

Indigenous Student Success Program

2019 Performance Report

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Kulbardi Aboriginal Centre plays a key role in the education journey of Aboriginal and Torres Strait Islander students at Murdoch University. The Centre is the driving force behind the development and implementation of the *Aboriginal and Torres Strait Islander Student and Education Strategy (2019-2022)* and is leading the way for increasing participation, retention and success of all Aboriginal and Torres Strait Islander students.

Support Overview

Kulbardi Aboriginal Centre delivers educational pathways via its award winning enabling program K-Track, several learning support programs for undergraduate cohort, developing postgraduate ambitions, offering supplementary academic coaching to Indigenous students via ITAS and delivering wellbeing support and financial assistance.

The Centre has dedicated staff who assist directly or coordinate initiatives and specific activities from Kulbardi. They work collaboratively with the University's outreach and marketing teams. The Indigenous Tutorial Assistance Scheme (ITAS) offers supplementary academic coaching to Indigenous students and has proven to be a valuable program in maintaining consistent and progressive results for our students.

Kulbardi Aboriginal Centre offers a culturally safe learning environment for its students to learn and thrive. In late 2019, the Centre underwent renovations to provide a modern space for students with an upgraded meeting room with mobile computer desks, refurbished communal kitchen, upgraded computers in the lab, a dedicated study room for tutorials and a Student Hub that functions as a breakout area and lounge space.

1. Enrolments (Access)

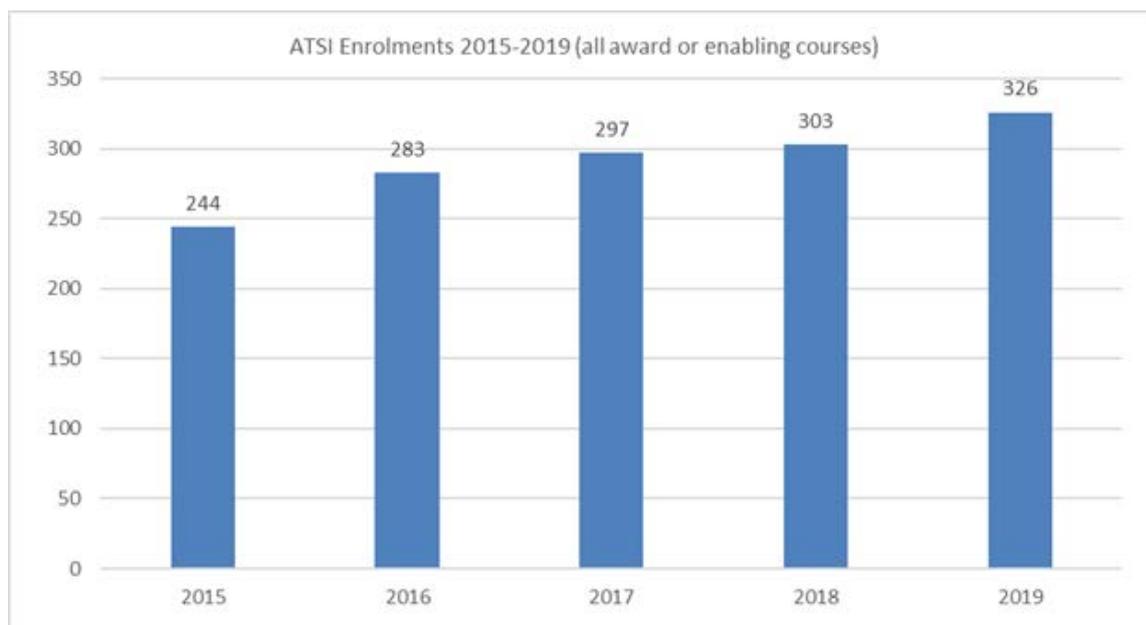
K-Track is Murdoch University's Indigenous Enabling Program delivered by Kulbardi Aboriginal Centre. It is a 14-week fee free program and is an alternative pathway designed to lead to entry into an undergraduate degree at Murdoch University. Indigenous school leavers, mature aged students and working professionals can enrol. Students have the opportunity to develop their capacity to learn and participate in a thought provoking and innovative course, in a supported learning environment. On successful completion, students gain direct entry into most of the courses offered by the University. In 2019, 15 students successfully completed the K-Track program and 13 transitioned into undergraduate studies.

The Indigenous Tutorial Assistance Scheme (ITAS) offers supplementary academic coaching and continues to offer invaluable tutorial assistance for Indigenous students at Murdoch University. In 2019, this program successfully supported 85 undergraduate and 3 postgraduate students in maintaining consistent and progressive results through their studies.

Commencing Aboriginal and Torres Strait Islander students

	2017	2018	2019
Aboriginal and Torres Strait Islander students	147	140	134
Non-Aboriginal and Torres Strait Islander students (Domestic students only)	5,582	5,877	5,994
Total onshore domestic commencing students	5,729	6,017	6,128

Enrolments



Strategies to improve access to university for Aboriginal and Torres Strait Islander students.

K-Track Open Days: Kulbardi Aboriginal Centre offers 4 K-Track Open Days to present information to prospective Aboriginal and Torres Strait Islander students about our award-winning enabling program. On average, 75% of K-Track Open Day participants pass their writing activity, receive an offer letter and commence K-Track the following semester.

Secondary School Engagement: In 2019 Kulbardi Aboriginal Centre created a new secondary school engagement program to strengthen relationships between the Centre and local secondary schools. The new approach by Kulbardi Centre to school relationships has brought a stronger level of engagement than previous years and given us the ability to track student engagement and our progress in this area. Several programs in 2019 included;

- *Deadly Dreaming Exposition- Murdoch University campus:* This is an annual event for Aboriginal and Torres Strait Islander secondary school students comprising of 2 full days. Students participate in engaging workshops, meet with educational providers, representatives from government agencies and hear from inspirational role models. Deadly Dreaming has grown since the last five years and is the highlight of the Centre's school calendar. 195 students participated in 2019.
- *K-Track Experience Day:* A half day experience for students to visit the Centre learn about the support services and get some information on the K-Track course.
- *Outreach experiences- on campus:* For those who miss Deadly Dreaming with similar or replicated content over 3 half day experience.
- *School Workshops- off campus:* 2019 was the pilot year for the School Workshop Program offering four workshops for secondary students. The program is designed to help Indigenous students break down barriers they are facing in education and in their community. The program offers students access to role models, workshops that work to breakdown stereotypes and help them gain a deeper understanding of the importance of Higher education. The refreshed model is a three-tiered approach currently targeting 15 Tier one schools, 25 tier two schools and 75 tier three schools. In 2019, we had 223 participants who participated with a high level of engagement.

Regional and Remote Partnerships: The Kulbardi Aboriginal Centre has a partnership with MADALAH Limited. This is a not for profit organisation that offers secondary and Tertiary education scholarships to students from regional and remote communities to WA's leading boarding schools. Kulbardi staff participate in camps provided to secondary school students to build relationships with regional and remote secondary students.

Summer and Winter school: Students who have successfully passed the K-Track enabling program, participate in Summer and Winter School. This is an extension of the bridging program, where students who have successfully completed the K-Track program are set up to work with a tutor who further prepares them for the undergraduate degree they have enrolled into. Students have reported that they felt better prepared for first year studies and supported overall.

K-Track Mentoring Program: Students who have enrolled in our bridging program receive weekly one to one mentoring sessions. Mentors work directly with K-Track students over the course of the semester. In 2019, majority of K-Track mentors were past K-Track students.

Table 1 ISSP Scholarships - breakdown of 2019 payments^{1 2 3}

	Education Costs		Accommodation		Childcare		Reward		TOTAL (of preceding columns)	
	\$	No.	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ⁴	\$15,800	26	NA	NA	NA	NA	NA	NA	\$15,800	26
Undergraduate ⁵	\$50,800	69	\$30,200	41	\$3,600	4	\$6,400	4	\$91,000	118
Post-graduate ⁶	\$7,700	6	\$2,200	3	\$0	0	\$0	0	\$9,900	9
2019 Payments	\$74,300	101	\$32,400	44	\$3,600	4	\$6,400	4	\$116,700	153

Reward (Laptop): Laptops are purchased by Kulbaradi Aboriginal Centre and awarded to successful students under the Laptop Scholarship Scheme.

2. Progression



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.

Strategies to improve retention and success

- The Indigenous Tutorial Assistance Scheme (ITAS) offers supplementary academic coaching and is managed by the Centre's Student Support Coordinator. ITAS continues as an invaluable tutorial assistance for Indigenous students at Murdoch University. In 2019 (ITAS) successfully supported 85 undergraduate and 3 postgraduate students in maintaining consistent and progressive results through their studies. (ISSP funded)
- Ngoolark Learning Support Program is a support unit delivered by Kulbardi Centre for all Indigenous students who want to undertake their studies in a gradual and supported way. In 2019, Ngoolark had an overall progress rate of 74%. Several initiatives led by the Student Success Team include conducting subject specific workshops, Ngoolark online, semester workshops to ensure engagement in the unit and dedicated mobile phones to allow instant contact and check-ins. (ISSP funded)
- Pastoral Care, Academic Learning, Transition and Support needs (PATS): Support staff at the Centre use a set of questions proactively in their interaction with students via email especially during first few weeks of semester, before Census date and towards final assignments and exam time. Qualitative data collected informs support and success strategies. Data is reviewed at SSWG meetings.
- Student Success Working Group (SSWG) focusses on the success and retention strategies, monitors ITAS attendance and discusses action outreach plans for students flagged "at risk". Pro-active and timely intervention by the SSWG has helped identify at risk students early in the semester and the Centre provides for necessary support structures.
- 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. Students are encouraged make use of these services and meet staff who can directly assist. All students who attend go into a draw to win an iPad / gift card. (combined ISSP and University funding)
- Data from the 2019 Kulbardi Student Survey have been instrumental in shaping success initiatives and providing valuable input in refreshing the Aboriginal and Torres Strait Islander Students and Education Strategy.
- Kulbardi Success Officers run several workshops and study groups. These sessions are run 3-4 times during the semester for undergraduate students. These study sessions are a

great way for students to connect with others, share some food and discuss university issues and successes.

- Our ever-growing Post-graduate cohort receive extensive support to assist them with completions. Support for postgraduate cohort include a writing club run by an academic mentor, 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 lead to goal setting.
- Financial hardship assistance is provided to cover transport cost or urgent financial need. As a once off financial support in the form of a Coles vouch or a pre-loaded smart rider for K-Track students to ensure students can get to and from University. (combined ISSP and Donor funding)
- The Center uses RightNow, a CRM software to input and share information on a student with other authorised users. It allows support staff to identify and monitor “at risk” students.
- Current student 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.**
- Corporate partnerships have helped provide employment, career pathways and scholarships opportunities for our students. These are in the form of internships and graduate programs that provide the opportunity to work with highly skilled professionals.

ITAS

Table 2a Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	46	110	\$3,776.30
Undergraduate	85	7560	\$397,429.20
Post graduate	3	160	\$8,411.20
Other			
Total	134	7830	\$409,616.70

Table 2b Indigenous Support Activities provided in 2019¹⁰

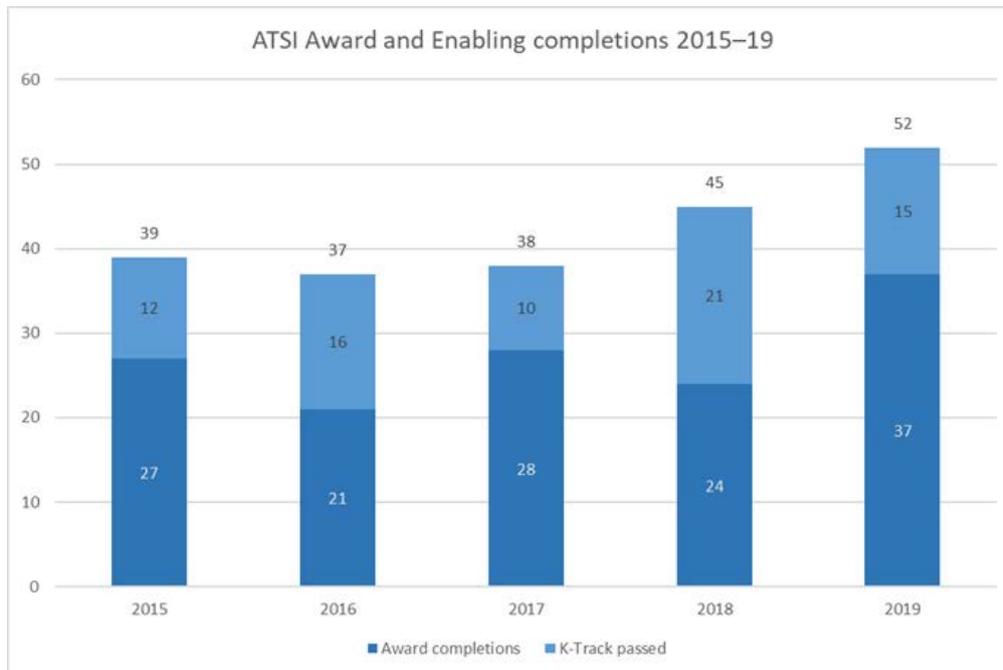
Activity ^{11 12}	Number of student participants	Expenditure (\$)
Welcome to Semester & End of Semester BBQ'S	140	\$1000
Scholars Luncheon	23	\$800
Department of Health – Internships and Graduate Programs	8	\$125
Chevron information sessions – Internships and Graduate Programs	12	\$200
National Indigenous Tertiary Education Student Games	16	\$3000
K-Track celebration lunch (students who completed the program successfully)	15	\$650
Kulbardi Orientation Day iPad raffle	1	\$650

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

In 2019 over 200 people participated in Cultural awareness training workshops delivered by the Kulbardi Aboriginal Centre and locally owned and operated businesses.

- ***Aboriginal Cultural awareness***
4 Hour training session. Including a session specifically for Senior Leadership.
Beyond Black and White: Reflecting on culture, race and bias. As part of the University's Reconciliation Action Plan Kulbardi Aboriginal Centre conducts this training for staff at Murdoch University. This highly interactive session will enable Murdoch staff to develop strategies to implement in their professional practice that serve to work toward the University's goals for Reconciliation.
- ***Know Your Campus- Kulbardi Aboriginal Centre***
1 Hour tour
The Kulbardi Aboriginal Centre believes that education is freedom. Staff come on a tour to find out what Kulbardi offers to students who are starting their university journey, currently studying a degree or continuing at a higher level.
- ***Know Your Campus- Nyoongar "Walk on country"***
1.5 Hour session
Murdoch invites staff to join respected Nyoongar elders for a walk on country.
- ***NAIDOC***
NAIDOC celebrations coordinated by the engagement team at Kulbardi Aboriginal Centre is one of the key events in the University's engagement calendar. This is an annual event on Murdoch campus, NAIDOC 2019 was attended by 280 people. (combined ISSP, University and City funding).

3. Completions (outcomes)



Strategies to improve course completion of Indigenous Students have included initiatives that focus on supporting their university journey and are listed in the previous section “Strategies to improve retention and success.” There was a significant increase in our number of completions in 2019 and it is our highest number to date. This is due to the increased focus on progress and completions since 2016.

Strategies to assist graduates

Kulbardi Aboriginal Centre’s Student Support and Engagement teams 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. Centre staff promote a range of external stakeholder employment opportunities including internships (Career Trackers, cadetships and graduate intakes, State government agencies, Private Enterprise). They also work closely with the Murdoch Careers Team to bring opportunities to Aboriginal and Torres Strait Islander graduates.

Murdoch University also hosts an annual alumni event each year called Bullargar. This event is hosted by the Centre’s Engagement team and provides Aboriginal and Torres Strait Islander graduates the opportunity to network with corporates. This opportunity is also open to students in their final year. Alumni are also given special invitations to attend our corporate and community events held on campus.

4. Regional and remote students

Regional and remote ATSI load, 2017-2019

ATSI EFTSL	2017	2018	2019
Regional	21.375	29.125	33.292
Remote	9.833	10.250	13.875
Urban	155.458	163.167	165.167
Total	186.667	202.542	212.333

Strategies for remote and regional students

Partnership with MADALAH Ltd as a corporate sponsor for the MADALAH program. This is a not-for-profit organisation offering Secondary and Tertiary education scholarships for Indigenous students from remote and regional communities to West Australia's leading boarding schools and Australian universities. Overall sponsorship funding of \$20,000 by Murdoch University contributed towards \$8000 MADALAH Scholarship for one tertiary student, \$10,000 sponsorship as a Supporting Partner for MADALAH Ball 2019 and \$1000 for MADALAH's 2019 Orientation Day attended by 254 students.

Outreach activities by the student support team from Kulbardi Aboriginal Centre include contact via email, phone calls, face to face meeting, PATS follow up and contact through the student support Facebook page. Targeted promotions of Scholarships and ITAS. Students are invited to attend cadetships and graduate opportunity sessions and for those that are studying externally, corporate partners set up webinars.

Invitations to semester barbecues, Orientation days, group study sessions and workshops. Students studying externally can access most learning programs available through Ngoolark online and Kulbardi online platforms. The Student Support Working Group (SSWG) monitor the progress of these students. Visits during the year to St Catherine's College where some of our students reside.

Table 4 Scholarship data for remote and regional students^{13 14}

	Education Costs		Accommodation		Childcare		Reward		TOTAL (of preceding columns) ¹⁵	
	\$	No.	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	\$5,900	5	\$2,100	3	\$800	1	\$0	0	\$8,800	9
B. 2019 Offers +continuing commitments ¹⁶	\$7,400	10	\$3,800	5	\$700	1	\$1,600	1	\$13,500	17
C. Percentage ¹⁷ (C=B/A*100)									153.4%	
2019 Payments	\$7,400	10	\$3,800	5	\$700	1	\$1,600	1	\$13,500	17

4a. Number of Remote and Regional students that received a scholarship in 2019¹⁸: 9

5. Working with Vulnerable People Requirement¹⁹

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

6. Eligibility requirements

6.1. Indigenous Education Strategy

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

Murdoch University's Aboriginal and Torres Strait Islander Student's and Education strategy has been 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.

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.

6.2. Indigenous Workforce Strategy

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

The Pro Vice Chancellor Aboriginal and Torres Strait Islander Leadership (PVC A) position has been established in line with the ISSP Guidelines and Professor Rhonda Marriott commenced in this position in January 2019. The PVC A oversees the delivery of services to Aboriginal students, engagement with local Aboriginal communities, and provides advice to the wider University community on such matters. The appointment of this position is an ongoing commitment by the University and is included in the Employment Strategy.

The key component in implementing the Employment Strategy in 2019 and beyond was the creation of the Equity & Cultural Liaison role in the People and Culture Office. This role was advertised as open to only Aboriginal and/or Torres Strait Islander peoples under s.50d of the Equal Opportunity Act 1984. This position was filled in May 2019 and the appointment confirmed on a continuous basis in October 2019. This position has been invaluable in actualising the initiatives in the Employment Strategy and building cultural integrity within the People and Culture Office.

There are several initiatives in the Employment Strategy aimed at increasing the number of Aboriginal and Torres Strait Islander people working at the university. The most visible initiative achieved in 2019 was the development and launch of the Aboriginal and Torres Strait Islander Talent Register. This online register is open to all Aboriginal and Torres Strait Islander peoples to register their interest in working at Murdoch University. All registrations are followed up with direct communication by our Equity & Cultural Liaison and, wherever possible, a face-to-face meeting. The Talent Register has so far resulted in one appointment and has proved a valuable outreach tool to engage the Indigenous community as well as the University community, in the Employment Strategy.

In implementing the Employment Strategy we have initially focussed on the retention and development of our existing Aboriginal and Torres Strait Islander staff. These retention efforts included converting a fixed-term academic employee to a continuous contract and supporting the career development of another academic employee to transition from part-time to full-time employment. Staff yarning sessions, run by our Equity & Cultural Liaison have commenced and have provided appreciated insight into the needs of our Aboriginal and Torres Strait Islander staff as well as providing the forum for a supportive collegial network.

There has also been a focus on reviewing our basic systems processes related to recruitment and record keeping. Our recruitment system has been amended to make Aboriginal and Torres Strait Islander applicants more visible and, once employed, the identification of Aboriginality is now recorded in a consistent manner (where staff have disclosed this information).

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. Given this, and despite focussed efforts, we have been unable to increase the number of Aboriginal and Torres Strait Islander people in academic positions in 2019. 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 2019 represent major progress and the reestablishment of Murdoch’s commitment to Aboriginal and Torres Strait Islander employment.

Table 6.2 Indigenous workforce data (2019 breakdown)^{20 21 22 23}

Classification	Continuing	Contract and Casual	Grand Total
Academic			
Casual Academic		1	1
Associate Lecturer		2	2
Lecturer	4		4
Senior Contract		1	1
Professional			
HEW 1 to 4/5	5	6	11
HEW 5 to 6/7	5	8	13
Senior Contract		1	1
Grand Total	14	17	31

Reconciliation Action Plan (RAP)

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

In 2018, Murdoch University commenced the process of reviewing and evaluating its Reconciliation Action Plan 2015 – 2018 with a view to refreshing it and developing a Reconciliation Action Plan 2019 – 2022. A RAP Steering Group was established to provide oversight of this process. Wide community consultations were undertaken as part of the refresh process.

The Reconciliation Action Plan 2019 – 2022 has now been endorsed by Reconciliation Australia.

6.3. Indigenous Governance Mechanism

1. INTRODUCTION

By its resolution AC/31/2017(iv), Murdoch University’s Academic Council established the Indigenous Education and Strategy Committee (IESC) as a subordinate committee of the University Education Committee (UEC). 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.

ATSIESC met three times in 2019: 21 February; 9 May; and 8 August. On 10 October ATSIESC held a special meeting to participate in a self-evaluation process as part of an independent external review into Murdoch University Academic Council and its subordinate committees. This was a review of University governance, commissioned for the University's Tertiary Education Quality and Standards Agency provider re-registration process.

2. MEMBERSHIP

In February 2019 ATSIESC membership was revised to align with the recently implemented two College structure at Murdoch University. Ms Chanelle van den Berg, Senior Manager, Aboriginal Education commenced as Chair of ATSIESC. Professor Rhonda Marriott, PVC (Aboriginal and Torres Strait Islander Leadership along with representatives from staff at Kulbardi Aboriginal Centre, staff from the two colleges and one student representative directly appointed by the Chair comprise ATSIESC membership.

ATSIESC discussed the parameters for a review designed to ensure the quality of units that engage with Aboriginal and Torres Strait Islander content, perspective, curriculum and pedagogy. A proposal to develop the Wanju Boodjar unit, which would be a learning on country experience was presented to ATSIESC. The Indigenous Student Success Program (ISSP) Performance Report 2018 was approved by ATSIESC for submission to the Department of Prime Minister and Cabinet. ATSIESC was updated on Kulbardi Aboriginal Centre's high school engagement program, designed to encourage Aboriginal and Torres Strait Islander youth to attend Murdoch University.

Finally, ATSIESC received its annual update in relation to K-Track, Murdoch University's enabling program for Aboriginal and Torres Strait Islander students.

3. TERMS OF REFERENCE

ATSIESC's Terms of Reference were approved by Academic Council at its 5 July 2017 meeting, via resolution AC/73/2017 (v). The information below provides an overview of ATSIESC activity in addressing its terms of reference.

3.1 Term 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. ATSIESC was provided with regular updates throughout 2019 regarding the implementation of the Aboriginal and Torres Strait Islander Students and Education Strategy (the Strategy). These updates included:

- at its February meeting, ATSIESC was advised that the Strategy aligns with Kulbardi Aboriginal Centre's top 10 initiatives for the year, including developing stronger relationships with high schools, offering a STEM based camp, and hosting a K-Track open day;
- in February, an overview of the high school engagement program was provided, with ATSIESC advised that the refreshed model was a three-tier system which would initially remain metropolitan focussed and had a target for the year of 80 schools;

- at its May meeting, ATSIESC were advised that the Deadly Dreaming event would take place over two days.

3.2 Term of Reference 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.

In February, ATSIESC was provided with an overview of the Pastoral, Academic, Transition and Support (PATS) Strategy, which is a student support strategy.

In a Decision by Circulation, effective on 4 June 2019, ATSIESC approved the Indigenous Student Success Program (ISSP) 2018 Performance Report, for submission to the Department of Prime Minister and Cabinet.

3.3 Term of Reference 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.

At its August meeting, ATSIESC was advised that a review would be undertaken in order to ensure the quality of units that engage with Aboriginal and Torres Strait Islander content, perspective, curriculum and pedagogy. Also, in August, ATSIESC was advised that a proposal was under development to implement the Wanju Boodjar unit, which would be a learning on country experience.

3.4 Term of Reference 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.

In May, the Aboriginal and Torres Strait Islander Employment Strategy Update commenced as a standard agenda item for ATSIESC, with committee members advised of the following points:

- an Aboriginal student had been employed two days per week to support the implementation of the Strategy;
- the Strategy was approved in late 2018 in order to comply with the requirements of the Indigenous Student Success Program (ISSP) funding;
- two key elements of the Strategy were increasing academic employment and career development;
- one of the Strategy's targets was to ensure the employment of one Aboriginal and Torres Strait Islander academic within each of the two Colleges; and
- section 50(d) of the Equal Opportunity Act (1984) might be a useful tool to apply in order to achieve the academic employment targets.

In August, ATSIESC was provided with a demonstration of the Aboriginal and Torres Strait Islander talent register, an online employment portal.

3.5 Term of Reference 5: To advise on and develop strategies that increase the enrolments of Aboriginal and Torres Strait Islander students at Murdoch University.

In August, ATSIESC was provided with an update on the scholarships program for Aboriginal and Torres Strait Islander students and was advised that there were two types of scholarships open to students: Success scholarships, open to all disciplines and paid in a stipend model; Kulbardi Health, open to Health-related disciplines.

3.6 Term of Reference 6: To advise on the development of innovative strategies and alternative pathways that enable Aboriginal and Torres Strait Islander students to enter University.

At its February meeting, ATSIESC was provided with its annual K-Track Update, with the following information advised:

- a new model is being developed in which social work students are embedded within the K-Track program to provide an additional layer of support to students.

3.7 Term of Reference 7: To ensure Aboriginal and Torres Strait Islander students are provided with a high-quality educational experience that nurtures excellence and personal achievement.

At its February meeting, ATSIESC was provided with an overview of the hidden cohort, with the following information advised:

- the hidden cohort are currently enrolled Aboriginal and Torres Strait Islander students who have not engaged with any Kulbardi services;
- research indicates that the hidden cohort is approximately 31%;
- high performing students not believing that Kulbardi services are suitable for them, and distance from Kulbardi are a couple of the reasons for the hidden cohort; and
- the Student Success Working Group was examining strategies for engaging with the hidden cohort.

3.8 Term of Reference 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.

At its May meeting, ATSIESC was provided with a presentation on the results of the 2019 Kulbardi student survey, with the following points highlighted:

- this was the first time that the survey was undertaken by OSQA;
- there was a 19% response rate, with survey fatigue being one key factor in the low response rate;
- a new set of questions regarding students' level of comfort with the different services was introduced. This line of questions might be rolled out to other university wide surveys; and
- it was notable that in this year's survey fewer students nominated that they had experienced discrimination when compared to last year's results when students were asked if they had experienced racism.

- 3.9 Term of Reference 9: To monitor and provide advice on the progress of implementing the education aspects of the Reconciliation Action Plan (RAP) to the relevant committee

Throughout 2019, Murdoch University's refreshed Reconciliation Action Plan undertook Reconciliation Australia's endorsement process. Murdoch University's endorsed Reconciliation Action Plan will be monitored by ATSIESC throughout 2020.

4. Aboriginal and Torres Strait Islander involvement in university decisions

Other activities to involve Aboriginal and Torres Strait Islander people in the decisions of the university, curriculum development and/or evaluation/review include:

- Professor Rhonda Marriott, Pro Vice Chancellor (Aboriginal and Torres Strait Islander Leadership) is an ex-officio member of Murdoch University's Academic Council;
- Ms Chanelle van den Berg, Senior Manager of Aboriginal Education, and Professor Rhonda Marriott are ex-officio members of the University Education Committee, a subordinate committee of Academic Council;
- Ms Chanelle van den Berg is an ex-officio member of Murdoch University's Equity and Diversity Committee, a subordinate committee of Academic Council;
- Professor Rhona Marriott is a co-opted member of the University's Research Committee, a subordinate committee of Academic Council;
- The University developed a Reconciliation Action Plan 2019 – 2021, led by Ms Chanelle van den Berg;
- The University's Equity and Diversity Committee approved the establishment of a Reconciliation Action Plan (RAP) Steering Group, to provide oversight of the implementation of the University's Reconciliation Action Plan 2019 – 2021.
- Murdoch University maintains an Honorary Panel of Elders, to provide cultural insights, advice and guidance; and
- The University established Ngangk Yira Research Centre for Aboriginal Health and Social Equity. Professor Rhonda Marriott is the Director of the Centre.

6.3.1. Statement by the Indigenous Governance Mechanism

The Aboriginal and Torres Strait Islander Education and Strategy Committee (ATSIESC) is a subordinate committee of Murdoch University's University Education Committee (UEC). These committees are part of the University's academic governance structure.

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 Wednesday 10 June 2020.

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) Performance Report 2019, to be submitted to the Department of Prime Minister and Cabinet.

Resolved:
ATSIESC/03/2020

to APPROVE the Indigenous Student Success Program (ISSP) Performance Report 2019, to be submitted to the Department of Prime Minister and Cabinet.