergraduate and postgraduate) and among all its student cohorts (internal and external, on-shore and transnational).
2. To ensure that our courses and degrees meet national and international standards, in terms of curriculum design and delivery, and learning outcomes.
3. To promote a stronger relationship between teaching and research and to strike a better balance between our teaching and our research.
4. To ensure that our academic programs operate on a financially sustainable basis.
5. To make these changes internally self-sustaining.

This project remains ongoing. Therefore, work on Indigenising the curriculum will need to wait until the work has been fully implemented. However, this will remain a key priority of the University through its Reconciliation Action Plan (2015-2018).

Cultural Competency

The Kulbardi Aboriginal Centre runs its cultural awareness program for all Murdoch staff and self-selecting students. Entitled "Beyond Black and White: Reflecting on culture, race and bias" this program involves participants undertaking pre-workshop activities online focusing on Implicit Bias relating to the Indigenous/non-Indigenous context. Following this participants are asked to take part in a face-to-face workshop that explores Indigenous culture from an historical and contemporary perspective before being asked to reflect on race relations in Australia and the impact that implicit bias may have on our thinking about Indigenous (and other) people. As part of the post-workshop activities, staff are asked to reflect on the way that cultural difference, racism and implicit bias may impact the work that we do as an institution. This program is run by Braden Hill, Manager, Kulbardi Aboriginal Centre with support from People and Culture's Organisational Capability Unit.

Furthermore, at the beginning of all Week 1 lectures, unit coordinators are encouraged to acknowledge country as a way of paying respects to Whadjuck Noongar people, culture and history. This initiative is a part of the University's RAP Plan and was implemented by the Kulbardi Centre and the Centre for University Teaching and Learning.

University Engagement with Indigenous Communities in Promoting Indigenous Perspectives

The establishment of Murdoch University's Honorary Panel of Elders has been instrumental in providing advice and guidance around the inclusion of Indigenous perspectives in a range of activities across the institution. The input of elders has been included in the following strategies and initiatives:

- Nidja gnalla boorda – Indigenous Education Strategy
- Murdoch Student Hub Redevelopment
- Murdoch Campus Masterplan and Redevelopment
- Reconciliation Action Plan (2015-2018)

Role of Kulbardi

The Kulbardi Aboriginal Centre is instrumental in leading all of the aforementioned activities. Manager, Kulbardi Aboriginal Centre, is working closely with the Associate Director Curriculum on the best way to progress Murdoch's aspirations around Indigenous perspectives in the curriculum.

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 2015, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2015 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/Indigenous Education 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	Annette Baker-Forrow	Title	Manager, Financial And Reporting
Phone	93606645	Fax	N/A
		E-mail	a.baker-forrow@murdoch.edu.au

Financial Acquittal		
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2015, including all interest or royalties/income derived from ISP Funds during 2015.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input type="checkbox"/>
For each Attachment:		
<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 2015 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:

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.

