Higher Education Participation and Partnerships Program (HEPPP)  
2011 Progress Report

This form is to be completed by eligible universities that received HEPPP funding in 2011.

The deadline for reporting is 5 pm EST Friday 7 September 2012

<table>
<thead>
<tr>
<th>Name of university</th>
<th>Curtin University of Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of contact officer</td>
<td>Melanie Johnston</td>
</tr>
<tr>
<td>Designation of contact officer</td>
<td>Manager, Student Equity &amp; Diversity</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:Mel.Johnston@curtin.edu.au">Mel.Johnston@curtin.edu.au</a></td>
</tr>
<tr>
<td>Telephone number</td>
<td>(08) 9266 7914</td>
</tr>
</tbody>
</table>

Note: Contact details are collected so that the Department of Industry, Innovation, Science, Research and Tertiary Education (Innovation) can contact you about this form. These details will not be disclosed without your consent, unless required by law.

The Higher Education Participation and Partnerships Program (HEPPP) supports the government’s ambition to have 20 per cent of domestic undergraduate enrolments at university be people from a low socio-economic status (SES) backgrounds by 2020.

The primary purpose of the Progress Report is to understand how funding is being utilised in achieving the government’s low SES ambition. It will also satisfy departmental and provider accountability for the expenditure of public monies.

The information obtained from this report will also be used to:

- inform the government’s triennial compact discussion with universities and the annual review of individual compact agreements
- contribute to the evaluation of HEPPP.

Please note: Estimated financial figures may be used if actual values would be difficult to disaggregate or calculate.

Please provide an electronic copy of the completed form to: equity@deewr.gov.au

A hard copy of the completed form, signed by the Vice Chancellor, is also required. Please send to:

Equity Policy and Evaluation Team
Indigenous and Equity Branch
Department of Industry, Innovation, Science, Research and Tertiary Education
GPO Box 9839 (LC: C16MT2)
CANBERRA CITY ACT 2601

If you require assistance in completing the form please email katerina.lawler@innovation.gov.au or contact Katerina Lawler on (02) 6240 5950. If you have any queries about unspent program funds please email alec.wickerson@innovation.gov.au or contact Alec Wickerson on (02) 6240 5868.
## Participation Component Reporting

In 2011, what activities did your university undertake with HEPPP Participation funding to improve access to higher education for students from low SES backgrounds? For example: alternative entry pathways, transition programs, scholarships and academic support. Your response will identify what activities are being undertaken with HEPPP funding, what outcomes are being achieved and expenditure on the activities. Please complete the table below, adding extra rows as required. If any institutional scholarships are funded from HEPPP funds, please include the number of scholarships and their value. If Participation funding was spent supporting Partnerships activities, please include these details under the next section, 'Partnerships Component Reporting'.

<table>
<thead>
<tr>
<th>Activity title</th>
<th>Activity description (please include information on the rationale for why the activity was chosen, the target audience and reach, and any partners that were involved in the activity)</th>
<th>Objectives of activity</th>
<th>What progress have you made toward achieving the objectives of the activity?</th>
<th>What measurements were applied in determining achievement against the objectives?</th>
<th>Cost ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Inclusion (StepUp) Project</td>
<td>Some students have the potential to succeed at university but may have experienced adverse circumstances that could affect their ability to reach the minimum ATAR needed to enter Curtin. Inclusive entry pathway for eligible Australian, NZ and Permanent Resident applicants with a 60-69.95 ATAR; StepUp aims to encourage applicants from disadvantaged backgrounds: low SES, regional and remote, Indigenous Australian and those affected by Financial hardship. Supports the achievement of Curtin’s Student Equity Strategy 2010-2013 through participation.</td>
<td>▪ 21 students accepted or deferred their offer for StepUp in 2010.&lt;br&gt;▪ 71 students accepted or deferred their offer for StepUp in 2011.&lt;br&gt;▪ 241 students accepted or deferred their offer for StepUp in Semester 1, 2012 (197% increase in offer acceptances on the 2011 intake)&lt;br&gt;▪ Overall 1,000% increase in accepted offers since the initiative was trialled with a selection of schools for 2010 intake&lt;br&gt;▪ From the 2010</td>
<td>Number of students enrolling through Step Up&lt;br&gt;Retention of students who enrolled through StepUp</td>
<td>Provide estimates of expenditure split by: 1) HEPPP funding 2) Other university funds contributed 3) Funding from other sources</td>
<td></td>
</tr>
</tbody>
</table>
intake, 17 of the 21 students are still enrolled at Curtin.

- From the 2011 intake, 63 of the 71 students are still enrolled at Curtin.
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Outcomes</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create Your Future Scholarship</strong></td>
<td>Low SES students may experience financial difficulties, which impede their ability to persist with their studies. This scholarship is to assist future students with academic potential to meet their financial obligations so that they are able to focus their time and energy on completing their degree.</td>
<td>5 students assisted in 2011, with scholarships of $6000 based on full-time enrolment.</td>
<td>Number of scholarships filled</td>
</tr>
<tr>
<td><strong>Bookshop Grants</strong></td>
<td>Low SES students may struggle to afford all the necessary materials to complete their studies to the best of their ability. The Bookshop Grants enable students in financial difficulty to purchase required textbooks and related resources.</td>
<td>60 Bookshop Grants awarded in 2011, with numbers increasing so far in 2012.</td>
<td>Number of grants awarded</td>
</tr>
<tr>
<td><strong>Student Equity Advisers</strong></td>
<td>Having a staff member in each Faculty/CAS who's role is focused entirely around equity will provide both a contextualised resource for students and Faculty/CAS staff, and ensure equity principles are embedded across the University.</td>
<td>Student Equity Advisors appointed in each Faculty and CAS. Advisors take on slightly different roles in each area, but all contribute significantly to student retention and support activities, deliver discipline-specific outreach activities with various High Schools, and play a significant role in raising awareness around equity issues in their Faculty/CAS.</td>
<td>Low SES student retention</td>
</tr>
</tbody>
</table>
| UniPASS (Peer Assisted Study Support) | Peer-led learning programs have been proven to be an effective way to improve learning outcomes and pass rates of students in a wide variety of learning contexts including universities. | Increase the pass rates and assists in the integration of students from low SES backgrounds in specified core units with high failure rates. | • UniPASS expanded from the pilot with 3 units to 14 units in 2012  
• Program participants have been shown to have lower failure rates than non-participants with an average decrease in fail rate of 14%  
• Participants’ grades were higher than non-participants with increases in grades of up to 18% with an average of 11.4% increase across the program  
• In 2011 9 students would probably have failed without UniPASS | |
| Student Support and Outreach (Social Worker) | A gap was identified in service provision for students in immediate need of assistance to ensure their wellbeing and safety. Students’ safety and wellbeing in crucial in enabling them to participate in their studies. Additional funding is used for short term relief in the form of emergency relief grants allocated on a case by case bases for immediate provision of: Temporary accommodation in a homeless shelter, hostel or on campus accommodation; Clothing, transportation, food, hygiene packs and phone vouchers; Assistance with University related necessities including notepad, textbooks, computer equipment, educational supplies and backpacks; or Overdue utility bills. | Support current low SES, Aboriginal and Tortes Straight Islander students who are dealing with social wellbeing concerns, and are often in crisis. | Social Worker appointed, initially at 0.6EFT, but has since become full-time (in 2012), with 0.4EFT funding provided by Curtin Housing to assist International students in crisis. | Low SES student retention |
| Mature Age Pathways Transition Program | **Over a number of years, The Learning Centre’s programs have attracted high numbers of mature-aged students, many of whom experience difficulties in making the transition to university. Our qualitative research suggests that key transition issues for these students are 1.) self-efficacy/self-confidence; 2) adjustment to the student/adult-learner role; and 3) social cohesion/belonging. Many of these issues are addressed generally within TLC programs; however, a program focused on these issues and designed specifically for low-SES mature-aged would assist in the retention of these students.** | **• Reduce the attrition rate of Mature Age students during their first semester;**  
**• Individually mentor and monitor low SES mature-aged students during their first semester, identifying which intervention strategies are most successful** | **• Common issues faced by low SES mature age students identified through comprehensive research project and used to develop a Pathfinder program for all Mature Age students and related resources to assist these students in transition to university.**  
**• Online Mature Age Pathfinder program is being developed.**  
**• Mature Age students are provided with a time and space to meet informally.**  
**• A Blackboard discussion board is being developed for mature-aged students to connect with each other.** | Mature Aged Low SES student retention |
| Review of Adequacy of Pathways to Curtin for People from Low SES Backgrounds | Enabling courses represent a significant pathway into Curtin University for students from low SES backgrounds and therefore a review of these courses would be useful in meeting the needs of students from low SES backgrounds. | Establish how well the enabling courses are contributing to the University’s Student Equity Strategy and how this contribution could be enhanced. | The following recommendations from the research are being implemented:  
• A standard report created for enabling courses.  
• Each Enabling Course Coordinator to prepare a brief annual report submitted as part of an Agenda item on Enabling Courses for a set meeting of UTLC each year.  
• Alternative pathways to higher education and enabling courses included in awareness-raising campaigns aimed at low SES area secondary schools, teachers and parents. | Representation of Low SES students in:  
Enabling Course enrolments  
Enabling Course completions  
Articulation into other courses from Enabling Courses |
| KickSTART | By contacting students directly to check on their welfare and wellbeing, staff can positively impact on a new student’s experience at Curtin. By supporting their transition and reminding them of all the support that is available, students start to feel more connected to the campus and their course. It also provides another faculty link for students so they develop a pool of contacts and support at Curtin that they know can be of help. Supporting Equity students means that students have more resources to support them financially, socially and emotionally whilst at Curtin which can impact positively on transition and retention of new students. | • To make personal contact with all new students in their first semester who have been identified as low SES to provide support service information. • To act as a passive intervention to remind new low SES students of key dates such as Fee Census, exams etc. | • Generally KickSTART students experience same issues and levels of achievement as mainstream students. • In semester 1 2011 86% of KickSTART students completed their first semester on Good Standing compared with 85% of mainstream students. • Some students remain un-contactable by phone and don’t reply to emails so we don’t know if contact would have made impact on results. | Comparing first semester Academic Standing outcomes of KickSTART students with the mainstream population. |
| Student Equity Planning | Planning workshop. | Ongoing development of the Student Equity Strategy to ensure a coordinated, University-wide approach with articulation to School and TAFE Sectors and linkages to community. | Student Equity Strategy 2011-14 approved by Vice-Chancellor and being implemented. | The primary Key Performance Indicator for the Student Equity Strategy 2010-2013 is: • Number of domestic undergraduate students from nominated under-represented groups as a percentage of total domestic undergraduate students The secondary Key Performance Indicator is: • Number of partnership activities with key stakeholders at the local, regional and/or State levels. |
| Student Equity Strategy Management | Co-ordination and monitoring of the large number of equity projects contained in the Student Equity Strategy and embedded across the University to ensure consistent and complimentary implementation of effective initiatives and efficient use of funds. | To coordinate implementation and monitor progress of HEPPP-funded projects, in accordance with the Curtin Student Equity Strategy. | Manager Student Equity and Diversity appointed full-time to manage the Student Equity Strategy, with 0.5 FTE dedicated to the management of HEPPP allocations. | Implementation of Student Equity Strategy on time and on budget. |
| JumpSTART | Early identification and intervention will ensure problems are detected and resolved before they escalate and cause students to drop out or fail. | To identify and intervene early with students who are at risk of withdrawing/failing core units. | • In 2011, program was expanded to encompass 11 key first year units.  
• Where it was possible to have a phone conversation with at-risk students, there have been more positive outcomes for the students and the university in comparison to those students who proved not be contactable.  
• Engaging in personal contact led to higher pass rates, lower failure rates or more timely and appropriate withdrawal from the course of study.  
• Qualitative data also show that | Low SES student retention  
Unit completions |
| | | | students highly appreciate this kind of personal contact from the University, interpreting it as a pastoral care activity. |
| Earn While You Learn | Paid part-time employment to provide financial support for Low SES students to continue and complete their studies. A structured work placement program assists students broaden their career pathways and raise aspirations. It assists these students to transition smoothly into graduate employment. | • Increase percentage of students from Low SES and equity groups in part-time and casual work on Bentley campus.  
• Enable Faculties and Departments to prioritise recruiting students from low SES backgrounds into part-time and casual positions.  
• Advertise all part-time and casual positions currently available to students on Jobs & Events Connect (Curtin’s student online jobs and event board).  
• Review the part-time and casual positions on offer from the perspective of increasing the number of Curtin students employed (‘Curtin students as Curtin staff’)  
• Develop Scholarships that incorporate a component linked to ‘Earn while you Learn @ Curtin’ i.e. along with a stipend, and possibly other allowances, recipients would receive a contract to work part-time on campus.  
• Deliver a model that | • 2 scholarships established.  
• 28 students placed in paid employment.  
• Work Experience Program established to encourage staff participation in program  
• 87 students placed in work placements  
• 301 students placed in volunteering positions | Numbers of placements
Numbers of students accessing preparatory programs
Numbers of staff initiating contact with co-ordinator |
can be easily adapted for use on all on-shore campuses for increasing the percentage of students from Low SES and equity groups in part-time and casual work on campus.

| UniReady | A bridging course that facilitates access to university by meeting the conditions of Curtin’s minimum entry requirements. | To develop students’ independent learning skills in preparation for university study. | • In 2011, 196 students successfully completed UniReady.  
• 163 students were subsequently accepted to Curtin Undergraduate courses (the remaining 33 students did not submit Curtin applications). | Number of students enrolling in UniReady  
Number of students successfully completing UniReady  
Number of students enrolling in University |
In 2011, what outreach and aspiration building activities did your university undertake with HEPPP Baseline Partnerships funding with the aim of increasing the number of people from low SES backgrounds who access and participate in higher education?

Your response will identify what activities are being undertaken with HEPPP funding, what outcomes are being achieved and expenditure on the activities.

Please complete the table below, adding extra rows as required.

If Participation funding was spent supporting Partnerships activities, please include these details in this section.

Please include activities funded with baseline Partnerships funding. Activities funded under Partnerships grants should not be reported here.

If any institutional scholarships were funded from HEPPP funds, please include the number of scholarships and their value.

<table>
<thead>
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<th>Activity description (please include information on the rationale for why the activity was chosen, the target audience and reach, and any partners that were involved in the activity)</th>
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<th>What progress have you made toward achieving the objectives of the activity?</th>
<th>What measurements were applied in determining achievement against the objectives?</th>
<th>Cost ($)</th>
</tr>
</thead>
</table>
| Curtin LinkUp  | This project fulfils the requirements of Curtin University's Ethics and Social Justice Commitment Statement and its underlying values to provide an environment that is inclusive and just at all levels in line with the Student Equity Strategy 2010-13. It provides a mechanism to increase undergraduate enrolments of Australians from socially disadvantaged backgrounds including Indigenous, students from regional and remote areas and those with disabilities. | • To support students in high school to aspire towards and plan for their future training, tertiary education and employment.  
• To enhance academic and social skills.  
• To encourage students to consider Curtin University as a higher education pathway. | In 2011 the LinkUp Program ran in 12 schools with 1107 students participating.  
Students reported the program helped increase self-awareness (66%), assisted with study (89%) and exam preparation (94%), increased their confidence in their studies (71%), made them feel more positive about university (78%), and resulted in them considering attending university (63%). | Self Awareness  
Study Skills  
Exam Skills  
University Awareness  
University Aspiration (Pre and Post testing) | Provide estimates of expenditure split by:  
1) HEPPP funding (split by funds from the Participation and Partnerships component)  
2) Other university funds contributed  
3) Funding from other sources |
| Curtin Coaches Program | This project fulfils the requirements of Curtin University’s Ethics and Social Justice Commitment Statement and its underlying values to provide an environment that is inclusive and just at all levels in line with the Student Equity Strategy 2010-13. It provides a mechanism to increase undergraduate enrolments of Australians from socially disadvantaged backgrounds including Indigenous, students from regional and remote areas and those with disabilities. | • Increase undergraduate enrolments of Australians from socially disadvantaged backgrounds.  
• Support students in high school to aspire towards and plan for their future training, tertiary education and employment.  
• Enhance academic and social skills.  
• Encourage students to consider Curtin University as a higher education pathway. | • 88% of Coaches reported positive experiences with their selected classes and 69% felt they were able to interact well with the students. Although only 56% of Coaches felt they were able assist the classroom teacher effectively, 100% felt that they helped students with their work.  
• 81% of Coaches were able to work with individual students and small groups throughout the program.  
• Coaches were mixed on their feelings about helping the students improve their attitude, with only 50% feeling they had an impact | Academic Progress as measured by School (Pre and Post) University Aspiration |
in this regard.

- 72% of Coaches indicated ‘somewhat true of me’ for the question relating to grade/mark improvement.
- 88% of the Coaches saw their involvement as adding value to their degrees.
- 48% of classroom teachers strongly believe that their students can succeed at school despite finding the work somewhat difficult.
- 76% of teachers believe their students have problems with organisation and 84% feel their students have some difficulty concentrating in class.
- 68% of teachers see their students
getting somewhat frustrate completing the presented material while in the class.

- 64% of teachers felt that their students might not have the possibility of HE in their futures.
- 96% of teachers felt the Coaches helped students with the work, 92% valued have the Coach in the classroom and 68% felt that their students gained better understanding of the work due to the support given.
- 72% of teachers felt somewhat positive that the Coaches had an impact on students’ aspirations.
- 76% of lower school students felt the Coach had a positive
• 60% of lower school students felt strongly that help was received with their school work and 89% of students felt they had some improved understanding of the content as a result of the Coaches support.

• 57% of lower school students keenly enjoyed having the Coach in their class.

• 60% of upper school students felt the Coach had a positive influence on their considerations to attend higher education.

• 55% of upper school students felt strongly that help was received with
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<th></th>
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<th>their school work and 80% felt they had some improved understanding of the content as a result of the Coaches support.</th>
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</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>• 70% of upper school students keenly enjoyed having the Coach in their class.</td>
</tr>
</tbody>
</table>
| Partnerships Officer | The Partnerships Officer enables Curtin to deliver outreach and access programs in a coordinated and strategic manner, which facilitates a consolidated package of support to low SES communities from aspiration to enrolment. | • Develop Partnerships with schools, VET providers, government agencies, community groups, and not-for-profit groups, that will facilitate aspiration raising and capacity building for low SES communities and equity groups.  
• Establish a register of all existing Curtin linkages, partnerships, outreach initiatives and internal activities that support improved education outcomes for equity groups;  
• Identify external partnerships that build the aspirations and capacity of people from at least three targeted low SES subsets, and implement effective outreach strategies. | Partnerships involved outreach activities and articulation agreements with several local area schools, TAFEs, professional bodies and community organisations, including:  
• Armadale Senior High School  
• Australian Computer Society  
• Australian Institute of Commerce and Technology  
• Canning College  
• Canning Vale College  
• Cannington Community College  
• Cecil Andrews Senior High School  
• Central Institute of Technology  
• Challenger Institute of Technology  
• Curtin College Sydney  
• Great Southern Institute of Technology  
• Hamilton Senior High School | Number and quality of partnerships |
<table>
<thead>
<tr>
<th>Parental Education Resource Development</th>
<th>Parent Brochure</th>
<th>Help parents to understand that university study is possible for their child(ren)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Parent Information Night Pilot</td>
<td>Educate parents on the means of their child gaining entry to university and how they can assist with this process</td>
</tr>
<tr>
<td></td>
<td>Parent Brochure printed</td>
<td>Parent Awareness and Aspiration (feedback)</td>
</tr>
<tr>
<td></td>
<td>Pilot Parent Information Night held at Armadale Senior High School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Brochure printed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Awareness and Aspiration (feedback)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Brochure printed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Awareness and Aspiration (feedback)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Brochure printed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent Awareness and Aspiration (feedback)</td>
<td></td>
</tr>
<tr>
<td>Swan Eastern Alliance Schools Project</td>
<td>Using established partnerships between schools to maximise impact on students from low SES backgrounds, their parents and teachers in their schools.</td>
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<td>--------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
|                                      | • Give information on courses, entry pathways and scholarships  
• Raise the aspirations of parents so that they may encourage their children to pursue a tertiary education  
• Raise the attendance numbers at Armadale’s parent/teacher night  
• Involve and engage year 10 students to also raise aspirations  
• Raise aspirations across the SEA students to attend university  
• Change teacher attitudes and expectations of students to reflect a positive approach towards student ability and potential to access university education  
• Change parent attitudes and expectations of their children to reflect a positive approach towards their children’s ability and potential to access  
• SEA Curtin Project Coordinator was appointed at the beginning of 2011.  
• Dialogue between students, teachers and parents regarding students’ future pathways has increased as has the realisation that a university pathway is a | University Awareness (as measured by Schools)  
University Aspiration (as measured by Schools)  
Teachers Attitudinal Change (as measured by Schools)  
Parents Attitudinal Change (as measured by Schools) |
| university education where such ability and potential exists. | possibility.  
- Staff have noted positive changes in attitudes of students identified in the project especially with regards to their desires to achieve.  
- Discussions by Year 9 students are now occurring during break times about their pathways and ambitions post school. |
<table>
<thead>
<tr>
<th>Regional Partnerships</th>
<th>Establishes formal relationships with regional educational institutions with a view to enhancing the recruitment of regional disadvantaged, indigenous and low socio-economic undergraduate and postgraduate domestic students. This role acts as a link between the University and prospective student groups and individuals, including participation in over 250 events such as presentations, aspiration-raising activities on and off campus at schools, representation at expos and related events, and a range of other services. Regional visits and presentations are focused on aspiration-raising and provide regional students with a fun, generic, informal and interactive way to learn about university.</th>
<th>To negotiate legal agreements with regional training institutions and senior colleges to provide face to face academic support for regional students enrolled in the UniReady Enabling Online Program and Curtin Online undergraduate courses. To increase Curtin’s scope of activities and engagement with high school students, mature age students and influencers in the regions working in partnership with Schools, Community Groups and other WA Universities in order to raise aspirations.</th>
<th>Regional Partnerships Manager appointed in last quarter of 2011.</th>
<th>Number and quality of partnerships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Big Day Out</td>
<td>School counsellors and teachers are a significant influence in students</td>
<td>To change School counsellor and teacher attitudes and expectations for low SES</td>
<td>68 teachers attended the 2011 event and Teacher attendance from Low SES Schools</td>
<td></td>
</tr>
</tbody>
</table>
aspirations and capabilities to enter higher education. Changing their attitudes towards HE will in turn enhance the support and encouragement offered to raise students’ aspirations.

students and university education by educating them about Curtin University, scholarships, entry pathways and courses.

a portion of these were from low SES and regional schools. Contributed to increase in low SES enrolment growth in 2012.

Enrolments from Low SES Schools

FURTHER INFORMATION AND CASE STUDIES

Please provide other relevant information that you would like to include, such as details on the low SES demographics of your student cohort or target cohorts.

Universities may wish to attach case studies from their Participation and/or Partnerships activities. This could include analysis of successful or unsuccessful elements of programs that you wish to highlight for the Department.

Examples of case studies include:
- schools that have participated in a university program through which school students have changed their views or aspirations towards higher education as a result.
- students who have made a successful transition into university through the support of a university preparation program.
- students who received financial and academic support that meant that participation in higher education was made possible.

LOW SES DEMOGRAPHICS

Low SES Population and University Population Comparisons 2010

<table>
<thead>
<tr>
<th>Low SES population and University participation comparisons State</th>
<th>Low SES: Share of State Population</th>
<th>Low SES: Share of University Enrolment</th>
<th>Ratio: Uni/Pop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Australia (WA)</td>
<td>19.8%</td>
<td>11.2%</td>
<td>56.6%</td>
</tr>
<tr>
<td>Australia</td>
<td>25%</td>
<td>16.3%</td>
<td>65.0%</td>
</tr>
</tbody>
</table>
### Equity Participation Rate 2010

<table>
<thead>
<tr>
<th></th>
<th>LowSES</th>
<th>Regional</th>
<th>ATSI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curtin University of Technology</td>
<td>11.27</td>
<td>12.56</td>
<td>1.68</td>
</tr>
<tr>
<td>Western Australia</td>
<td>11.03</td>
<td>13.26</td>
<td>1.41</td>
</tr>
<tr>
<td>National Total</td>
<td>15.57</td>
<td>18.23</td>
<td>1.35</td>
</tr>
</tbody>
</table>

### EQUITY PLANNING FRAMEWORK

- Curtin University of Technology's *Ethics and Social Justice Commitment Statement* and its underlying values provide the platform for an environment that is inclusive and just at all levels.
- Curtin’s Strategic Plan 2009–2014 includes KPIs for increasing the representation of people from Low SES and Indigenous backgrounds.
- The Student Equity Strategy 2010-14, which incorporates HEPPP funded activities, operationalises this commitment.
- The Australian Technology Network of Universities (ATN) position in relation to the Bradley Report supports a State-weighted target and suggests the need for collaborative strategies with other Western Australian universities—an MOU in relation to Student Equity activities between the four state WA Universities is currently in the final stages of drafting.

The Student Equity Strategy 2010-14 seeks to extend Curtin’s existing outreach, access and support mechanisms for students from Low SES backgrounds, including those from remote and regional areas and from Indigenous backgrounds. It provides an operational framework to improve access, participation and success for students from equity target groups. This operational framework consists of a wide range of HEPPP funded programs and activities that focus on:

- providing outreach programs to selected high schools and their community;
- increasing access to higher education for the targeted equity groups through alternative entry requirements and pathways; and
- supporting students from the target equity groups to ensure success at university.

A range of new initiatives, and expansions to existing initiatives were implemented in 2011 in accordance with this strategy.

### ACHIEVEMENTS

- 2nd highest increase in Low SES participation 2009 to 2011 (49%) nationally
- 0.99 Low SES retention (2010)
- Projected achievement of Compact targets for UG and PG Low SES (2012)
- Recognition that Curtin has a well planned approach to Student Equity and plays a leadership role in this space by National Deans Teaching and Learning Committee

### CASE STUDY 1

Changes to Western Australian Department of Education planning and indicators which will assist in retention of students from LowSES were made following a sustained media campaign by Curtin. The new strategic plan for WA public Schools 2012-2015 under Priority 1: Success for all Students, lists the strategies, followed by the performance information that will be collected. The performance information includes:

- the percentage of the year 8 cohort awarded the Western Australian Certificate of Education (WACE) by year 12; and
- the percentage of eligible year 12 students who achieve an ATAR sufficient for admission to university and/or who gain a certificate II or higher qualification ('eligible student' means eligible to graduate i.e. with a WACE).

The previous plan (2008—1011) under objective 1: To Make Every Student a Successful Student used “the proportion of students graduating from school and/or who
gained entry to VET and/or university” as the performance information.

The subtle difference between the two plans is that the new plan spells out that the full cohort (year 8) is the base for reporting WACE achievement, whereas previously the base used in the reporting process was those students who were still participating when they reached year 12. The two new performance indicators, when taken together, shift the focus to the full cohort whereas previously those who dropped out along the way or didn’t get a WACE (usually disadvantaged students) were not counted in the reporting process. Schools with relatively low retention and participation rates were able to report high graduation rates which masked the proportion of students leaving school without a year 12 certificate.

CASE STUDY 2

“Further to our conversation recently, I can confirm that the Curtin Coaches Program proved to be of enormous benefit to our students in 2011. As you know this was a particularly difficult year with the death of one of our Year 12 students in a motor vehicle accident early in Term 3. This had a significant effect on both our students and staff and the broader community.

“The support provided by Curtin University through the Curtin Coaches and Curtin Link programs was extraordinary. Curtin through our Curtin Link contacts were able to provide us with specialist support aimed at ensuring that our Year 12 students were supported in making both standard and special consideration applications to the University. This was particularly important given the ‘fragile’ state of the students up to their WACE examinations. Students and parents also indicated that students involved in Curtin Coaches for English also experienced exceptional support in ensuring that their performance in English was maximised despite the grief being experienced.” – Lesmurdie Senior High School

CASE STUDY 3

Comments from UniPASS Regular Attendees Survey Semester 1 2012:

- I learnt a lot more than I would have studying on my own, plus the facilitator has done the unit, so he knows what to expect and understands problems faced by students
- It’s a very useful way to collaborate with tutors as well as with other students. It’s a very friendly atmosphere and I enjoy it.
- Unlike lectures it is an interactive learning environment where examples are gone over. It helped me because it was my only class time to actually learn at my own pace where the lectures were ahead of me and the practical was focused on me completing the work
- Encourages study and helped me see where I needed to put more work. Helped me to remember by going over what we have learnt in class
- It is awesome, easy to learn/help me to learn easy, good communicate. Worksheets helped in my Etest
- The revision is very helpful, I can ask questions without telling stupid. The facilitators are all really nice and help you a lot
- Being able to share difficult problem, knowing you are not the only one struggling

Summative statements from facilitators on UniPASS (from PLF survey Semester1 2012)

- It helped with my future units that are linked with the one that i was facilitating.
- I have found that taking on the role has forced growth and development within me mentally. It took me out of my comfort zone and I am solidifying content already learnt and learning so muchmore in the process.
- It gives people who might otherwise fail altogether some feeling that there is someone there willing to help; someone who cares and is empathetic.
- Improving leadership and organisational skills and becoming a more confident person
- Being able to help students achieve their goals and improving my communication and leadership skills.
The information in this section relates to unspent HEPPP grant funds provided for the 2011 calendar year under the Participation component and the Partnerships baseline component.

Grant recipients are required to fully expend grant funds in the year for which the grant is made and report to the Commonwealth on this expenditure including the amount of any unspent funds.

Unspent grant funds will be recovered by the Commonwealth except where approval has been granted by the Department for unspent grant funds to be rolled over to the next calendar year.

Requests for unspent 2011 grant funds to be rolled over to allow expenditure in 2012 should be made via a letter from the institution’s Vice-Chancellor setting out the following.

- An explanation for the underspend of 2011 HEPPP grant funds.
- Totals for 2011 HEPPP Participation grant funds and/or 2011 HEPPP Partnerships Baseline grant funds that were unspent in 2011.
- To the extent that any Participation grant funds were unspent, describe what the likely impact on low SES students was.
- A proposal for expenditure of 2011 unspent funds in 2012 that aligns with the purpose of the original grant.

The Delegate will consider requests relating to unspent funds depending on the particular circumstances of each case in light of the requirements of the Higher Education Support Act 2003 section 41-40.

Any unspent 2011 funds that are approved for rollover can only be used to support activities that are consistent with the purpose of the original grant, and must be expended within 2012 and cannot be carried forward into 2013.

The address for correspondence is:

Mr Craig Ritchie
General Manager
Indigenous and Equity Branch
Department of Innovation
GPO Box 9839
ACT 2601
DECLARATION

I declare that:

- I am authorised by the university to sign this form on its behalf; and
- To the best of my knowledge, the information that I have provided in this application is true, correct and accurate in all particulars.

I understand that:

- The provision of false or misleading information or the making of false or misleading statements to the Commonwealth is a serious offence under the Criminal Code Act 1995 (Cth).
- If any actual or potential conflict of interest arises, I must notify the Commonwealth immediately in writing of the facts giving rise to the actual or potential conflict of interest and to take such steps as the Commonwealth may require so as to resolve or otherwise deal with any conflict of interest that may arise.

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<td>Jeanette</td>
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