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28 May 2015

Mr Danny Howard  
Director  
Indigenous Tertiary Programs  
Department of Prime Minister and Cabinet  
Phone: 02 6152 3193

(via email: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au))

Dear Mr Howard

**Indigenous Education Statement 2015**

In response to the email dated Monday, 12 January 2015, I am pleased to provide the attached copy of the University's Indigenous Education Statement for 2015.

Yours sincerely



Professor Dawn Freshwater  
Senior Deputy Vice-Chancellor and Registrar

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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 2015 Indigenous Education Statement demonstrates that UWA meets the conditions of eligibility for Indigenous Support Program (ISP) funding as specified.

### **Acknowledgment of Noongar People and Land**

*The University of Western Australia acknowledges that it is situated on Noongar land. Noongar people remain the spiritual and cultural custodians of their land and continue to practice their values, languages, beliefs and customs.*

## **SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2014 AND PLANS FOR FUTURE YEARS**

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

#### **Strategy**

The UWA 2020 Vision Strategic Plan 2014-2020 establishes the mission, values and defining characteristics of the University and sets out its strategic objectives across the key areas of education, research, engagement and operations. The Strategic Plan includes six core values underpinning all of UWA's activities, one of which is a commitment to: *'the achievement of Aboriginal peoples' rights, aspirations and potential, and the recognition of indigenous knowledge, culture and values'*. It is available online at [www.uwa.edu.au/university/executive/?a=2538343](http://www.uwa.edu.au/university/executive/?a=2538343)

UWA takes a whole of university approach to ensure its core values are upheld and its national Aboriginal and Torres Strait Islander Education policy goals are advanced.

This **Whole of University Approach** is defined by:

- Indigenous education being seen as a core activity of the university.
- Partnerships and shared responsibilities within UWA leadership groups, across faculties and central services achieving educational outcomes for Indigenous people.
- Indigenous education adding value to the teaching and learning, research and community engagement activities of the University.
- A commitment to development and support from an Indigenous senior academic team to provide leadership across all areas of the University's operations including teaching and learning, research and community engagement, and employment.

**Excellence** for Indigenous people at UWA is achieved through:

- Access to, participation in, and graduation from the full range of courses and research training opportunities available at the University.
- Engagement in teaching and research at all levels.
- Effective participation in the educational decision making processes.
- Employment opportunities at all levels in the University.
- Full participation in the community and cultural life of the University.

**Indigenous Knowledge** systems and culture are valued in:

- Developing teaching programs and research initiatives that add to the body of knowledge and experiences of Indigenous peoples.

- Highlighting Indigenous issues and concerns within the University and supporting the development of Indigenous Higher Education in all its dimensions at national and international levels.
- Ensuring that all students and staff develop awareness and understanding of Indigenous history, culture and identity, and that Indigenous rights and protocols are respected.

As a measure of its commitment, and to achieve its strategic objectives, 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.

### Operational Achievements

Indigenous engagement in formal 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 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 – see
- [www.governance.uwa.edu.au/structure/university/management](http://www.governance.uwa.edu.au/structure/university/management)
- Indigenous representation on the University's key decision-making bodies has made Indigenous higher education an integral part of strategic and operational planning. The SIS Dean is a member of the University's key decision-making bodies including the Academic Board, the Academic Council and the Planning and Resources Committee. SIS engagement in the Planning and Resources Committee 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), the Teaching and Learning Committee, the Teaching and Learning Awards Standing Committee, the Research Committee, the 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, the Teaching and Learning Committee and the School of Primary, Aboriginal and Rural Health Care (SPARHC) Executive.
- The Western Australian Students Aboriginal Corporation (WASAC), the Aboriginal student body on campus, provides formal advice to SIS on Indigenous student matters, and 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. 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.

### Operating Environment

UWA has seen considerable growth in its Indigenous programs since 2012, with major teaching and research initiatives and stronger engagement with Indigenous education by all areas of the university. UWA has committed \$15M in funding for a new Indigenous Gateway building that will provide purpose-built accommodation for the SIS and CAMDH, function as a vibrant cultural hub with state of the art teaching and learning spaces, and provide increased resources and facilities for Indigenous students. Expected completion is mid-2017.

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

### Strategy

The UWA Indigenous Employment Strategy is available on the UWA website at <http://www.sis.uwa.edu.au/employment>. The Director, Human Resources and the Dean, School of Indigenous Studies jointly chaired the Indigenous Employment Strategy Steering Committee that developed the Strategy.

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 academic 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 – such as providing additional cultural and ceremonial leave for Indigenous staff - contribute to the retention of Indigenous staff; and
- 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 advises the University's Executive on Indigenous employment targets, workforce development and staffing issues. SIS works in partnership with UWA's Human Resource Directorate to develop and deliver Indigenous employment strategies and monitor outcomes. SIS provides Indigenous input to selection and interview panels for Indigenous positions as well as advocacy and support for Indigenous staff across campus as required. SIS works with UWA's Senior Diversity Officer to develop and deliver cross-cultural training.

### Operational Achievements

**Table 1 - Aboriginal and Torres Strait Islander Staff at UWA in Continuing and Fixed Term Positions 2014**

Classification and Level	Faculty	Staff Total	Indigenous specific position
<b>Academic</b>			
Winthrop Professor (Level E)	Indigenous Studies	1	1
	Medicine, Dentistry & Health Sciences	1	1
Professor (Level D)	Indigenous Studies	3	3
Associate Professor (Level C)	Arts	1	-
	Medicine, Dentistry & Health Sciences	1	-
Assistant Professor (Level B)	Indigenous Studies	2	2
	Law	1	-
	Medicine, Dentistry & Health Sciences	5	4
Lecturer (Level A)	Science	1	-
<b>Sub-total Academic</b>		<b>16</b>	<b>11</b>
<b>Professional (non-Academic)</b>			
HEW 9	Indigenous Studies	1	1
	Medicine, Dentistry & Health Sciences	1	-
HEW 7	Indigenous Studies	2	2
	Non-Faculty	1	1
HEW 6	Indigenous Studies	1	1
	Medicine, Dentistry & Health Sciences	1	-
HEW 5	Medicine, Dentistry & Health Sciences	1	-
	Non-Faculty	1	-
HEW 4	Medicine, Dentistry & Health Sciences	1	-
	Non-Faculty	4	-
HEW 3	Non-Faculty	1	-
HEW 1	Science	1	-
<b>Sub-total Professional</b>		<b>16</b>	<b>5</b>
<b>Total Indigenous Staff UWA</b>		<b>32</b>	<b>16</b>
Total Non-Indigenous Staff UWA		4307	
Total Staff UWA		4339	

### UWA staff roles and Aboriginal and Torres Strait Islander specific positions

In 2014, UWA employed 16 Indigenous Academic staff. This includes staff in senior Academic leadership roles including the Dean and Deputy Dean of SIS and the Director of CAMDH, as well as in Teaching and Research positions. UWA had 16 professional staff employed at HEW Levels 1-9, including several senior roles, such as the

Director of Student Services, Senior Project Officer and Senior Administrative Officer in SIS, and the Deputy Curatorial Director in the Berndt Museum. All of these are Indigenous-specific positions. In addition to the roles outlined above, UWA's Indigenous-specific positions include two Research Fellows and six Assistant Professors, as well as the SIS Student Services Officer. This brings UWA's Indigenous-specific positions for 2014 to a total of 16. Two new research fellow (Level B) positions will be offered in 2015.

### Indigenous staff in casual positions

The University does not centrally collect full data on casual positions. UWA regularly employs Indigenous people in a range of casual academic and general staff positions. This includes: Indigenous tutors employed under the Indigenous Tutorial Assistance Scheme (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 post-graduates employed as tutors and lecturers 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 in relation to student excursions and fieldtrips, teaching, research, conferences and other events.

**Table 2 - Casual positions 2014**

Faculty/Institute/Section	Academic / Non-Academic	Position title	Number
School of Indigenous Studies	Academic	ITAS Tutors	11
	Academic	Lecturers/Casual teaching	5
	Non-academic	Supervisors, mentors, outreach programs	35
<b>Total</b>			<b>51</b>

### Operating Environment

UWA increased its Indigenous Academic staff in 2014, but with a decrease in Indigenous professional staff, the overall staff total was slightly down from 2013. Growth in Indigenous staff numbers is expected for 2015.

A key challenge for the University in the recruitment and retention of Indigenous staff is intense competition and high salaries from the Minerals and Resources sector in Western Australia, particularly affecting mid level professional staff, including the Indigenous Employment Officer position.

The University is currently reviewing its Indigenous Employment Strategy to reflect and align with its objectives expressed in the Strategic Plan: 2014-2020 and the recommendations of the Functional Review it has been undertaking. One of UWA's key priorities will be to further develop its Indigenous Academic workforce. A key component of this will be programs to increase Indigenous postgraduate enrolments and completions. The first stage in the development of the new strategy – a scoping study of employment programs and benchmarking against Go8 and other WA universities - has been undertaken. Indigenous staff consultation and broader university input are to follow, with the new strategy in place by late July.

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

### Strategy

UWA aims to maximise Indigenous student access to UWA through the provision of comprehensive outreach and transition strategies (Table 4), the development of specialised entry programs (Table 5), and accessibility to an extensive range of scholarships (Table 6).

- Specialised Indigenous entry programs ensure 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.

**Table 3 - Commencing Aboriginal and Torres Strait Islander student numbers**

	2013	2014
Aboriginal and Torres Strait Islander students	98	101
Non Aboriginal and Torres Strait Islander students (Domestic students only):	6303	6480

**Table 4 - 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 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
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 campus and 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>

**Table 5 - 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*	Provides direct entry to all undergraduate degrees for Indigenous students by considering their ATAR score on an individual non-competitive basis, enabling 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 places in the BPhil (Hons).	Indigenous students access elite courses
Assured Entry Places	Qualified Indigenous school leavers who have completed WACE	Provides Indigenous students with assured pathways to professional postgraduate courses in Medicine and Law on completion of 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

\* Western Australian Certificate of Education

## Operational Achievements

### ***Outreach and transition***

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 continue to be highly positive.

- Throughout 2014, more than 1180 Indigenous secondary students and parents were directly engaged with outreach programs offered by UWA.
- In April 2014, 30 Indigenous Year 12 students from 24 schools across the state attended the SIS Year 12 Leadership Seminar; 5 Indigenous Year 12 students with their parents attended a special TISC information evening on the universities' application process.
- 50 Indigenous students in Years 9-11 (from 30 schools) attended the Indigenous Science, Engineering & Health Camp in July 2014.
- 120 Indigenous students, 40 teachers and 5 parents from 35 high schools attended the Year 8 Discovery Days offered by SIS in November 2014.

- 391 Indigenous students accompanied by 71 teachers, and 33 parents/community members visited the UWA Crawley campus in 2014.
- 155 Indigenous secondary students with 25 teachers and 20 parents from independent schools attended the Future Footprints Indigenous Careers Expo that is hosted by UWA's Business School and the School of Indigenous Studies. Agencies participating in the Expo include TAFEs, universities, government departments, industry groups and mining companies.
- Throughout 2014, SIS hosted visits to UWA by 15 *Follow the Dream* Centres from regional areas and seven *Follow the Dream* Centres from the metropolitan area.
- SIS staff conducted 35 visits to regional schools and had contact with a total of 564 Indigenous students, 117 teachers/school staff and 18 parents/community members.

### ***Improved Access***

- The Access Rate for Indigenous students has remained almost constant at 1.55% in 2013 and 1.53% in 2014.
- 95 Indigenous students attended the SIS Indigenous selection and testing programs which are held in the mid-year period and December-January period each year.
- In 2014, Indigenous students gained access to UWA as follows: 10 students entered UWA undergraduate courses via direct entry through TISC; 8 students came through the Provisional Entry scheme; 3 students entered through the Mature Age Access Programme (MAPS); 2 students came through the Advanced Diploma in Indigenous Legal Studies; 2 students entered through the Advanced Diploma in Aboriginal Medical and Health Sciences; 7 entered the Doctor of Medicine; 1 student gained entry to postgraduate Law (the Juris Doctor); 1 student entered the Graduate Diploma in Education and 2 entered the Master of Teaching (Secondary); 2 students commenced the Graduate Certificate in Social Impact; 1 student enrolled in the Graduate Certificate in Business; and 36 Indigenous students enrolled in the Aboriginal Orientation Course.
- 36 Indigenous students transitioned from a UWA entry or preparatory program to one of the UWA undergraduate degrees.
- 26 Indigenous students in Years 11 and 12 from 20 schools attended Western Australian Certificate of Education (WACE) Revision seminars sponsored by SIS/UWA. Sponsorship includes course fees, as well as travel and accommodation for country students. The number of students attending this seminar has increased 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.
- 41 students from the 2014 Year 12 cohort gained entry to UWA, with 7 of the Indigenous students entering under the Provisional Entry scheme, 22 of the students enrolling in the Aboriginal Orientation Course and 12 students gaining direct entry to their preferred course at UWA on the basis of their ATAR alone.

### ***UWA Scholarships***

UWA offered a total of 32 categories of scholarships to Indigenous students, with 277 scholarships being awarded in 2014. Many of these scholarships are awarded to multiple recipients. 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 the number of scholarships for Indigenous students to reside in the residential colleges; UWA has also established scholarships for Indigenous students in its professional postgraduate degrees. Indigenous students at UWA have also been successful in being awarded external and national scholarships.

**Table 6 - UWA Scholarships for Aboriginal and Torres Strait Islander students awarded in 2014**

Scholarship Details	Provider	Number Allocated	Total \$ awarded	Number Awarded
1. <b>Grandfathered</b> Commonwealth Accommodation Scholarship – <b>finishing 2014</b>	Government	3	\$9,970	2
2. <b>Grandfathered</b> Commonwealth Education Costs Scholarship – <b>finishing 2014</b>	Government	10	\$11,214	7
3. Indigenous Access Scholarship	Government	49	\$211,590	45
4. Indigenous CAS	Government	58	\$219,340	44
5. Indigenous CECS	Government	118	\$186,900	75
6. Indigenous Enabling CAS	Government	21	\$84,745	17
7. Indigenous Enabling CECS	Government	30	\$62,300	25
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	\$0	0
11. UWA SWANS Scholarship (extended)	University	2	\$6,000	2
12. UWA SWANS Rural Scholarship	University	0	\$0	0
13. Diversity and Merit Awards	University	2	\$4,000	2
14. UWA Excellence Awards	University	0	\$0	0
15. Generowicz Scholarship	Private	3	\$19,289	3
16. Hackett Alumni Honours Scholarship	Private	1	\$6,000	1
17. BHP Billiton Iron Ore Indigenous Scholarship	Private	22	\$374,000	22
18. Isabelle D'Souza Scholarship	Private	1	\$2,492	1
19. JDSI Consulting Scholarship	Private	1	\$2,616	1
20. Kaya Indigenous Scholarship	Private	1	\$2,732	1
21. John and Dixie Rathbone Memorial Scholarship	Private	1	\$5,000	1
22. Jack and Eleanor Bendat Rural Indigenous Scholarship	Private	5	\$20,000	4
23. Roland and Pam Farrant Scholarship	Private	2	\$5,000	2
24. Rio Tinto Undergraduate Residential Scholarship for Indigenous Students	Private	4	\$80,000	4
25. Claud and Kate Delpratt Scholarship	Private	1	\$7,400	1
26. Rowley Cultural Scholarship	Private	1	\$20,000	1
27. Ana Africh Advanced Diploma in Medical and Aboriginal Health Sciences Scholarship	Private	2	\$11,000	2
28. Rio Tinto Postgraduate Scholarship	Private	Not awarded	\$0	0
29. Hatch Indigenous Scholarship for Postgraduate Coursework	Private	Not awarded	\$0	0
30. Mt Romance Bessie Flower Scholarship	Private	1	\$2000	1
31. PLWA Indigenous Undergraduate Scholarship	Private	2	\$10,000	2
32. BHP Billiton Indigenous Advanced Management program (AMP) Scholarships	Private	2	\$21,680	2
<b>Totals</b>		<b>351</b>	<b>\$1,485,268</b>	<b>277</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>

**Table 7 - External Scholarships awarded to UWA Aboriginal and Torres Strait Islander students in 2014**

Scholarship details	Value	UWA Indigenous Student Awards 2014
1. Pallottine Aboriginal Trust Scholarships	Course fees	7
2. Rotary Health Research Foundation Scholarship	\$5,000	6
3. MG Corporation (various amounts)	Amount varies	1
4. Rural Bonded Medical Scholarship	\$20,000	2
5. Puggy Hunter Memorial Scholarship	\$15,000	12
6. John Koowarta Reconciliation Law Scholarship	\$5,500	1
7. IYLP Scholarship	\$5,000	10 continuing students only
8. Aboriginal Women's Education Trust Scholarship	\$5,000	1
9. Neville Bonner Scholarship	\$25,000	1
10. AIEF-BHP Scholarship	\$30,000	1
11. Woodside Scholarship	\$20,000	1
12. BHP –AIM Scholarship	Approx. \$11,000	2
13. Lavan Legal awards	\$1000	5
14. Australian Dental Association (ADA) Study Grants	\$5000	1
15. AMA Indigenous People's Medical Scholarship	\$10,000	1
16. Mary McKillop Indigenous Tertiary Scholarship	\$3000	1
17. Charlie Perkins Scholarship (Postgraduate Oxford)	\$70,000	1

### Operating Environment and Role of IEU

The School of Indigenous Studies has overall responsibility for Indigenous higher education at UWA and is the primary point of contact for Aboriginal and Torres Strait Islander students. The School works in partnerships with Faculties and Central services to achieve UWA's objectives and priorities in teaching and learning for Aboriginal and Torres Strait Islander 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. 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, which ensures UWA has a high take up of scholarships by Indigenous students.

The University has demonstrated it has the right entry and support strategies for Aboriginal and Torres Strait Islander students but faces unique and challenging issues in Western Australia including Aboriginal students' low secondary achievement rates, the sheer size of the State with a dispersed Aboriginal population and the costs and logistics of program and service delivery for Aboriginal people in regional and remote areas. The University's outreach programs are a long-term commitment to sustained change, operate statewide and are critical to Indigenous youth engagement. A 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.

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

##### Strategy

UWA aims to enhance Indigenous student participation at UWA through the development of multiple pathways to study, specialised bridging programs, culturally appropriate support services and the provision of culturally inclusive curriculum.

**Table 8 - The total number of Aboriginal and Torres Strait Islander student enrolments for 2013 and 2014**

	2013	2014
Aboriginal and Torres Strait Islander students	223	251
Non Aboriginal and Torres Strait Islander students (Domestic students only)	20,723	21,332

**Table 9 - 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	Most courses Perth based, Indigenous regional students 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	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	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	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
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	Provides 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); the Advanced Diploma in Medical and Aboriginal Health Sciences leads to the Doctor of Medicine (MD)	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 IK and contributes to a culturally secure study environment for Indigenous student success

### Operational Achievements

- Indigenous enrolments at UWA increased to 251 Indigenous students in 2014 from 223 Indigenous students in 2013. This translated to an Indigenous participation rate of 1.16% in 2014 compared to a participation rate of 1.08% in 2013.
- 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 to degree studies. Orientation graduates continue good success rates in degree studies.
- 64 Indigenous students were in UWA residential colleges in 2014 with a number of Indigenous students supported by UWA's residential scholarships.

### Operating Environment and Role of IEU

The SIS works independently and in partnership with UWA's central student services 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

School also works closely with University Hall and other residential colleges to secure accommodation for Indigenous students.

UWA has been successful in increasing enrolments in key priority areas, particularly Science courses. UWA draws its Indigenous enrolments primarily from a state base. UWA does not offer Indigenous-specific courses in block release mode, as Curtin University does, for example. This makes it more difficult to attract regional and interstate Indigenous students, and in particular, mature-age students who must relocate to Perth to study on UWA campus.

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

### Strategy

UWA aims to maximise Indigenous student attainment and success at UWA through effective partnerships to deliver culturally appropriate support services, facilities and professional development opportunities.

**Table 10 - The total number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above**

	2013	2014
Aboriginal and Torres Strait Islander students: (Higher Degree by Research)	1	0
Non Aboriginal and Torres Strait Islander students: (Higher Degree by Research)	234	189
Aboriginal and Torres Strait Islander students: (Other postgraduate)	3	4
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	915	836
Aboriginal and Torres Strait Islander students: (Bachelor degree)	16	31
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	3164	3847
Total Aboriginal and Torres Strait Islander students	20	35*

\* Preliminary figures only

**Table 11 - 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 student resources and facilities	SIS provides computers, printing and technology support for Indigenous textbooks and access to textbooks and other reference materials. 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 at postgraduate level for the new Doctor of Medicine (MD)	Direct impact on Indigenous student retention and success in Medicine, Dentistry and Health Sciences

Support mechanisms	Description	Constraints	Outcome
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 the legal profession and maintains links with law graduates	Challenges of supporting students in the new Juris Doctor (JD)	Indigenous students have improved retention and success in Law and are engaged with the Legal Profession
Indigenous Leadership development	SIS considers Indigenous leadership development to be 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

## Operational Achievements

- UWA's Indigenous retention rate remains high at 0.852 in 2014; and its success ratio has again increased to 0.873 in 2014 (up from 0.837) and Indigenous students continued to perform well academically in all areas in 2014.
- In 2014 UWA had its largest group of Indigenous students completing courses at Bachelor level or above, including: Bachelor of Arts (Hons) (1); Bachelor of Arts (9); Bachelor of Arts and Bachelor of Education (1); Bachelor of Commerce (3); Bachelor of Engineering (Civil Engineering) (1); Bachelor of Law (1); Bachelor of Laws and Bachelor of Arts (1); Bachelor of Music (1); Bachelor of Medicine and Bachelor of Surgery (4); Bachelor of Science (Hons) and Bachelor of Commerce(1); Bachelor of Science (8); Graduate Certificate in Population Health Studies (1); Graduate Diploma in Arts (1); Graduate Diploma in Education (1); Master of Mining & Energy Laws (1).
- The UWA International Centre and SIS provide specific funding to support Indigenous students to undertake international student exchange as an important part of leadership development. In 2014, 29 students went on international exchange. SIS was successful in winning two Australian Government Study Overseas Short-term Mobility Program grants. The Indigenous Knowledge Partnership projects enabled 10 Indigenous students to undertake a study tour and collaborative workshop with the Smithsonian National Museum of the American Indian in Washington DC, USA; and 12 Indigenous students to undertake a study program with Indigenous communities in Chile hosted by the University of Valparaiso.
- 6 Indigenous students were sponsored to represent UWA at the World Indigenous Peoples Conference in Hawaii; 2 Indigenous medical students were sponsored to attend the 2014 Australian Indigenous Doctors' Association Conference in Melbourne and 2 students attended the Pacific Region Indigenous Doctors' Congress (PRIDoC) in Taiwan.
- UWA supports WASAC each year to send a team to the National Indigenous Tertiary Games. In 2014 UWA Indigenous students hosted and won the 19<sup>th</sup> National Indigenous Tertiary Education Student Games in Perth.

- In 2014, 26 Indigenous students were on cadetships with a range of Government departments and industry groups which included Rio Tinto, Careertrackers (students at Leightons and Shell), Kimberley Aboriginal Medical Services Council, WA Health Department, WA Department of Child Protection, the Attorney-General's Department, Australian Bureau of Statistics, the Department of Human Services, CSIRO, Wesfarmers, Chevron, Woodside, St John of God, the Department of Immigration, and Lavan Legal.
- Indigenous students secured a number of industry placements and opportunities in 2014 at Allens international law firm, and Corrs Chambers Westgarth Lawyers.
- Three UWA Indigenous graduates were awarded prestigious scholarships for further studies: Jessyca Hutchens (Arts/Law graduate) was a recipient of the 2014 Charlie Perkins Scholarship for study at Oxford; Jeremiah Riley (Law graduate) was awarded the Australian Government-Rio Tinto NTRB scholarship for a Masters in Mineral Law and Policy at the University of Dundee; and Bryce Bevan (Agricultural Science/Commerce graduate) was awarded a prestigious two-year Darley Flying Start scholarship.

### Operating Environment and Role of 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:

- Providing a culturally affirming and culturally safe place for Indigenous students.
- 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 University life which includes all spheres of academic, sporting, social and community focused experiences.
- Providing the infrastructure of support, facilities, opportunities and experiences to graduate future Indigenous leaders and effective practitioners.
- Working in partnership with industry and professional bodies for the benefit of Indigenous students and to facilitate student engagement with their chosen professions.

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

### Strategy

UWA seeks to instil in UWA graduates a respect for Indigenous knowledge, values and culture through progressive engagement with Indigenous curriculum beginning with the Indigenous Studies Essentials module embedded in all UWA undergraduate degrees.

### Operational Achievements

#### Indigenous perspectives in UWA curriculum

UWA has had mandatory Indigenous curriculum in key professional courses for more than 15 years as well as offering Indigenous perspectives and elective subjects in a broad range of courses. When UWA moved to New Courses 2012, the development of Indigenous cultural competency among its students and graduates was integral to the planning and implementation of the new course structure. UWA's *Educational Principles*, which imbue student learning at all levels, include the commitment 'to respect Indigenous Knowledge, values and culture'. UWA has developed a number of strategies to ensure students and graduates achieve this.

- The online unit *Indigenous Studies Essentials (ISE)* was introduced in 2012 as 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*. ISE was the first unit of this kind, and a number of universities have since developed, or are developing similar units. Since the introduction of ISE all new students in UWA courses, including students at UWA's international campuses such as Hong Kong and Singapore, have enrolled in the unit. In 2014 this meant that 4,589 first year undergraduates completed *Indigenous Studies Essentials*; a further 1,107 students requested extraordinary access to ISE and completed the module in 2014. The student feedback on the ISE module is extremely positive, with 88% of respondents in 2014 agreeing that ISE explains the basic principles and protocols of

working with Indigenous peoples and communities, and 93% of respondents agreeing that ISE provides a helpful introduction to Noongar peoples.

- To build on ISE, and enable UWA students to undertake further Indigenous studies units, UWA offers two 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. The major in *Indigenous Knowledge, History and Heritage* offers a number of broadening units available to all students and enrolments in these units have increased significantly since 2012. For example, the Level 1 unit, Knowing Country (INDG1140), had an increase in enrolments from 128 students in 2013 to 486 students in 2014. Similarly, enrolments in Aboriginal Encounters (INDG1150) increased from 69 in 2013 to 238 in 2014.
- The SIS and Faculty of Science teaching partnership in the compulsory first year science communication unit continues to be effective and Indigenous Studies is one of three 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 (Early Childhood, Primary and Secondary) as well as the Graduate Diploma in Education.
- The most comprehensive Indigenous curriculum development has been in the Faculty of Medicine, Dentistry and Health Sciences, where the Centre for Aboriginal Medical and Dental Health (CAMDH) enabled the Faculty to develop and implement horizontally and vertically integrated curricula for all medical students since 2000. The MBBS moved to a postgraduate professional doctorate, the Doctor of Medicine (MD), from 2014. CAMDH is again developing the Aboriginal health curriculum in the MD, 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 CAMDH participate in the LIME (Leaders in Medical Education) Network.

#### **Indigenous Knowledge, building Indigenous researcher capacity**

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. As a research-intensive university UWA is committed to ensuring a strong teaching and research nexus across all disciplines. Some examples from 2014 of building the capacity of Indigenous researchers and research projects that lead into Indigenous curriculum development are detailed below.

- The School of Indigenous Studies has a Research Development Advisor who provides research support comparable to that provided to other Faculties. The School of Indigenous Studies appointed two senior Indigenous researchers to provide research leadership and support for Early Career Indigenous academic staff.
- Professor Len Collard is a leading Nyungar language researcher completing a three-year Australian Research Council (ARC) funded project: *Nyungar Boodjera Wangkiny - The People's Land is Speaking - Nyungar Place Nomenclature of the Southwest of Western Australia*. The project uses 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 2014 Professor Collard and colleagues from Curtin University commenced a new ARC project to investigate 'Noongar kaatdijin bidi – Noongar knowledge networks; or, Why is there no Noongar Wikipedia?'
- The UWA Poche Centre for Indigenous Health commenced in 2014, funded by a \$10 million donation from one of Australia's leading philanthropists, Greg Poche AO. The Poche Centre is a partnership between the School of Indigenous Studies and the Faculty of Medicine, Dentistry and Health Sciences. One Indigenous Research Fellow was appointed in late 2014, and a second Indigenous research fellowship will be offered in 2015.
- Professor Pat Dudgeon, an Indigenous researcher, is leading an OLT 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.
- Educating for Equity is an NHMRC International Collaborative Indigenous Health Research Partnership project involving Indigenous health researchers from Australia, New Zealand and Canada. The School of Indigenous Studies is the Australian lead on the Project. The project aims to improve the quality of health care for Indigenous people with chronic disease and considers ways to evaluate the effectiveness of Indigenous health education.
- Several UWA Indigenous researchers from CAMDH and SIS are part of the National Indigenous Research and Knowledges Network (NIRAKN); UWA through SIS is a partner organisation on the project, co-chairing the Health Node.

## 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. Throughout 2014 at UWA, 29 CCAR workshops were delivered across six of the eight faculties and included workshops with Residential Student Leaders in the Halls of Residence. An estimated 2000 students and 80 staff participated in cultural competence workshops in 2014.
- 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 Perth International Arts Festival and the various national and international conferences.
- 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 2014 this included celebrating Marnda week in 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 guides 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 organisations. CAMDH works closely with Aboriginal community controlled health organisations in relation to Aboriginal health curriculum.
- 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 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 (see [www.sis.uwa.edu.au/research/NEP](http://www.sis.uwa.edu.au/research/NEP)).
- The UWA Business School's Centre for Social Impact, in partnership with SIS, held the 3<sup>rd</sup> Indigenous Business Enterprise and Corporations conference (IBECC) at UWA in December 2014. IBECC is held bi-annually and attracts strong support and representations from Aboriginal communities, organisations and businesses.

## **Operating Environment and Role of IEU**

The School of Indigenous Studies and Centre for Aboriginal Medical and Dental Health have key roles in curriculum development and cultural competency at UWA. The SIS Dean and CAMDH Director are members of Academic Board, and the SIS Dean also sits on Academic Council. 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. The 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.

## FINANCIAL ACQUITTAL

<b>Organisation</b>	THE UNIVERSITY OF WESTERN AUSTRALIA		
<b>Postal Address</b>	STIRLING HIGHWAY NEDLANDS WA 6009		
<b>Contact Person</b>	NERRY NICHOLS	<b>Title</b>	BUSINESS MANAGER
<b>Phone</b>	6488 7336	<b>Fax</b>	6488 1100
	<b>E-mail</b>	nerry.nichols@uwa.edu.au	

### Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2014, including all interest or royalties/income derived from ISP Funds during 2014.

Attachment		Checklist
1	Indigenous Support Program (ISP)	✓

For each Attachment:

- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
  - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
  - If GST is *not* paid to you, *do not complete Part A*.
- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.

# Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2014 and after you have entered all relevant information in the Assets Register.

## ISP FUNDING RECIPIENT'S CERTIFICATION

I, **SCOTT LOGAN**

(print name of chief officer or equivalent)

**DIRECTOR OF FINANCE AND CHIEF FINANCIAL OFFICER**

(print position title)

certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

- (i) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:



Date:

20/5/15

### Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programmes. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.