



## INDIGENOUS EDUCATION STATEMENT 2014

Indigenous Education Unit: **The School of Indigenous Studies**

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This Indigenous Education Statement outlines the University's key objectives, strategies, and achievements in Indigenous education, with particular emphasis on the National Aboriginal and Torres Strait Islander Education Policy Goals relating to higher education. It has been prepared in fulfilment of Prime Minister and Cabinet (PM&C) requirements. The information contained in the 2014 Indigenous Education Statement demonstrates that UWA meets the conditions of eligibility for ISP funding as specified.

### **SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2013 AND PLANS FOR FUTURE YEARS**

#### **1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.**

##### **Institutional approach to achieve outcomes**

The University of Western Australia takes an institution-wide approach to Indigenous education based on collaboration and partnership with Indigenous people to achieve educational outcomes for Indigenous people. UWA's Indigenous governance model is highly effective in University policy and strategic planning.

To ensure its objectives are met UWA has established the School of Indigenous Studies (SIS) which has overall responsibility for Indigenous higher education at UWA and the Centre for Aboriginal Medical and Dental Health (CAMDH) which has particular responsibility for Indigenous students, curriculum and research in the Faculty of Medicine, Dentistry and Health Sciences. The School and CAMDH are co-located to provide Indigenous leadership in higher education, a visible and vibrant Indigenous community on campus and an accessible entry point for Indigenous students and communities. The University ensures that its Indigenous School and Centre are appropriately resourced and supported to achieve success.

Indigenous engagement in formal and informal governance structures at senior management level and across the University has meant that Indigenous higher education is now embedded in the University's policy and planning decisions from the outset.

- The University has established a Dean's position to lead the School of Indigenous Studies (SIS) and to ensure that the Dean of SIS is part of the senior leadership within the University. The Dean of SIS is an Indigenous specific position that reports directly to the Senior Deputy Vice Chancellor to ensure that Indigenous issues are addressed directly with the key decision-makers of the University. (<http://www.staff.uwa.edu.au/management-structure>).
- SIS positioning as a Faculty headed by a Dean provides sustained input into all University strategic planning and decision-making. The SIS Dean is a member of the University's key decision-making bodies including the Academic Board, Academic Council and Planning and Resources Committee. SIS engagement in Planning and Resources has a direct impact on funding for Indigenous programs and the consideration of Indigenous education as part of the University's normal budget processes.
- SIS also has representation on the Academic Board (second position), Teaching and Learning Committee, Teaching and Learning Awards Standing Committee, Research Committee, Aboriginal Student Selection Committee and the Scholarships Committee.
- The CAMDH Director and Indigenous academics are members of key decision-making committees within the Faculty of Medicine, Dentistry and Health Sciences including the Faculty Selection Committee, Teaching and Learning Committee and the School (SPARHC) Executive.
- The Western Australian Students Aboriginal Corporation (WASAC), the Aboriginal student body on campus provides formal advice to SIS on Indigenous student matters. WASAC also provides formal advice to the UWA Student Guild on Indigenous student issues and concerns.

- Aboriginal Elders and Indigenous leaders advise the University on cultural protocols and processes for key developments affecting Indigenous people. For example, the development of the new Indigenous Museum within UWA's Cultural precinct includes an Indigenous advisory committee of community members as well as an extensive community consultation process.
- The University regularly reviews its Indigenous Education units and programs as part of its cyclical review process and includes Indigenous community input as an integral part of this process. The University provides an Annual Report to the Western Australian Aboriginal Education and Training Council on progress against the WA Strategic Plan for Education and Training.

### **Indigenous leadership**

The School of Indigenous Studies and the Centre for Aboriginal Medical and Dental Health (CAMDH) provides effective Indigenous leadership across all areas of the University's operations including teaching & learning, research and community engagement. The School is also the recognized and visible gateway into the University for the Indigenous Community on campus, providing cultural affirmation and support to Indigenous staff and students across the University. Through Indigenous leadership, governance and a body of senior Indigenous academics and professional staff, the School provides a collective authoritative Indigenous voice that is able to be sustained over the long term and embodies the principle of self-determination.

## **2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.**

### **The Indigenous Employment Strategy**

The UWA Indigenous Employment Strategy 2010-2013 is available on the UWA website at <http://www.sis.uwa.edu.au/employment>. The strategy was developed by the Indigenous Employment Strategy Steering Committee, which is jointly chaired by the University's Human Resource Directorate and the School of Indigenous Studies.

The objectives of the Strategy are to increase the numbers of Indigenous people employed at the University and to ensure that policies, programs and practices are relevant to the needs of Indigenous staff. The Strategy's key result areas are Management and Leadership, Workplace Culture, Recruitment, Retention and Career Development and these are achieved through various implementation strategies including:

- Developing staff training and cultural awareness programs across the University that promote an understanding of Aboriginal culture, values and ways of working;
- Attracting qualified and professional Indigenous staff through designated Indigenous specific positions in key areas, promoting employment opportunities through Indigenous publications and networks and working with Aboriginal recruitment and employment groups such as Career Trackers;
- Ensuring that the University's policies, procedures and operational practices contribute to the retention of Indigenous staff such as for providing additional cultural and ceremonial leave for Indigenous staff;
- Supporting Indigenous staff to realise their full career potential by providing opportunities for professional development, study leave to undertake postgraduate qualifications and sponsorship to attend national and international conferences and Indigenous network meetings.

### **Role of the IEU in employment**

The School of Indigenous Studies works in partnership with UWA's Human Resource Directorate to develop and deliver an effective Indigenous Employment Strategy. The School also sits on selection and interview panels for Indigenous positions and provides advocacy and support for Indigenous staff across campus as required. Indigenous staffing is a key performance indicator in the University's Operational Priorities Plan 2009-2013, which is reported annually against set targets. The School provides advice on employment targets and priorities for the University. A key challenge for the University in delivering its strategy is recruitment and retention of Indigenous professional and academic staff, including an Indigenous Employment Officer, against intense competition and high salaries from the Minerals and Resources sector in Western Australia.

### **Aboriginal and Torres Strait Islander specific positions**

In 2013 UWA had 16 Indigenous specific positions including academic and professional staff. The Indigenous specific academic positions are at Levels B, D and E and include the Dean and Deputy Dean of SIS, the Director of CAMDH, two Research Fellows and six Assistant Professors. The Indigenous specific professional staff positions

are at HEW 6 to HEW 9 and include the Director of Student Services, Senior Project Officer and Student Services Officer in SIS, the Research Officer in CAMDH, and the Deputy Director /Assistant Curator in the Berndt Museum.

### UWA Aboriginal and Torres Strait Islander Staff

In 2013, UWA employed a total of 35 Indigenous staff in continuing and fixed term positions. UWA employed 12 Indigenous Academic staff, 4 holding Professorial appointments (Levels D and E) in the School of Indigenous Studies including the Dean, the Deputy Dean and two Senior Research Fellows. In late 2013, UWA also appointed a new Director of the Centre for Aboriginal Medical and Dental Health as a Winthrop Professor (Level E). UWA had 23 professional (Non-Academic) staff employed at HEW Levels 1-9 in a range of areas including Academic Support Services (Library), the Berndt Museum, Human Resources and Student Services. In the School of Indigenous Studies professional staff include the Director of Student Services, the Senior Project Officer (Outreach) and Student Services Officer.

**Table 1 - Aboriginal and Torres Strait Islander Staff at UWA in Continuing and Fixed Term Positions 2013**

Classification and Level	Faculty	Staff Total
<b>Academic</b>		
Winthrop Professor (Level E)	School of Indigenous Studies	1
Professor (Level D)	School of Indigenous Studies	3
Assistant Professor (Level B)	Medicine, Dentistry and Health Sciences	4
	School of Indigenous Studies	3
Lecturer (Level A)	Medicine, Dentistry and Health Sciences	1
<b>Sub-total Academic</b>		<b>12</b>
<b>Professional (Non-Academic)</b>		
HEW 9	Medicine, Dentistry and Health Sciences	1
	School of Indigenous Studies	1
HEW 8	Medicine, Dentistry and Health Sciences	1
	Non-Faculty	1
HEW 7	School of Indigenous Studies	3
	Non-Faculty	1
HEW 6	Medicine, Dentistry and Health Sciences	2
HEW 5	Medicine, Dentistry and Health Sciences	1
	Non-Faculty	3
HEW 4	Medicine, Dentistry and Health Sciences	1
	Non-Faculty	5
HEW 3	Non-Faculty	2
HEW 1	Medicine, Dentistry and Health Sciences	1
<b>Sub-total Professional</b>		<b>23</b>
<b>Total Indigenous Staff at UWA</b>		<b>35</b>

### Indigenous staff in casual positions

The University does not centrally collect demographic data on casual appointments. However the University regularly employs Indigenous people in a range of casual academic and general staff positions. This includes: Indigenous tutors employed under ITAS through the School of Indigenous Studies; Indigenous students employed as student ambassadors, mentors and supervisors in the University's outreach programs; Indigenous students who undertake vacation and relief work with various faculties; Indigenous graduates and postgraduates employed as casual lectures in preparatory and degree courses and Indigenous people employed as research assistants on various projects. The University also engages Indigenous consultants and community organisations to deliver a range of services particularly in relation to student excursions and fieldtrips, teaching, research, conferences and other events.

**Table 2 - Casual positions 2013**

Faculty/Institute/Section	Academic / Non-Academic	Position title	Number
School of Indigenous Studies	Academic	ITAS Tutor	10
	Academic	Lecturers/Casual teaching	5
	Non-academic	Supervisors, mentors, outreach	20
<b>Total</b>			<b>35</b>

### 3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

#### Commencing Aboriginal and Torres Strait Islander students\*

	2012		2013	
	No. Students	EFTSL	No. Students	EFTSL
Aboriginal and Torres Strait Islander students	91	82	95	81
Non Aboriginal and Torres Strait Islander students (Domestic students only):	6,657	5,421	6,253	4,893

Note: 2012 figures extracted from HEIMS

#### Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Indigenous Testing and Selection Program	Indigenous applicants	Provides culturally sensitive testing and interviews to enable applicants to identify appropriate study pathways and qualify for entry to preparatory and degree courses	Assessment of Indigenous eligibility and increased entry to UWA courses
Indigenous Provisional Entry Scheme (ATAR)	Indigenous school leavers who have completed WACE (Western Australian Certificate of Education)	Provides direct entry to all undergraduate degree courses for Indigenous students by considering their ATAR score on an individual non-competitive basis. This enables students to enrol in their chosen degree, even when their ATAR is below the cut-off for that course or below UWA's minimum entry score.	Indigenous students who do not achieve the very high ATAR required for UWA courses enrol directly in bachelor's degree of their choice
Indigenous Provisional Entry Scheme (Mature age)	Indigenous mature age and non-school leaver applicants	Targeted access program that provides direct entry to undergraduate degrees through consideration of relevant work experience, previous education achievements, including TAFE and enabling courses.	Indigenous mature-aged and non-school leaver Indigenous applicants access UWA courses
Bachelor of Philosophy (Honours)	Indigenous school leavers (high achievers)	Provides designated Indigenous student places in the BPhil(Hons).	Indigenous students access elite courses
Assured Entry Places	Qualified Indigenous school leavers who have completed the WACE	Provides Indigenous students with assured pathways to professional postgraduate courses in Medicine and Law on completion of their undergraduate degree	Indigenous students access elite professional degrees
WACE Revision	Eligible Indigenous Year 11-12 students	WACE Revision provides subject tuition to assist students to increase their subject knowledge, study skills and exam preparation techniques to increase academic success in WACE and potential for direct entry to UWA	Greater support for Indigenous students to be tertiary ready and gain university entry
Broadway, Fairway and UWay	WACE students from designated schools and disadvantaged backgrounds	Enables students to gain admission to the University based on meeting the program criteria	Indigenous students access mainstream entry pathways

#### Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Year 8 Discovery Day	Indigenous students in Year 8. Includes Perth based students and regional/remote students boarding in Perth	A one-day UWA experience that introduces students to the university environment through a diverse range of hands-on activities at faculties and schools on campus. Three Discovery Days are held each year by the School of Indigenous Studies	Raises Indigenous students' aspirations to study at university. Connects students to Indigenous programs and Faculties at UWA
Indigenous Science Camp	Indigenous students in years 9-10 interested in science. State-wide including regional and remote schools	A residential camp held by the School of Indigenous Studies over 5 days in July, which provides participants with a hands-on experience of science, engineering, medicine and technology. Emphasis is on fields relevant to Indigenous communities including sustainability, health, ecology, conservation, infrastructure, water, energy and mineral resources.	Students encouraged to continue maths and science subjects to Year 11-12 and to view University science courses as viable career options. More students enrol in science at UWA.

Outreach activity	Target audience	Outline of Program	Outcome
Year 12 Leadership Seminar	Indigenous Year 12 students doing WACE. State-wide; includes regional and remote schools	The School of Indigenous Studies offers a 4-5 day residential program that enables final year students to make informed study choices for university, includes learning seminars, social and cultural activities, residential colleges, TISC information and engagement with current Indigenous students and graduates	Increases students' academic skills and peer support networks. Students understand entry and course requirements for university
UWA Aspire-Indigenous component	Indigenous students in Aspire partner schools and communities in regional WA and Perth	Community partnership model develops ongoing relationships with UWA through student activities and camps, professional development for staff and community events. UWA is working with 31 Aspire UWA partner schools in the Kimberley, Pilbara, Gascoyne and Mid-West regions of Western Australia, as well as 20 disadvantaged metropolitan Perth schools, to raise aspirations for higher education.	Raises tertiary aspirations, creates university pathways, engages schools and communities
Campus Challenge	Students in Years 11-12 in WA	Sponsors Indigenous students to attend Campus Challenge, which provides students with the opportunity to experience different aspects of university life through participation in academic, sporting, recreational and social activities on UWA campus	Indigenous students experience campus life at UWA and make more informed study choices
SIS Indigenous Career Expos	Indigenous high school students and communities in WA	SIS and CAMDH attend Indigenous Career Expos particularly in regional WA to provide advice and assistance on study and courses at UWA. UWA hosts careers expos.	Indigenous students and communities better informed about UWA courses and Indigenous entry and support programs
Excursions to UWA campus	Indigenous school and community groups	Indigenous school groups visit UWA Crawley campus and spend time in the School of Indigenous studies, meet Indigenous students studying at UWA and participate in activities in Faculties	Raises tertiary aspirations, schools and communities connected to UWA and Indigenous programs
UWA Open Day	Indigenous prospective students and parents	Provides specific information on UWA's Indigenous entry programs, preparatory courses and support services	Indigenous students make informed entry, course and subject choices at UWA

Details of the Outreach programs offered by the School of Indigenous Studies can be viewed at: <http://www.sis.uwa.edu.au/outreach>

## Key achievements

### Improved Access

As entry to UWA is highly competitive, UWA has developed specialised Indigenous entry programs to ensure that Indigenous students have access to all of UWA's degree courses including elite professional courses, in which Indigenous student places are assured. The University's Indigenous entry and access programs operate through the School of Indigenous Studies and provide critical pathways to higher education for Indigenous people. The programs are based on recognising academic potential and then equipping students with the skills and support services needed to succeed in a highly competitive academic climate.

- The Access Rate for Indigenous students increased to 1.55% in 2013, from 1.40% in 2012.
- 95 Indigenous students attended the SIS Indigenous selection and testing programs which are held in mid-year and December-January each year.
- 46 students gained entry to undergraduate degrees at UWA in 2013. This included 14 Indigenous students who entered through the Provisional Entry scheme, one from MAPS (Mature Age Access Programme), 21 students from completion of the Aboriginal Orientation Course and 10 students who gained direct entry to their UWA preferred course on the basis of their ATAR alone.
- 78% of Indigenous students entered undergraduate degrees through UWA's entry programs and preparatory courses.
- 29 Indigenous students in Years 11 and 12 from 20 schools attended WACE (Western Australian Certificate of Education) Revision sponsored by SIS /UWA. Sponsorship includes all course fees, as well as travel and accommodation for country students. The number of students attending this seminar increases each year.

Indigenous students, their teachers and parents rate the WACE revision consistently high in providing additional skills, motivation and improved study outcomes after the workshops.

### **Comprehensive outreach and transition**

Through the School of Indigenous Studies, UWA offers a comprehensive and diverse range of programs for Indigenous secondary students in Years 8-12 to encourage them to see university as an achievable goal, make informed study choices and complete secondary studies. The program works with State, Catholic and Independent schools and colleges throughout WA, in partnership with other tertiary aspirations programs such as the Follow the Dream programs and Future Footprints. On average, 60-70% of Indigenous students attending UWA's outreach programs are from regional areas.

The outreach programs are based on identifying Indigenous students early and building an ongoing relationship throughout secondary school. Most Indigenous students attend a combination of residential programs relevant to their year level or study and career interests. This enables Indigenous students to develop peer support networks that move through school and onto university. Integral to the success of the program is the involvement of Indigenous students from UWA, many of whom are recent school leavers themselves, and Indigenous graduates as role models, mentors and supervisors. Evaluation and feedback from students, parents and teachers continues to be highly positive.

- Throughout 2013, more than 1400 Indigenous secondary students and parents were directly engaged with outreach programs offered by UWA.
- 44 final year Indigenous students from 25 schools across the state, with and 2 teachers, attended the Year 12 Leadership Seminar in April/May 2013. A further 6 Indigenous Year 12 students and their parents attended a special TISC information evening on the universities application process.
- 45 Indigenous students in Years 9-11 from 30 schools attended the Indigenous Science, Engineering & Health Camp in July 2013.
- 98 Indigenous students from 23 high schools attended the three Year 8 Discovery Days offered by SIS in November 2013.
- 152 Indigenous students with 20 teachers, 8 parents/community members visited the UWA Crawley campus in 2013. This included Indigenous students from *Follow The Dream* groups from Albany, Bunbury, Broome, and the South Metropolitan Youth Link (SMYL) as well students from the Christian Aboriginal Parents School (CAPS) Coolgardie.
- UWA's Business School and SIS hosted the Association of Independent Schools WA (AISWA) to hold its Future Footprints Indigenous Careers Expo 2013 on the UWA campus that. 230 Indigenous secondary students from independent schools attended the Expo, which included TAFEs, universities, government departments, industry groups and mining companies.
- SIS staff attendance at the annual District Careers Expo's (including Broome, Albany, Midwest) enabled contact with and the dissemination of UWA course information to 450 students, 126 parents/community members and 51 teachers/school staff.
- SIS staff made 22 visits to regional school at which they had contact with 436 students, 60 teachers/school staff and 37 parents/community members. Similarly in the metropolitan area SIS staff made 13 visits to schools contacting 159 students, 445 teachers/school staff, and 50 parents/community members. SIS outreach staff made visits to Indigenous students in 12 *Follow The Dream* sites in the Pilbara, Kimberley, and Esperance /Albany.

### **UWA Scholarships**

UWA continuously seeks to develop new scholarships to meet the specific needs of Indigenous students. Scholarships for Indigenous students are a priority in the UWA Centenary Fundraising campaign, which was launched in 2013. A key focus in recent years has been to increase in the number of scholarships for Indigenous students to reside in the residential colleges while studying. UWA has also established a number of scholarships for Indigenous students in its new professional postgraduate degrees such as the Master of Professional Engineering. Indigenous students at UWA have also been successful in being awarded external and national scholarships.

UWA offers an excellent range of scholarships for Indigenous students including a number of residential scholarships that support students to live in the University's residential colleges. UWA offered a total of 29 categories of scholarships to Indigenous students, with 220 scholarships being awarded in 2013. Many of these scholarships are awarded to multiple recipients. For example over 18 BPH Billiton Iron ore Indigenous Scholarships were awarded in 2013.

**UWA Scholarships for Aboriginal and Torres Strait Islander students awarded in 2013**

Scholarship Details	Provider	Number Allocated	Total Cost - Scholarship awarded	Number Awarded
1. <b>Grandfathered</b> Commonwealth Accommodation Scholarship – finishing 2014	Government	2	\$9,878	2
2. <b>Grandfathered</b> Commonwealth Education Costs Scholarship – finishing 2014	Government	1	\$2,469	1
3. Indigenous Access Scholarship	Government	42	\$177,042	38
4. Indigenous CAS	Government	32	\$187,682	38
5. Indigenous CECS	Government	62	\$148,140	60*
6. Indigenous Enabling CAS	Government	23	\$61,737.50	12.5*
7. Indigenous Enabling CECS	Government	32	\$40,738.50	16.5*
8. Indigenous Academic Excellence Scholarship	University	8	\$80,000	8
9. Indigenous Accommodation Allowance Scholarship	University	1	\$20,000	1
10. Faculty of Arts Commencement Scholarship	University	Not offered	\$1,000	0
11. UWA SWANS Scholarship	University	0	0	0
12. UWA SWANS Rural Scholarship	University	0	0	0
13. Diversity and Merit Awards	University	2	\$4,000	2
14. UWA Excellence Awards	University	2	\$1,000	2
15. Generowicz Scholarship	Private	2	\$12,532	2
16. Hackett Alumni Honours Scholarship	Private	1	\$6,000	1
17. BHP Billiton Iron Ore Indigenous Scholarship	Private	18	\$297,00	18
18. Isabelle D'Souza Scholarship	Private	1	\$2,469	1
19. JDSI Consulting Scholarship	Private	1	\$2,575	1
20. Kaya Indigenous Scholarship	Private	1	\$2,732	1
21. Mitsubishi Corporation International Scholarship	Private	Not offered	0	0
22. Newmont Indigenous Scholarship	Private	Not offered	0	0
23. John and Dixie Rathbone Memorial Scholarship	Private	1	\$2,732	1
24. Jack and Eleanor Bendat Rural Indigenous Scholarship	Private	4	\$20,000	4
25. VACE Scholarship for the Aboriginal Orientation Course	Private	1	\$2,500	1
26. Roland and Pam Farrant Scholarship	Private	2	\$5,000	2
27. Rio Tinto Undergraduate Residential Scholarship for Indigenous Students	Private	5	\$100,000	5
28. Claud and Kate Delpratt Scholarship	Private	1	\$7,400	1
29. Rowley Cultural Scholarship	Private	1	\$20,000	1
<b>Totals</b>		<b>246</b>	<b>\$917,627</b>	<b>220</b>

\* Differences in scholarships allocated and awarded were due to student deferrals or students only receiving payments for one semester. Further details can be found on the UWA website at: <http://www.scholarships.uwa.edu.au/home/undergrad/sis>

**External Scholarships awarded to UWA Aboriginal and Torres Strait Islander students in 2013**

Scholarship details	Value	UWA Indigenous Student Awards 2012
Office of Aboriginal Health	\$6,000	5
Pallottine Aboriginal Trust Scholarships	Course fees	9
Rotary Health Research Foundation Scholarship	\$5,000	7
MG Corporation (various amounts)	Amount varies	2
Rural Bonded Medical Scholarship	\$20,000	2
Puggy Hunter Memorial Scholarship	\$15,000	10
John Koowarta Reconciliation Law Scholarship	\$5,000	0
IYLP	\$5,000	20
Aboriginal Women's Trust (Law Society)	\$5,000	1

### Constraints on access and outreach

The University has demonstrated it has the right entry and support strategies for Indigenous students but faces unique and challenging issues in Western Australia including Indigenous students' low secondary achievement rates, the sheer size of the State and the dispersed Aboriginal population, the costs and logistics of program and service delivery for Aboriginal people in regional and remote areas.

With regard to increasing the access of Indigenous students, the University's outreach programs are a long-term commitment to sustained change. Programs such as the Year 12 Leadership Seminar have been operating for more than 25 years. The programs are critical to Indigenous youth engagement but the key constraint is the high costs associated with engaging Indigenous students and parents from regional Western Australia. The WACE Revision Seminars sponsored by SIS are extremely high cost per student but the most effective means of increasing ATAR performance.

### Role of the IEU

The School of Indigenous Studies has overall responsibility for Indigenous higher education at UWA and works with faculties to achieve UWA's objectives and priorities in teaching and learning for Aboriginal and Torres Strait Islander students. The School is the primary point of contact for Indigenous students. As indicated above, the School of Indigenous Studies plays the key role in providing a comprehensive and diverse range of programs for Indigenous secondary students in Years 8-12 to encourage them to see university as an achievable goal, make informed study choices and complete secondary studies. The SIS works closely with UWA's Scholarships Office and Development and Alumni Relations to develop and award Indigenous scholarships. This is coordinated through the SIS Director of Student Services and the Academic Coordinator, who sit on the Indigenous scholarship selection committees. The SIS Student Services team provides Indigenous students with information, advice and support to apply for scholarships and cadetships from UWA and external sources.

#### 4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

The total number of Aboriginal and Torres Strait Islander student enrolments for 2012 and 2013 is as follows:

	2012		2013	
	No. Students	EFTSL	No. Students	EFTSL
Aboriginal and Torres Strait Islander students	208	177	225	183
Non Aboriginal and Torres Strait Islander students (Domestic students only):	19,741	16,031	20,619	16,339

Note: 2012 figures extracted from HEIMS

#### UWA Strategies to address Aboriginal and Torres Strait Islander student participation

Strategies	Outline of strategies	Constraints	Outcome
Multiple Pathways to Study	UWA has developed a series of pathways into undergraduate and postgraduate professional degrees. By combining various study options Indigenous students can acquire the specific skills and knowledge needed for success in their chosen field of study.	Courses available on UWA campus in Perth; Indigenous students in regional areas must relocate to Perth to study	Indigenous students can tailor a program to meet their educational needs and aspirations and enter their chosen degree
The Aboriginal Orientation Course	The Aboriginal Orientation Course prepares students for participation and success in the full range of degree courses at UWA. It targets students who do not qualify for direct or provisional entry places. It is one of only a few enabling courses to offer science streams in Physics, Maths, Chemistry and Human Biology. The course is a full year, but for students with sufficient education background a semester program is available.	High cost of delivery for science electives with small student cohort	Indigenous students proceed to the degree course of their choice and have good success rates.
UWA Smart Start	UWA Smart Start is a 1-2 semester preparatory courses based on the Aboriginal Orientation Course but available at the UWA Albany campus to increase the participation of Indigenous students and non-Indigenous students in the region.	Limited secondary student achievement in the region	Indigenous students can proceed to a small range of degree studies in Albany without relocating to Perth



Strategies	Outline of strategies	Constraints	Outcome
Residential Colleges	SIS works in partnership with the University Hall and residential colleges to ensure guaranteed places in colleges for Indigenous students particularly from regional areas	High cost for students but this is being addressed through increased residential scholarships	Indigenous students have accommodation at UWA in a supportive environment that increases success in study
Advanced Diplomas	Provided accelerated degree level study pathways to UWA's professional postgraduate degrees for mature-age Indigenous students. The Advanced Diploma in Aboriginal Legal Studies leads to the Juris Doctor (JD), and commenced in 2013; The Advanced Diploma in Medical and Aboriginal Health Sciences leads to Doctor of Medicine (MD) commenced in 2014	High cost of delivery for small student cohort	Indigenous students who complete the Advanced Diploma at required level are guaranteed places in the postgraduate professional degree.
Indigenous knowledge majors	UWA offers two Indigenous majors at undergraduate level. SIS offers a major in Indigenous Knowledge, History and Heritage in the Bachelor of Arts and CAMDH offers a major in Aboriginal Health and Wellbeing in the Bachelor of Science.	Attracting Indigenous academic staff to meet Indigenous knowledge teaching requirements	University-wide initiative promotes Indigenous knowledge (IK), positively supports Indigenous students on campus, and provides IK study choices for Indigenous students.
Indigenous Studies Essentials (ISE)	ISE is one of three mandatory online units for all new undergraduates at UWA. The aim of the unit is to provide an introduction and overview of Aboriginal Australia and to start the students' journey of cultural competence.		University-wide initiative that promotes Indigenous knowledge and contributes to a culturally secure study environment for Indigenous student success

### Key achievements

- Indigenous enrolments at UWA increased to 225 Indigenous students in 2013 compared to 208 Indigenous students in 2012. This translated to an Indigenous participation rate of 1.08% in 2013 compared to a participation rate of 1.05% in 2012.
- UWA continues to be successful in attracting a strong cohort of Indigenous school leavers and young people as well as students from regional areas including the Pilbara and Kimberley, with 60% of Indigenous students at UWA aged 21 years or less.
- Indigenous students at UWA continue to be enrolled in a wide range of degree courses, with increasing enrolments in Science, a designated priority area.
- 20 Indigenous students completed the Aboriginal Orientation Course with 9 students proceeding directly in degree studies. Orientation graduates continue good success rates in degree studies.
- 64 Indigenous students were in UWA residential colleges in 2013 with the majority of Indigenous students supported by UWA's residential scholarships.

### The role of the IEU

The School of Indigenous Studies (SIS) works independently and in partnership with areas and faculties to develop and implement strategies to enhance Aboriginal and Torres Strait Islander participation at University. These strategies include the development of Indigenous-specific courses to facilitate access as well as ongoing participation, the development of Indigenous curricula and courses for Indigenous and non-Indigenous students that promote Indigenous knowledge systems as holistic areas of study embraced and welcomed by the University. The School also works closely with other areas of the University such as residential colleges to secure accommodation for Indigenous students and provide culturally secure support services.

## 5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

### UWA Domestic Course Completions 2012-2013

Course Type		2012	2013
<b>Aboriginal and Torres Strait Islander Students</b>			
<b>Higher Degree</b>	Doctorate by Research	3	1
	Master's Coursework	4	3
<b>Other Postgraduate</b>	Graduate Diploma	2	
<b>Bachelor Degree</b>	Graduate Entry Bachelor's	3	1
	Bachelor's	16	15
	Advanced Diploma/Diploma		1
<b>Aboriginal and Torres Strait Islander Total</b>		<b>28</b>	<b>21</b>
<b>Non-Aboriginal and Torres Strait Islander</b>			
<b>Higher Degree</b>	Doctorate by Research	184	186
	Master's Research	42	48
	Doctorate by Coursework	67	13
	Master's Coursework	351	479
	Postgraduate Qualifying	17	27
<b>Other postgraduate</b>	Graduate Diploma	307	279
	Graduate Certificate	111	117
<b>Bachelor degree</b>	Graduate Entry Bachelor's	100	88
	Bachelor's	2,802	3,083
	Diploma	19	21
<b>Non-Aboriginal and Torres Strait Islander Total</b>		<b>4,000</b>	<b>4,341</b>
University Total		4,028	4,362

### Support Mechanisms for Indigenous Students

Support mechanisms	Description	Constraints	Outcome
School of Indigenous Studies Student Services Team	SIS has a Director of Student Services, Academic Coordinator, Student Services Officer and administrative support staff who provide a sense of community and cultural safety as well a range of services to Indigenous students in all Faculties. Staff provide academic and career advice, personal and financial counselling, as well as cultural, educational and social activities		SIS has a high rate of take-up of services by Indigenous students and the effectiveness of this support is reflected in student success and engagement within UWA and externally.
SIS Indigenous students resources and facilities	SIS provides computers, printing and technology support and access to textbooks and other reference materials for Indigenous students. Facilities include study and tutorial rooms, kitchen facilities and student common rooms.	Student study space at SIS is limited. A new building has been approved for SIS to address this	Indigenous students use SIS resources and facilities on a regular basis
UWA Student Services and Faculties	The University's Student Support Services, and Faculties work in partnership with SIS to support Indigenous students in their respective degrees.		University wide support and engagement for Indigenous students increases retention and success
Centre for Aboriginal Medical and Dental Health (CAMDH)	Provides specialised support for Indigenous students within the Faculty of Medicine, Dentistry and Health Sciences. CAMDH staff includes Indigenous Medical and Health graduates who provide critical mentoring, cultural and professional engagement for Indigenous medical and health students and graduates	Challenges in providing support for the new postgraduate Doctor of Medicine (MD) course	Direct impact on Indigenous student retention and success in Medicines Dentistry and Health Sciences
SIS Law Coordinator	Works in partnership with the UWA Law School, provides course specific academic and pastoral support to Indigenous law students, engages students with legal profession maintains links with law graduates	Challenges of supporting students in the new postgraduate Juris Doctor (JD) course	Indigenous Law students have improved retention and success in Law and are engaged with the Legal Profession

Support mechanisms	Description	Constraints	Outcome
Indigenous Leadership development	SIS considers Indigenous leadership development is integral to student retention and success. This is developed through Indigenous student engagement as mentors, role models and ambassadors in outreach programs, through sponsorship to attend local and national conferences and forums. UWA also provides additional financial support to encourage Indigenous students to undertake international student exchange programs		Enhances the quality of the Indigenous student learning experience, contributes to retention and success. Indigenous students develop leadership skills and are culturally and professionally engaged.
Indigenous Tutorial Assistance Scheme	SIS has an Academic coordinator for ITAS to ensure the scheme operates effectively to support Indigenous students academically particularly in specialised and difficult course areas.	Availability of specialist tutors for professional degrees Limited flexibility in ITAS tuition delivery	Increased retention and success - 85 students used ITAS in 2013
Partnership with Western Australian Students Aboriginal Corporation (WASAC)	SIS provides financial and administrative support to WASAC for student educational, social, and cultural activities. UWA and SIS regularly sponsor WASAC team to attend National Indigenous Tertiary Games		Indigenous students benefit from WASAC engagement, peer support enhances student experience, retention and success
Professional industry engagement by UWA, Faculties, SIS and CAMDH	SIS has established strong networks with some industry partners which has enabled current students to engage with their future professions through mentoring, work experiences, scholarships and cadetships		Indigenous students financially supported in study and gain employment skills and networks

### Key achievements

- UWA increased its Indigenous student retention ratio to 0.819 (up from 0.705) and its success ratio to 0.843 (up from 0.801) and Indigenous students continued to perform well academically in all areas in 2013.
- In 2013, 16 Indigenous students completed Bachelor degrees comprising:
  - 2 students completing the LLB (one with 1<sup>st</sup> class Honours), bringing the total of UWA Indigenous Law graduates to 52;
  - 2 students completing in Medicine, bringing the total of UWA's Indigenous Medical graduates to a total of 25;
  - 5 in Science (one with Honours);
  - 1 in Health Science;
  - 2 students completing the BA (one with 1<sup>st</sup> class Honours);
  - 1 completing combined Arts/Education;
  - 1 completing engineering;
  - 1 completing environmental design; and
  - 1 completing commerce.
- At the pinnacle of this achievement, for the first time, an Indigenous Medical graduate was the top UWA Medical graduate and recipient of the Australian Medical Association Prize (for the highest aggregate mark for all core units in the MBBS).
- UWA and SIS provide specific funding to support Indigenous students to undertake international student exchange as an important part of leadership development. In 2013, 6 students went on an international exchange to leading Universities in New Zealand, USA, Canada, and the UK. This brings the total to 16 Indigenous students who have participated in an international study abroad program since 2007. Over this time Indigenous students have studied at the University of New Mexico, the University of North Carolina, Indiana University, University of Michigan, University of Calgary, Queen's University Ontario, the University of Glasgow, Leeds University, University of Sheffield and Durham University.
- 3 Indigenous Law students attended the 8th Annual National Indigenous Legal Conference – *Two Laws Together* – in Alice Springs.
- UWA supports WASAC each year to send a team to the National Indigenous Tertiary Games. In 2013 UWA Indigenous students attended and won the 18<sup>th</sup> National Indigenous Tertiary Education Student Games in Penrith, NSW.

- In 2013, 33 Indigenous students were on cadetships with a range of Government departments and industry groups which included Rio Tinto, Laing O'Rourke, the Kimberley Aboriginal Medical Services Council, the WA Health Department, the WA Department of Child Protection, the Attorney-General's Department, the Australian Bureau of Statistics, the Department of Human Services, Department of Innovation, Industry, Science and Research, Leightons and Wesfarmers.
- Indigenous students secured a number of industry placements and opportunities in 2013. This included 2 Indigenous students in the WA Legal Aid Indigenous Law student program, and a number of clerkships with leading Law firms.

### Role of the IEU

The School of Indigenous Studies (SIS) provides a culturally secure environment on campus for Indigenous students as well as ongoing academic and pastoral support, resources and facilities. The School's role includes:

- Delivering targeted and specialist support for individual students which maximises their ability to succeed at University, whilst growing as Independent and life-long learners.
- Establishing discipline groups amongst the Indigenous student cohorts to facilitate the development of strong academic peer networks.
- Working in partnership with Faculties, UWA Student Services and Colleges to provide a comprehensive support network for Indigenous students across all courses.
- Working in partnership with the student association (WASAC) to provide a rounded student experience of the University life which includes all spheres of academic, sporting, social and community focused experiences.
- Providing a culturally affirming and culturally safe place for Indigenous students.
- Providing the infrastructure of support, facilities, opportunities and experiences to graduate future Indigenous leaders and effective practitioners.
- Working partnership with others for the benefit of Indigenous students such as establishing networks and partnerships with industry and professional bodies that facilitate student engagement with their chosen professions.
- The Centre for Aboriginal Medical and Dental Health supports Indigenous Medical students in their studies and engagement with professional bodies such as the Australian Indigenous Doctors Association, Pacific Region Indigenous Doctors' Congress Conference (PRIDoC) and the LIME Network.

## 6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

### Indigenous perspectives in UWA curriculum

UWA has had mandatory Indigenous curriculum in key professional courses for more than 10 years as well as offering Indigenous perspectives and elective subjects in a broad range of courses. When the University of Western Australia made the decision to move to New Courses 2012, it took the opportunity to ensure that the development of Indigenous cultural competency among its students and graduates would be integral to the planning and implementation of the new course structure. UWA's *Educational Principles*, which imbue student learning at all levels, includes the commitment 'to respect Indigenous Knowledge, values and culture'. UWA has developed a number of strategies to achieve this.

- The online unit *Indigenous Studies Essentials (ISE)* was introduced in 2012 and offered throughout 2013 with continuous improvement. This unit is mandatory for all first year undergraduate UWA students. ISE complements UWA's two other mandatory online units that all new students must complete – the *Academic Conduct Essentials* and *Communication and Research Skills*. Since the introduction of ISE in 2012, all new students in UWA courses, including students at UWA's international campuses such as Hong Kong and Singapore, have been enrolled in the unit and had the opportunity to acquire essential knowledge of Indigenous people. Through its first year (2012) 5,386 first year undergraduate students completed the ISE module, and a further 4,951 students completed the module in 2013. In addition, the School of Indigenous Studies has received additional requests for access to ISE, this includes a request for all study abroad students to have access to the module (which included 957 in 2013), as well as 326 student enrolled in the Master of Education course and 34 students enrolled in the Master of Pharmacy. The feedback provided by students who have completed the ISE module is extremely positive, with 89% of respondents agreeing that ISE explains the basic principles and protocols of working with Indigenous peoples and communities, and 91% of respondents agreeing that ISE provides a helpful introduction to Noongar peoples.

- The two new Indigenous majors at undergraduate level, *Indigenous Knowledge History and Heritage* in the Bachelor of Arts and *Aboriginal Health and Well-Being* in the Bachelor of Science were fully implemented over the 2012 – 2013 period. The enrolments in the Indigenous Knowledge, History and Heritage major continue to increase. In the Level 1 (first year) units of Knowing Country (INDG1140) the enrolment increased from 76 students in 2012 to 128 students in 2013; and in Aboriginal Encounters (INDG1150) the enrolment increased from 44 in 2012 to 69 in 2013.
- SIS and the Faculty of Science have worked together to establish a teaching partnership in the compulsory first year science communication unit. Indigenous Studies is one of 3 modules offered in this unit to over 400 Science students.
- UWA has mandatory Indigenous curriculum within professional courses including the Master of Social Work, the Master of Teaching-Coursework Early Childhood and Primary as well as the Graduate Diploma in Education and Master of Teaching Secondary.
- The most comprehensive Indigenous curriculum development has been in the Faculty of Medicine, Dentistry and Health Sciences. The Centre for Aboriginal Medical and Dental Health (CAMDH) enabled the Faculty to develop and implement horizontally and vertically integrated course for all medical students from 2000. Aboriginal curriculum is included in Nursing, Podiatry and Population Health. As a result of UWA's course changes in 2012, the MBBS has moved to a postgraduate professional doctorate, the Doctor of Medicine (MD), which commenced in 2014. CAMDH is developing the Aboriginal health curriculum in the Doctor of Medicine, which will have Aboriginal health core curriculum integrated into mainstream units, as well as options and specialisations in Aboriginal health. UWA's Faculty for Medicine, Dentistry and Health Sciences and the Centre for Aboriginal Medical and Dental Health participate in the LIME (Leaders in Medical Education) Network.
- The engagement of Aboriginal academics, Aboriginal community speakers and Aboriginal service providers is recognised as a key component in appropriate curriculum delivery and in promoting staff cultural competency.
- Proposals for new courses that include Indigenous issues or perspectives are required to be signed off by the Dean of SIS. This promotes consultation and inclusion of Indigenous voices in presenting issues and supports staff understandings of Indigenous issues in curriculum. The School of Indigenous Studies has a number of teaching partnerships with UWA Faculties, Schools and Centres, which promote support and develop culturally appropriate teaching.
- In the Faculty of Medicine, Dentistry and Health Sciences, the Centre for Aboriginal Medical and Dental Health provides ongoing Aboriginal curriculum advice and engagement in teaching and learning matters across the Faculty.

### Indigenous Knowledge research and development

UWA is a research-intensive university and is committed to ensuring a strong teaching and research nexus across all disciplines. UWA has identified Indigenous Knowledge as one of its six Strategic Research areas and is committed to increasing the number of Indigenous researchers and building Indigenous research capacity. The School of Indigenous Studies has a Research Development Advisor who provides research support comparable to that provided the Faculties. The School of Indigenous Studies appointed two senior Indigenous researchers to provide research leadership and support for Early Career Indigenous academic staff. Some examples of Indigenous research projects that are leading into Indigenous curriculum development are detailed below.

- Professor Len Collard is a leading Nyungar language researcher undertaking a three-year Australian Research Council (ARC) funded project: *Nyungar Boodjera Wangkiny - The Peoples Land is Speaking - Nyungar Place Nomenclature of the Southwest of Western Australia*. The project will use multimedia to tell the story of what Nyungar place names mean, and create a collection of maps showing regional areas defined by linguistic practices.
- In 2013 Professor Collard and colleagues from Curtin University were awarded a new ARC grant to investigate 'Noongar kaatdijin bidi – Noongar knowledge networks; or, Why is there no Noongar Wikipedia?' The project will commence in 2014.
- Assistant Professor Clint Bracknell is engaged in two key research activities focusing on Noongar language and music. Firstly the *Wirlomin Noongar Language and Stories Project*, which is an Aboriginal language revitalisation initiative. Secondly, Assistant Professor Bracknell is completing a PhD, *Natjal Maya Walang? Investigating, Reconstructing and Repatriating Aboriginal Language Songs from the Southwest of Australia*, that investigates traditional vocal music as performed in the Noongar language by Aboriginal people in the south of Western Australia (WA) between 1801 and 2001.
- In 2013, one of Australia's leading philanthropists, Greg Poche AO and his wife Kay, provided \$10 million to The University of Western Australia to create a WA-based centre for Indigenous health. The UWA Poche Centre will work with the School of Indigenous Studies and Centre for Aboriginal Medical and Dental Health within UWA's Faculty of Medicine, Dentistry and Health Sciences. The new Centre recognises the centrality of culture and wellbeing to promoting good mental health in Indigenous communities. Aboriginal knowledge

systems will be the cultural lens and framework for research, education and the delivery of programs. The Centre will tackle children's health, disability and developmental outcomes as well as chronic disease.

- A senior SIS researcher is leading an Office of Learning and Teaching (OLT) 2013 national project, *Curricular approaches to increasing cultural competence and Indigenous participation in psychology education and training*. The project aims to design, implement and evaluate curricula and support frameworks in psychology and mental health programs to maximise recruitment and retention of Indigenous students, integrate Indigenous content and cultural competency training for all students, and integrate cultural competency training for Indigenous mental health workers.
- An OLT 'Re-casting *terra nullius* blindness' project aims to develop Indigenous-based curricula for built environment planning and design programs. A senior SIS academic is a key researcher with colleagues at Griffith University and the University of Canberra. The project will integrate a better understanding of the need for engagement with Indigenous knowledge and cultural systems and relevant protocols.
- The Educating for Equity project involving Indigenous and non-Indigenous researchers from Australia, New Zealand and Canada aims to improve the quality of health care and health outcomes for Indigenous people with chronic disease. Senior SIS staff are Chief Investigators in the National Health and Medical Research Council International Collaborative Indigenous Health Research Partnership project. *Educating for Equity* will develop an Indigenous chronic disease education 'toolkit' and ways to evaluate the effectiveness of Indigenous health education. A major focus of the project will be on ensuring that the lessons from the project are translated into practice.
- Several SIS researchers are part of the National Indigenous Research and Knowledges Network (NIRAKN), a national, inclusive, multidisciplinary hub and spokes model network of Indigenous researchers at various stages of their careers.

### Cultural competency of staff and students

UWA continues to refine its approach to cultural competency for staff and students, which can be characterised as modularised, experiential, progressive and ongoing. Staff and student cross-cultural learning and skills development is seen as a continuum that will be built on through many varied and different experiences. This includes a culturally inclusive campus with a visible Aboriginal presence, formal training programs as well as student and staff participation in regular events and forums on campus that address Indigenous issues and recognising and celebrating Indigenous success and achievement.

- The foundation of UWA's cultural competency training is through the Equity Office's highly regarded Courageous Conversations about Race (CCAR) workshops which can be articulated with specialised complementary programs developed by SIS as *Indigenous Dialogues* and programs offered by CAMDH. Courageous Conversations about Race workshops delivered 35 workshops at UWA in 2013 to 1,960 staff and students.
- The School of Indigenous Studies in association with Dr Richard Walley conducted a Cultural Training Session with legal professionals involved in the new *Advanced Diploma Indigenous Legal Studies*. Indigenous students in the Advanced Diploma undertake two practicums with law firms as part of the course. The Cultural Training program included participants from three law firms, Legal Aid and UWA legal staff.
- The University flies the Aboriginal flag at its main entrance and has a formal acknowledgement on its website, which states that '*The University of Western Australia acknowledges that its campus is situated on Noongar land*'. *Welcome to Country* by Noongar Elders is a regular feature of UWA ceremonies and events. This includes The Commencement Ceremony where the Vice-Chancellor officially welcomes students to the University at the start of the Academic year; the Faculty Welcome for Medicine, Dentistry and Health Sciences students; all UWA graduation ceremonies; the annual UWA Open Day; the PIAF and the various national and international conferences.
- To launch its 2013 Centenary year the University held a public celebration in February entitled *LUMINOUSnight*, which began with a Welcome to Country and Noongar smoking ceremony and included Artwork by leading Aboriginal artist and performer Richard Walley, Shakespearean sonnets in Noongar by Yirra Yaakin Theatre Company, a performance by Aboriginal singer-songwriter Archie Roach, performances by the Mowanjum dancers, a performance by Clint Bracknell and the Red Tree Band, and a performance by NOP KOOLING Aboriginal productions and Promotions.
- UWA recognises key Aboriginal events such as Sorry Day, Reconciliation Week and NAIDOC Week and hosts events throughout the year that promote Aboriginal culture and issues. In 2013 this included celebrating Marnda week from 21 – 24 May, a series of cultural activities organised by the Aboriginal student association (WASAC) with support from the School of Indigenous Studies and the UWA Student Guild.

## University Involvement with Indigenous Community

UWA recognises that engagement with the Indigenous community begins with recognising the traditional owners and custodians of the land on which UWA's main campus is located, the Whadjuk Noongar people as well as the broader Noongar community of the southwest region of WA. This recognition is evidenced by UWA's long-standing acknowledgement on its website that 'its campus is situated on Noongar land'. In regional areas, the University applies the same principles and protocols working in partnership with relevant local Aboriginal communities to develop and deliver its programs. The engagement of Aboriginal community speakers, consultants and service providers is seen as a key component in appropriate curriculum delivery and the development of cultural competency.

- The University's Indigenous Studies Essentials (ISE) online unit for commencing students was developed with Whadjuk Noongar Elders and cultural authorities whose filmed commentary essentially guide students through the unit.
- Aboriginal elders and people from the community are employed as visiting lecturers in a range of courses and a number of courses include cultural excursions, field trips or workshops with local community elders and Aboriginal organizations. CAMDH works closely with Aboriginal community controlled health organisations in relation to Aboriginal health curriculum. The Indigenous Dialogues cultural competency program for staff includes a core component delivered by the local Indigenous community.
- Aboriginal community based consultants deliver workshops in UWA's Indigenous student outreach programs, such as an Aboriginal science session in the Year 9 Science Camp and a cultural leadership session in the Year 12 Seminar. The School of Indigenous Studies outreach programs include a strong focus on regional areas as well as engagement with parents and community members. The School has been working to strengthen engagement across WA, particularly in the Albany region, the Pilbara, Gascoyne and outer metropolitan areas through the UWA Aspire program.
- The University undertakes extensive Aboriginal community consultation and meetings in planning new developments and projects such as the new Aboriginal art and cultures museum.
- *The National Empowerment Project (NEP)*, a Commonwealth funded national suicide prevention program led by Professor Dudgeon works with an Aboriginal Partner Organisation and community consultants as co-researchers to ensure local communities take control of the program, and reporting is directly back to those communities. The NEP also has a National Advisory Committee that includes Indigenous representatives from relevant Aboriginal communities and organisations.

## Role of the IEU

The School of Indigenous Studies and CAMDH have key roles in curriculum development and cultural competency at UWA. The Dean of SIS is a Member of Academic Council and the Academic Board. The University requires all new course proposals that involve Indigenous issues to consult with the School of Indigenous Studies to ensure Indigenous perspectives are appropriately included. SIS delivers the ISE unit and teaches an undergraduate major in Indigenous Knowledge, History and Heritage. SIS has a strong team of Indigenous academics able to teach Indigenous curriculum across a broad range of disciplines that have developed teaching partnerships with a number of Schools and Faculties. SIS developed Indigenous Dialogues as part of UWA's cultural competency training and works with the UWA Equity Office on development and delivery. CAMDH teaches an undergraduate major in Aboriginal Health and Wellbeing and has overall responsibility for development and delivery of medical and health curriculum and cultural competency in the Faculty of Medicine, Dentistry and Health Sciences.

## SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)

Please use the financial acquittal template attached to report on the expenditure of your institution's ISP grant for 2013, 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 2013 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a 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 Support Unit Officer
Name: Winthrop Professor Jill Milroy	Name: As per University Officer
Position Title: Dean, School of Indigenous Studies	Position Title:
Phone Number: (08) 6488 7829	Phone Number:
Email: <a href="mailto:jill.milroy@uwa.edu.au">jill.milroy@uwa.edu.au</a>	Email:

## SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, providers **are to publish** the current and the previous two IES on their website. Please provide PM&C with a link to the statement.





**Australian Government**

**Department of the Prime Minister and Cabinet**

**FINANCIAL ACQUITTAL**

<b>Organisation</b>	The University of Western Australia		
<b>Postal Address</b>	35 Stirling Highway, Crawley WA 6009		
<b>Contact Person</b>	Nerry Nichols	<b>Title</b>	Mrs
<b>Phone</b>	08 6488 7336	<b>Fax</b>	
		<b>E-mail</b>	nerry.nichols@uwa.edu.au

<b>Financial Acquittal</b>		
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2013, including all interest or royalties/income derived from ISP Funds during 2013.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input checked="" type="checkbox"/>
<p>For each Attachment:</p> <ul style="list-style-type: none"> <li>Part A seeks information on the GST component of funding provided to you under that element, if applicable.                     <ul style="list-style-type: none"> <li>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.</li> <li>If GST is <i>not</i> paid to you, <i>do not complete Part A</i>.</li> </ul> </li> <li>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.</li> </ul>		

**Insert remaining pages here**