



Indigenous Student Success Program 2019 Performance Report

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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.

1. Enrolments (Access)

The Commonwealth performance data for 2017 shows that UWA's position within the national rankings is mixed. UWA's ranking for total Indigenous student load/EFTSL dropped slightly from our 2016 position. Our ranking for Indigenous students from regional and remote areas has just dropped outside the top 50% of rankings, but our Indigenous regional and remote students as percentage of all Indigenous students has increased. Our Success Rate ranking has remained steady and we are developing strategies to increase this.

A number of actions and strategies to mitigate further drops in UWA's Indigenous total load have been identified, but will take some time to have an impact. Since 2017 we have increased the number of commencing students as well as the access rate for 2017-2019 (from 1.54 to 1.71). Recruiting Indigenous school leavers remains a priority but the pool of potential students, particularly ATAR students is relatively small. The Department of Education Annual Report 2018 – 2019, shows that in 2018 for government schools only 60 Indigenous year 12 school leavers (8.3% of the cohort) achieved an ATAR. While maintaining our strong commitment to school leavers and regional students, key priority and target areas are increasing Indigenous postgraduate coursework enrolments, particularly in professional courses and building Indigenous HDR enrolments.

Key initiatives and strategies developed in 2019

- UWA 2030 Vision which was developed throughout 2019 embeds new strategies and measures in each key portfolio areas that support the development of Indigenous education and students at UWA. For example, in the Education Strategy, Indigenous knowledge is one of seven pillars of the UWA student experience, measures of success include increased access, participation and success of Indigenous, and regional students.
(UWA2030 is available at: <https://www.uwa.edu.au/uwa2030/-/media/UWA2030/Docs/UWA-2030-Full-Report.pdf>)

- Development in 2019 of a new Coordinator Indigenous Students position within SIS (commenced January 2020) to review current outreach access and support programs and develop new strategies to increase success in these areas.
- Development of a joint WA universities' Business Summer School for Year 9 Indigenous students to increase access and enrolments in business and commerce. UWA hosted the inaugural summer school in January 2020.
- Projects to support Indigenous education and cultural competency including development of a UWA Cultural Heritage Plan and Cultural Mapping of UWA main campus by Noongar Elders, and development of formal Indigenous Intellectual property Protocols and Guidelines applicable across research, teaching and learning and community engagement (ongoing).

Access Strategies

In 2019, 60% of Indigenous students enrolled in courses at Bachelor degree or above had gained entry through an Indigenous entry pathway or enabling course.

Direct Entry

Indigenous students can access all UWA degrees through Indigenous specific entry programs provided by the School of Indigenous Studies (SIS) in partnership with Faculties, a range of mainstream alternative entry pathways, designated places in high ATAR entry courses and direct pathways into postgraduate professional degrees or an enabling course.

- Uni Entry Workshops provide culturally sensitive assessment and selection workshops that enable applicants to identify study pathways and commence degree or enabling courses at UWA. Regional students are fully supported with travel and accommodation to attend the workshops. Details at: <http://www.sis.uwa.edu.au/courses/uni-entry-workshops>
- The Indigenous Provisional Entry Scheme (ATAR) enables Indigenous school leavers, who have not achieved the required ATAR for entry to UWA degree courses, to receive an automatic adjustment of their ATAR and enrol in the degree of their choice.
- The Indigenous Provisional Entry Scheme (non-ATAR) enables Indigenous mature-aged and non-school leaver applicants to enrol in undergraduate degrees on the basis of work experience and education achievements including TAFE and enabling courses.
- Indigenous students from designated schools and disadvantaged backgrounds can also choose to access UWA's mainstream entry pathways: Broadway, Fairway and UWay to enter degree studies. Details at: <https://study.uwa.edu.au/how-to-apply/admission-entry-pathways>
- The Bachelor of Philosophy (Honours), a research-orientated four-year degree for high achieving students has designated places for Indigenous students.
- Indigenous students have direct pathways and assured places in postgraduate professional degrees such as the Juris Doctor, Master of Professional Engineering, Doctor of Medicine, Doctor of Dental Medicine.

The Aboriginal Orientation Course (AOC)

- The AOC is a key study pathway for Indigenous students who have not done ATAR/WACE or achieved the required ATAR for direct entry. The AOC prepares students for degree studies and is usually taken over two semesters. It includes science electives in physics, chemistry, maths and human biology, which enables AOC graduates to access all Bachelor degrees including science, and on completion proceed to postgraduate professional degrees in Law (JD), Medicine (MD), Dentistry (DMD) and Engineering (MPE). See: <http://www.sis.uwa.edu.au/courses/orientation>

- On average, around 30-40% of Indigenous students in degree courses at UWA have previously completed our enabling course. In 2019, 14 Indigenous AOC graduates (from 2018) enrolled in degree courses including the Bachelor of Science (majors in Marine Science and Engineering Science), the Bachelor of Arts (majors in Criminology, Law and Society, History and Psychology, and Employment and Workplace Relations) and in the Bachelor of Biomedical Science (majors in Neuroscience, Genetics, Pharmacology and Anatomy).

Outreach and transition

The School of Indigenous Studies (SIS) and Aspire UWA offer a comprehensive and complementary range of programs for Indigenous students in Years 7-12 to connect to UWA, see university as an achievable goal, make informed study choices and succeed in their secondary studies. Both programs are well supported by Faculties and Schools, and are a long-term commitment to sustained change and Indigenous youth engagement.

SIS outreach programs operate state-wide to identify students early and build ongoing relationships throughout secondary studies. SIS works with State, Catholic and Independent schools and colleges throughout Western Australia, as well as in partnership with programs such as the Follow the Dream and Future Footprints programs. Aspire UWA works with 73 partner secondary schools and communities in the Kimberley, Pilbara, Mid-West, Gascoyne, Perth and Peel regions.

Most Indigenous students attend a combination of programs relevant to their year level or study and career interests. 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, ambassadors, mentors and supervisors.

SIS Outreach offers the following programs designed specifically for Indigenous students:

- The Year 12 Indigenous Leadership Seminar is a 5-day residential program for Indigenous students (ATAR and non-ATAR) from metropolitan and regional schools in WA. Students learn about courses, entry requirements and pathways, experience the campus and consider residential college options. By engaging with other Indigenous Year 12s, current UWA Indigenous students and Indigenous graduates they are able to develop peer networks which support their transition to University. *In 2019, 42 Indigenous Year 12 students from 23 schools attended the Year 12 Leadership Seminar.*
- The WACE Revision Seminar provides Indigenous Year 11-12 ATAR-pathway students with specialist subject tuition and exam preparation techniques to increase their subject grades and potential for direct entry to UWA. All accommodation and travel costs are covered for regional students. *In 2019, 14 Indigenous Year 11-12 students from 11 schools attended the program.*
- The Indigenous Science, Health and Engineering Camp is a 5-day residential program for Indigenous students in Year 10 and 11 in metropolitan, regional and remote schools in WA. The program provides participants with a hands-on experience of science, engineering, medicine and technology to encourage students to continue with maths and science subjects, and increase interest and participation in STEM careers. *In 2019, 39 Indigenous Year 10 & 11 students, from 24 schools attended the Indigenous Science Camp.*
- Djinanginy ('Looking') Day for Indigenous Year 9 student was introduced in 2019 to inspire and motivate students towards tertiary education through a positive, welcoming and authentic university experience. The one-day program closely resembles university learning and life, with lecture-style sessions from a range of faculties, activities led by UWA Guild student clubs and Indigenous student mentors. *In 2019, 82 students in from 23 schools (predominantly metropolitan) attended 9 Djinanginy.*

- Year 8 Discovery Days on campus offer Indigenous students (metropolitan and regional students boarding in Perth) an introduction to the university environment through a diverse range of hands-on activities at faculties and schools on campus. *In 2019, 142 Indigenous students, from 28 schools, attended Discovery Days.*
- SIS coordinates visits to campus for Indigenous community and school groups including Follow the Dream Centres, and CAPS Coolgardie which visit annually. SIS also attends education expos and delivers presentation at school visits in Perth and regional areas. *Throughout 2019, 2006 Indigenous secondary students, 233 teaching staff, and 72 parents were directly engaged with outreach programs offered by UWA's School of Indigenous Studies.*

Further details on SIS outreach are available at: <https://study.uwa.edu.au/how-to-apply/admission-entry-pathways/equity-outreach/aspire-uwa>

Aspire UWA targets a range of student cohorts including low SES, regional, first in family and Indigenous. In addition to Indigenous specific programs, Indigenous students can participate in Aspire UWA programs if they attend one of Aspire UWA's Partner Schools, which have some of the lowest transfer rates to higher education.

- Aspire visits school state-wide, holds residential camps for regional students and campus-based activities for Perth and Peel students.
- Aspire UWA offers six residential camps for Year 9 and Year 11 students from the Kimberley, Pilbara, Mid-West, Gascoyne with a total of 93 Indigenous students (28% of students) attending these camps in 2019.

Further details on Aspire are available at: <https://study.uwa.edu.au/how-to-apply/admission-entry-pathways/equity-outreach/aspire-uwa>

Scholarships

UWA offers approximately 38 categories of scholarships specifically to Indigenous students, including the following categories of ISSP Scholarships: Education Costs Scholarships, Accommodation Scholarships, Reward Scholarships and Achievement Scholarships. In addition to ISSP scholarships, UWA funds and administers a wide range of scholarships for Indigenous undergraduate and postgraduate students such as UWA Diversity and Merit Awards (valued at \$2,000), the UWA Indigenous Postgraduate Research Top-Up Scholarships (valued at \$10,000 pa) as well as philanthropic and industry scholarships such as the BHP Billiton Residential Scholarship. The value of the University scholarships ranges from \$500 to \$10,000; while the external donor scholarships value ranges from \$500 to \$50,000.

In 2019, UWA awarded a total of 223 ISSP Scholarships to 139 Indigenous students, including 87 Indigenous students (63%) from regional and remote areas. UWA awarded 65 UWA funded or administered scholarships to Indigenous students, with 43 Indigenous students (66%) being from regional and remote areas. In addition to this 53 Indigenous students at UWA were successful in being awarded external scholarships.

Table 1: ISSP Scholarships - breakdown of 2019 payments

	Education Costs		Accommodation		Reward*		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling	\$96,000.00	40	\$15,000.00	6			\$111,000.00	46
Undergraduate	\$188,587.50	106	\$73,184.00	19	\$170,000.00	40	\$431,771.50	165
Post-graduate	\$17,044.50	8	\$13,412.00	4			\$30,456.50	12

Other								
Total	\$301,632.00	154	\$99,096.00	29	\$170,000.00	40	\$573,228.00	223

**Includes Achievement Scholarships.*

- a) Number of enabling Indigenous students that received any form of ISSP scholarship: 37
- b) Number of undergraduate Indigenous students that received any form of ISSP scholarship: 94
- c) Number of post-graduate Indigenous students that received any form of ISSP scholarship: 8
- d) Number of other students that received any form of ISSP scholarship: Nil
- e) Total number of Indigenous students that received any form of ISSP scholarship: 139

ISSP Funded Strategies

ISSP funds key staffing positions in the School of Indigenous Studies (SIS) and its Indigenous Student Services Directorate which has overall responsibility for development and delivery of UWA's outreach, recruitment and access programs, enabling courses, scholarships, academic and pastoral support services and tutorial assistance for Indigenous students in all courses.

The ISSP fully or part funds the following positions in SIS:

- The Director Indigenous Student Services (100%) and the Academic Coordinator (100%)
- The Orientation (Enabling) Coordinator (75%) with UWA funding the remainder of the position.
- The Indigenous Services Officer (Support and Outreach) (50%) with UWA funding the remainder of the position as well as the full costs of the Indigenous Senior Project Officer (Outreach and Support) position.
- The Senior Administrative Officer (20%) and the Administrator Officer (75%) who support the Student Services Directorate and students with UWA funding the remainder of each position.

The ISSP funds the following program costs:

- Non-salary program costs associated with delivery of the access strategies.
- Leadership development, cultural and social activities, learning enrichment and pastoral support in the Aboriginal Orientation Course. Teaching staff costs are funded by UWA, SIS.
- School and community groups visits to UWA campus, careers expos and regional school visits.

The University funds the following access and outreach programs for Indigenous students:

- SIS outreach program costs (including student course fees, travel, accommodation, meals, activities) for the Year 12 Leadership Seminar, the WACE/ATAR Revision Seminars, the Indigenous Health, Science and Engineering Camp, Year 9 Djinanginy Day and Year 8 Discovery Days. Outreach programs require significant funding due to high travel costs in Western Australia and the number of regional students attending residential programs at UWA.
- The Centre for Aboriginal Medical and Dental Health, (Faculty of Health and Medical Sciences) which shares responsibility with SIS for delivery of access, entry and support programs for Indigenous students into postgraduate Medicine and Dentistry.

2. Progression (access and outcomes)

The data provided by the Department of Prime Minister and Cabinet to the Vice-Chancellor shows UWA's success/progression ranking has remained steady between 2016 and 2017 albeit within the bottom 50% which is concerning to us. As part of UWA's annual planning process we have set progressive targets for Indigenous access and participation, moving to 3% in 2025, as well as aspirational targets for Indigenous student retention and success.

We believe that we have successful retention strategies for Indigenous students, a dedicated Indigenous Student Services team and Faculty support. However, UWA remains a highly competitive academic environment, with an overall median ATAR of 91.7 for 2018 admissions. We also have a relatively large cohort of Indigenous students in STEM courses, with 50% of Indigenous students in undergraduate and postgraduate STEM courses. With key professional courses now at postgraduate level, many Indigenous students have an extended period of study. All of these present challenges and our focus in past few years has been on identifying and understanding the issues underlying any drops in the success rates and providing increased academic and financial support to enhance success. Within this context we have increased our success ratio has increased from 0.767 (2017) to 0.822 in 2019.

Retention and Success Strategies

The PVCIE/School of Indigenous Studies (SIS) and the Education Portfolio share overall responsibility for ensuring Indigenous students are retained and succeed in their studies. SIS is responsible for delivery of Indigenous specific programs, working in close partnership with Faculties, Student Life Central Services and Colleges to develop and implement strategies to achieve this.

Indigenous Support Units

SIS is the central hub of Indigenous student support at UWA. The PVCIE is also Head of SIS, supported by an Indigenous Associate Dean Teaching and Learning (Level D) position. The SIS Indigenous Student Services team has six core professional and academic staff, including an Indigenous Director, Academic Coordinator, Orientation (Enabling) Coordinator, Senior Project Officer, Indigenous Services Officer and Student Administrator, supported by the Academic Services Officer and Finance Officer. A core team of 5 Academic staff teach, including two Indigenous staff, who teach in the Indigenous major, global engagement units and other Indigenous curriculum, provide additional academic support to Indigenous students. The PVCIE portfolio and School as a whole provides academic leadership, infrastructure, and administrative support.

CAMDH, in the Faculty of Health and Medical Sciences provides academic, cultural and professional support to Indigenous medical and health students, and teaches Aboriginal health curriculum in the Doctor of Medicine (MD). CAMDH has an Indigenous Director and Academic staff including 2 Indigenous Doctors engaged in Indigenous student programs and delivery of Indigenous curriculum, an Academic Services Officer, and a Research Fellow and research team.

Whole of university approach

- The dedicated and highly experienced SIS Indigenous Student Services team provides specialised academic, administrative, and personal support services to Indigenous students across all courses at UWA to maximise their ability to succeed at University, whilst growing as independent learners.
- The SIS team works in partnership with Faculties, UWA Student Services and Colleges to provide a comprehensive support network for Indigenous students across all courses. This includes establishing discipline groups amongst the Indigenous student cohorts to facilitate the development of strong academic peer networks.

- The Indigenous Student Services Team (School of Indigenous Studies) provides cultural competency training and ongoing support for areas engaging with Indigenous student recruitment such as UniAccess and the Future Student Services and Schools Engagement Team.
- UWA's ongoing commitment to cultural competency is strengthened in UWA 2030 in the People and Culture strategies where 'All staff will have completed cultural competency training and be fully aware of the cultural history associated with our workplaces'.

Facilities and Infrastructure

- SIS and CAMDH are co-located providing a visible and vibrant Indigenous community on campus, an accessible entry point and a culturally secure space for Indigenous students.
- Facilities, equipment and resources are provided for Indigenous students to support their learning experiences, develop peer support networks, and socialise. These include kitchen facilities, common room, formal and informal study spaces, tutorial rooms, computers, printers and photocopier, textbooks, and study resources. Secure all hours access is available and Indigenous student regularly use the facilities to study after hours and on weekends.
- SIS works in partnership with the WA Aboriginal Students Corporation (WASC) to provide a rounded student experience of university life, with the Indigenous Students Services team supporting WASAC with events and activities, such as attending the Indigenous Nationals each year. In 2019, UWA's Unisport, School of Indigenous Studies and WASAC hosted the 24th Indigenous Nationals on campus, hosting 30 teams from universities across Australia. SIS also sponsors students to attend major cultural and community events, such as the annual NAIDOC Ball.
- On average, an estimated 70-80% of the Indigenous student cohort have ongoing contact with and/or use the services and facilities provided by SIS with a further 15% engaging on an occasional basis. The majority of Indigenous students at UWA have attended outreach programs, come through special entry or completed the AOC and already have relationship with SIS staff, that develops and strengthens throughout student's undergraduate studies.

Tutorial Assistance

- In 2019, 88 Indigenous students received ISSP funded tutorial support, around 35% of Indigenous students at UWA. The majority of students are in undergraduate degrees with a high proportion in science. We also have Indigenous students in professional postgraduate coursework degrees in Medicine (MD), Dentistry (DMD) and Law (JD) who receive ISSP tutorial support which is critical to their success.
- The SIS Academic Coordinator advises Indigenous students, recruits tutors, develops the tuition program and monitors and evaluates student progress.
- The SIS Academic Coordinator ensures that Indigenous students receive individual and group tutorial support from qualified and experienced tutors who are able to respond to the particular needs of Indigenous students in a range of disciplines and courses. Tutors include high performing Indigenous students and graduates, UWA students and graduates.
- Indigenous students are also referred to and encouraged to access the University's full range of academic and tutorial support services for all students. Indigenous students staying in Residential Colleges also have access to college-based tutorial and academic support.

Financial support

- The SIS Student Services team support Indigenous students to establish a secure financial base for themselves whilst studying. This includes assistance with ABSTUDY, applying for internal and external scholarships, internships, vacation work and part-time employment if needed. Indigenous students are also encouraged to become ITAS tutors as well as supervisors and ambassadors in SIS and Aspire UWA outreach programs and residential camps.
- In 2019, in addition to ISSP and UWA scholarships, Indigenous students were successful in gaining 53 external scholarships; 38 Indigenous students were on internships or cadetships; and 28 Indigenous students gained part-time/casual employment as tutors or supervisors in outreach programs at UWA.

Residential Colleges

- In 2019, a total of 65 Indigenous students at UWA lived in residential colleges, the majority at University Hall (30 students), then St Catherine's College (26 students) as well as St Thomas More, Trinity and St George's (9 students). SIS works closely with University Hall and other residential colleges to ensure guaranteed places for Indigenous students particularly from regional areas.
- Colleges provide easy access to campus, good accommodation, and a supportive environment and increases the potential for success in study, particularly for regional students and students in enabling and first year degree studies.
- UWA offers a range of scholarships including accommodation scholarships that support Indigenous students to stay in residential colleges. SIS staff have regular and ongoing liaison with Centrelink to support students and address any accommodation issues that might arise at the point of application and throughout their studies.

Leadership and Development

- UWA's educational approach emphasises the student experience which embraces global citizenship and leadership. SIS encourages and supports Indigenous students throughout their course of study to engage in varied pursuits and take advantage of learning and leadership opportunities as this better equips them in their careers and future employment.
- UWA and SIS offer a range of opportunities and support for Indigenous students including international study exchange programs, short term mobility programs, engagement with Indigenous people nationally and internationally, work experience and professional development.
- We provide additional funding for Indigenous students to go on semester or full-year Student Exchange. In 2019, 7 Indigenous students were on exchange at universities in Japan, South Korea, Indonesia, Italy, and the United States of America, and a final year Medical student completed an International elective at Tribhuvan University Teaching Hospital Kathmandu in Nepal. To date, 59 Indigenous students, travelling to over 20 partner universities globally have completed one semester or a full-year exchange or completed other overseas placements, field schools and intensive units.
- SIS offers a number of International short-term mobility programs for Indigenous students, which are taken as units for course credit. Since 2015, 50 Indigenous students have undertaken the Indigenous Sustainability program with the Bali Institute in Indonesia, funded by the New Colombo Plan and UWA. Students receive a full unit (6 points) course credit for the program.

- The Matariki Network's Indigenous Student Mobility Program is a highly successful international collaborative between UWA, Dartmouth College (US), Queens University (Canada), University of Otago (NZ) who alternate as hosts of the programs. All costs are covered by the universities. UWA students get a full unit (6 points) course credit for the program at Level 1, 2 or 3 of their Bachelor's degrees. In 2019, 5 Indigenous UWA students attended the program at Queens University, with a total of 22 Indigenous UWA students undertaking the program since commencement in 2016.
- UWA and SIS sponsor Indigenous students to attend local, national and international conferences and professional networks. In 2019, SIS UWA sponsored a total of 21 students to attend the following conferences and summits: Australian Indigenous Doctors Association, Darwin; the National Allied Health Conference, Sydney; the 14th National Indigenous Legal Conference, Darwin; and the National Women's Leadership Symposium, Sydney, the *Dream Summit* for Indigenous Entrepreneurs, Sydney; and the *Uluru Youth Summit* in Cairns (December 2019) to learn about the Uluru Statement from the Heart and to understand the role Aboriginal and Torres Strait Islander youth play within this movement.

A culturally inclusive environment, Indigenous knowledge and culturally competency

The University of Western Australia acknowledges that its campus is situated on Whadjuk Noongar land, and this is the central point for its cross-cultural training. UWA seeks to provide a culturally inclusive campus that respects Indigenous people, welcomes and supports Indigenous student achievement, encourages all students to undertake Indigenous studies, ensures Indigenous curriculum is integral to key professional degrees and promotes cultural competency of its staff.

- The Senior Cultural Advisor provides a cultural induction to Country (Whadjuk Noongar Boodjar) and ongoing cultural advice for executive staff and new senior staff. Executive and senior management have regular and ongoing engagement with Indigenous students, staff and Aboriginal communities through various programs, workshops and events which enhance cultural competency.
- 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 enable students and graduates achieve this.
- Indigenous Studies Essentials (ISE) is an online unit that has been compulsory for all first-year undergraduate students at UWA since 2012. ISE assists UWA students to build an awareness of Indigenous peoples and cultural literacy in professional contexts.
- 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 units in the majors are available to all students as broadening units. Many Indigenous students enrol in the major or take elective units.
- UWA has mandatory Indigenous curriculum in key professional courses including the Doctor of Medicine, Master of Social Work and Master of Teaching, and the Indigenous Strategy seeks to extend this across all courses. In 2018, the Law School, launched its Indigenisation of the Juris Doctor curriculum project, with the new first year curriculum implemented from Semester 1, 2019. This included cultural induction for staff and students as well as cultural competency training for Academic Staff. The School of Psychological Sciences also established a working party to develop its Indigenous curriculum and support for Indigenous students in Psychology, with one unit commencing in 2019.

- All UWA graduation and commencement ceremonies have fully embedded Indigenous protocols and cultural elements, that were developed in consultation with our Cultural Advisor, Dr Richard Walley. Since 2017, graduations Welcome to Country, an overview of Indigenous protocols and Noongar people and language in the graduation booklet, a Noongar designed graduation gift, and graduation stoles for Aboriginal and Torres Strait Islander graduates.

Table 2a: Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling	13	174.25	
Undergraduate	56	1,310.50	
Post graduate	19	456.00	
Other			
Total	88	1,940.75	\$130,502.75

Table 2b: Indigenous Support Activities provided in 2019

Activity	Number of student participants	Expenditure (\$)
<u>Infrastructure and Staff Support:</u> IT support, printing and other study facilities, resources and textbooks Tutorial assistance and academic support including course advice and requirements, study, assessment and exams Pastoral care and support Financial support, promotion and assistance cadetships, internships, scholarships Commencement activities, end of year celebration of success, graduation stoles Liaison, networking and career guidance	Approx. 80% of UWA Indigenous cohort regularly assisted (200 students); 10 - 15% occasionally assisted.	ISSP – \$618,681.13 Other Funds - \$1,462,933.48
<u>Leadership and Development</u> International Indigenous short-term mobility programs; support for student exchange, international study electives, professional network development and training, conferences and seminars. <u>Social Cultural Activities and Events</u> Support to WASAC for events and activities, NAIDOC, cultural events and celebrations, Indigenous games sponsorship.	46 Indigenous students Approx. 80% UWA Indigenous students engage in activities	ISSP -\$56,014.44 Other Funds \$131,583.00
TOTAL	> 90% of Indigenous UWA students provided with some assistance.	ISSP - \$674,495.57 Other Funds \$1,462,249.31

ISSP Funded Strategies

ISSP funds key staffing positions in the SIS Indigenous Student Services Directorate (Please refer to Section 1 for details), all of which contribute to strategies and programs that support Indigenous students' retention and success. Within this context, the Academic Coordinator has a major role with responsibility for ISSP tutorial support, academic advice, student progress, and Faculty liaison. The Academic Coordinator works with the Director Indigenous Student Services on scholarships (ISSP, UWA and external), residential colleges, Abstudy, pastoral care, leadership development programs and industry engagement.

The ISSP funds or part funds the following program costs in relation to retention, progression and success:

- Administrative and sponsorship support for Western Australian Students Aboriginal Corporation (WASAC) activities including the Indigenous Nationals
- Commencement programs for new Indigenous students including academic and network activities
- Leadership development programs including relevant student costs
- Cultural and social events on campus and externally.

The University funds the following:

- The PVCIE position and Indigenous portfolio, all SIS professional and academic salaries not funded by ISSP including the teaching team that deliver Indigenous curriculum, and lead global engagement units for Indigenous students.
- All infrastructure and program costs not funded by ISSP. This includes additional funding for Indigenous students to undertake exchange, international short-term mobility programs and the Matariki program.
- The Centre for Aboriginal Medical and Dental Health, including student support staff and teaching staff delivering Indigenous curriculum.

3. Completions (outcomes)

In reference to the data provided to the Vice Chancellor, UWA increased its number of completions from 34 to 38 and its ranking from 29 to 27 between 2016 and 2017. UWA has successful strategies in place overall but seeks to further improve these to ensure that Indigenous students' success is consistent across courses and levels, and commensurate with non-Indigenous student completion rates. UWA has set targets for increasing Indigenous student success rates and aspirational projections for Indigenous HDR completions.

Indigenous completions remained steady in 2019 with 37 Indigenous students completing studies. UWA achieved an excellent spread of Indigenous completions across Faculties and courses, with approximately 43% of Indigenous graduates from STEM courses and 32% from Postgraduate courses. Within this total UWA graduated 3 Indigenous Doctors and 3 Indigenous Dentists in 2019, achieving a total of 21 medical graduates in the last four years (2016-2019) and an overall total of 55 Indigenous Medical graduates from UWA.

Strategies to Improve Award Completions

UWA employs a range of strategies to maximise Indigenous student attainment and success through effective partnerships, specialised support services, leadership development and professional engagement opportunities that motivate and enable Indigenous students to complete their courses and transition to further study or employment in their chosen field.

The Indigenous Student Services team work directly with Indigenous students to provide a seamless support service, culturally enriched environment, sense of community and connection to the University from pre-entry to graduation and beyond. Specific UWA strategies and programs include the following:

- **Global Learning programs** that build skills, confidence and practical experiences which increase Indigenous students' success, completions and transition to work. In partnership the International/Global Exchange office and SIS ensures that Indigenous students have the same access to global experiences as other students by providing additional financial and logistical support for student to engage in UWA mainstream opportunities as well as Indigenous specific opportunities that build local, national and international cultural and peer support networks. The Indigenous short-term mobility programs' intensive study mode, unit credit system and availability in off-peak teaching weeks, support cultural learning styles and enable Indigenous students to configure their study load differently.
- **Strategic Partnerships**, for example UWA supports the Aurora Indigenous Scholars International Study Tour, which enables Indigenous students in later years of study and graduates to consider postgraduate study at leading international universities. Between 2010 and 2018, 11 Indigenous students and graduate students have participated in the tour, with 3 going on to postgraduate study at Oxford (2) and Harvard (1). 2 UWA students were offered a place in the program in 2019.
- **Leadership and professional development programs** enable Indigenous students to attend local and national conferences and engage with professional networks. Poche Leadership Awards support Indigenous students in medicine, dentistry and health sciences to build their professional networks by attending annual conferences by peak professional bodies such as the Australian Indigenous Doctors Association, Pacific Region Indigenous Doctors Congress, LIME Network and Indigenous Allied Health Australia. These are a motivating and supportive factor in student commitment and study success.
- **Recognition and acknowledgement** of final year students and graduates at events, ceremonies and in the media promotes the university experience and provides role model for success for other Indigenous students. The School's End of Year Celebration for Indigenous students, families and the wider community formally acknowledges and makes presentations to final year Indigenous degree students and graduands. All UWA graduation ceremonies have fully embedded Indigenous protocols and cultural elements, and Indigenous graduates have Indigenous stoles as part of their academic dress.
- **Industry Collaboration** such as the School of Indigenous Studies grant agreement with the WA Department of Health, *Building the Aboriginal Workforce for a Healthier Future 2016-2018*, supports Aboriginal students at UWA to complete health-related courses through practicums, professional association membership, health conferences and upskilling courses such as senior first aid and mental health first aid. The agreement also supports successful transition to health-related employment through career seminars, resume building, identifying employment opportunities, cadetships, and graduate programs.

Transition to postgraduate degrees

In UWA's course structure an important outcome of completion of an undergraduate degree for students is successful transition to UWA's postgraduate professional degrees, particularly in Law (JD), Medicine (MD), Dentistry (DMD) and Engineering (MPE). This is a key priority for Indigenous student outcomes and SIS actively supports this transition to maximise successful outcomes for Indigenous students, for example:

- SIS works in partnership with the Law School to support intending Indigenous Juris Doctor (JD) students on professional pathways to enter and succeed in Law School. This includes engaging Indigenous students with the legal profession, maintaining links Indigenous Law graduates and sponsoring professional development opportunities such as attending the National Indigenous Legal Conference (NILC). In 2019, 8 Indigenous Law Students attended the NILC in Darwin.
- The Centre for Aboriginal Medical and Dental Health, in the Faculty of Health and Medical Sciences provides entry programs for Indigenous students on professional postgraduate pathways into Medicine (MD), Dentistry (DMD) and other postgraduate professional degrees in health. CAMDH provides course specific support for Indigenous medical, dental and health students. Indigenous doctors and health professionals in CAMDH ensure strong Indigenous student engagement with relevant health professional bodies such as the Australian Indigenous Doctors Association and the LIME Network.

Strategies connecting graduates with employment

UWA and SIS have established strong networks with industry partners which enable Indigenous students to engage with their future professions and employers through mentoring, work experiences, scholarships, internships and cadetships. Examples of this include:

- Engaging students in career-based learning opportunities such as the Aurora Internship Project and Career Trackers and supporting their applications for government and corporate internships. *In 2019, UWA had 16 Indigenous students on internships with EY (Ernst and Young), Wesfarmers, Herbert Smith Freehills, Victorian Public Sector, Technip, Wood, Stockland, Nous and GHD.*
- Organising meetings and networking for Indigenous students in relation to vacation work and graduate entry programs which included the following companies and agencies in 2019: *Chevron, Rio Tinto, WA Health Department, Native Title Tribunal, Water Corporation, Wesfarmers, EY, GHD and Perth Law firms including Freehills and Lavan Legal.*
- Linking students with relevant organisations and supporting their applications for graduate entry programs with employers of post graduate study. *Of UWA's 37 Indigenous graduates in 2019, 7 went into graduate programs in with the Department of Communities, Landgate, the Department of Health and 7 graduates went onto further study in Postgraduate courses. Other 2019 graduates gained employment in Arche health, BHP, EY, Headspace, Royal Perth Hospital, Fiona Stanley Hospital, WSP, MAP Capitol, and Local Government.*
- Our partnership with the WA Department of Health *Building the Aboriginal Workforce for a Healthier Future*, has employment as a key outcome, and targets UWA Indigenous students and graduates across a wide range of degrees, including Arts and Commerce. It is designed to support the implementation of the WA Health's Aboriginal Workforce Strategy 2014 – 2024.

Strategies to assist graduates

SIS maintains contact with graduates by email, phone, social media, and alumni events to ensure Indigenous graduates remain connected to the School, the University, Faculties and each other. This also assists graduates with new employment opportunities, career and professional development, further study and Indigenous graduate support networks in Australia and internationally. Some examples of activities include the following:

- Connecting Indigenous graduates with the UWA Alumni office to participate as Ambassadors in graduations, mentors in Career Cafes and build ongoing relationships with Faculties. The UWA Alumni Relations team also maintains contact details and promotes Indigenous graduates on the website and in Alumni news.
- Recruiting Indigenous graduates as tutors for Indigenous students and engaging our graduates in the Schools outreach programs.

- Inviting Graduates to sit on steering and conference committees, such as the Indigenisation of the Juris Doctor Curriculum Project.
- Supporting graduates to apply for the Aurora Indigenous Scholars International Study Tour, which to date includes 11 Indigenous students/graduates
- Connecting our graduates who are newly commencing Commonwealth Graduate Entry programs in Canberra with UWA Indigenous graduates working there.
- Advising graduates about further study and career development options and contacting them about job opportunities. Mail outs and flyers to graduates about Indigenous events, lectures and conferences at UWA.

ISSP Funded Strategies

- As detailed in Section 1, ISSP funds academic and professional staff positions in the School of Indigenous Studies and Indigenous Student Services Directorate that contributes directly and indirectly to increasing completions and graduate outcomes. The Director and Academic Coordinator have primary responsibility and most direct engagement with industry and professions, graduate employment, and ongoing graduate support. ISSP funds end of year celebration of achievement, which acknowledges final year students and graduands; and part funds student and associated costs of leadership and professional development, and Indigenous specific alumni events.
- UWA funds the Centre for Aboriginal Medical and Dental Health's staff and strategies detailed above, student and associated costs for international leadership and professional development and general alumni engagement. WA Department of Health and other external funds contribute to training, leadership and professional development, and industry engagement.

4. Regional and remote students

UWA proactively seeks to ensure Indigenous regional and remote students have access to and are supported to succeed in university studies. In 2019 Indigenous regional and remote students were 37% of all Indigenous students at UWA, enrolled in a wide range of undergraduate and postgraduate courses.

Regional Outreach

UWA's outreach programs offered by SIS and Aspire are state-wide, partnering with regional and remote schools and programs (such as Follow the Dream) to ensure that Indigenous regional students are well represented in our residential and on campus activities. In 2019 this included the following:

- 60% of Indigenous students attending the Year 12 Indigenous Leadership Seminar were from 12 regional schools in the Kimberley (including Broome, Derby, One Arm Point), Eastern Goldfields, Mid-West and Pilbara (including Newman and Tom Price).
- 64% of Indigenous Year 11-12 students attending our WACE Revision camp were regional students from schools in the the Mid-West, Southwest, Great Southern, Kimberley and Pilbara
- 62% of Indigenous students attending the Year 10/11 Indigenous Science, Health & Engineering Camp were from 13 regional schools including Kimberley, Pilbara, Eastern Goldfields, Mid-West, Great Southern and Southwest.
- 93 Indigenous students (28% of total participants) attended Aspire UWA residential camps for Year 9 and Year 11 students from the Kimberley, Pilbara, Mid-West and Gascoyne.

- Several country schools are now including SIS Year 8 Discovery Days in their Perth camps with Indigenous students from Tom Price, Narrogin, Geraldton and the South West attending on-campus Discovery Days.

Access and Entry

The SIS Uni Entry Workshops are promoted widely in WA with Indigenous regional and remote students fully supported with travel and accommodation to attend the on-campus workshops. This assists students to experience the campus and make better informed decisions about studying in Perth as well connecting with Indigenous staff and other Indigenous students.

The Aboriginal Orientation Course provides access for all students including regional students who have not done ATAR or had limited opportunities for studying the science subjects they need to prepare for course such as Medicine. The AOC is a culturally supportive academic environment that has been a successful entry pathway for regional students into undergraduate degrees and completion of postgraduate professional courses such as Medicine.

Indigenous students in the Great Southern region can study at UWA's Albany Campus in the Aboriginal Orientation Course/UWA Smart Start which enables them to enter a range of degree studies without relocating to Perth. SIS Student Services staff work with the Albany Centre to support students and regularly visit Albany to meet with Indigenous students.

Support Strategies

SIS offers a comprehensive range of support services for all Indigenous students which regional students can access (see previous sections). Support is also tailored to meet individual and cohort student needs including the challenges faced by regional and remote students in relocating to Perth to study.

- Accommodation is a key issue and we are fortunate in having University Hall and other residential colleges close by. The majority of the 65 Indigenous students in residential colleges are from regional and remote areas, including enabling and degree students. SIS Student Services team works closely with University Hall and the colleges to guarantee places for Indigenous students. In addition to ISSP, we have a number of scholarships that support Indigenous students in colleges, such as the BHP residential scholarship. SIS staff also work with colleges to provide cultural safety, additional academic support and pastoral care.
- Indigenous students are supported to apply for internships and cadetships to gain workforce skills and/or financial support. In 2019, 20 (52%) of the 38 Indigenous UWA students with internships or summer cadetships, were regional and remote students working with Health Department WA, Chevron, Rio Tinto, CSIRO, Wesfarmers, WA Museum and Career Trackers.
- Extensive outreach programs and school visits in regional WA and Uni Entry workshops, enable SIS staff to establish early relationships with regional students which support successful transition to university studies and ability to provide ongoing support. SIS assists students to return home for family and other urgent matters, ensuring that students maintain good academic standing (applying for extensions, exam deferrals) if they want to continue studies.

Table 4: Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	\$200,682.00	85	\$138,057.00	32	\$30,000.00	6	\$368,739.00	123
B. 2019 Offer	\$212,452.50	84	\$106,368.00	28	\$71,000.00	17	\$389,820.50	129

C. Percentage (C=B/A*100)							106%	105%
2019 Payments	\$209,452.50	83	\$96,368.00	26	\$71,000.00	17	\$376,820.50	126

4a). Number of Remote and Regional students that received a scholarship in 2019: 87

5. Working with Vulnerable People Requirement

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

The University of Western Australia complies with Section 35A of the ISSP Guidelines in that:

- It requires pre-employment checks - National Police Clearance and Working with Children for positions undertaking child related work (See: <http://www.hr.uwa.edu.au/policies/policies/pre-employment>).

As ISSP funding is fully utilised through the School of Indigenous Studies:

- It is mandatory for all SIS staff and student supervisors involved in supervising school groups to maintain current Working with Children checks with copies kept on file.
- Induction sessions for all supervisors (staff and students) are held prior to the delivery of every outreach residential camp.
- Training workshops are conducted with SIS staff by UWA's Senior Risk and Compliance Officer on UWA's interactions with vulnerable people in accordance with State legislation; and risk assessments have been workshopped with School staff involved in ISSP and other outreach activities.
- The UWA 2019 Statement of Compliance was submitted on 5 December 2019 confirming that the University meets NIAA granting requirements.

6. Eligibility requirements

6.1. Indigenous Education Strategy

The University is compliant with the requirements under section 13 of the ISSP guidelines in that the University has:

- Established an Indigenous Strategy that aligns with the University's strategic directions, and the national Indigenous higher education agenda.
- Demonstrated a commitment to a whole of university approach to, and responsibility for, Indigenous higher education within its central strategic plan, UWA 2030, where priorities and strategies in Indigenous education have been set for the portfolio areas.
- Identified strategies and priorities to increase Indigenous access, enrolments, progression and completions across its award courses.

- An annual Planning process that monitors and supports the Indigenous Strategy to achieve its strategic intentions.
- An approach to Indigenous Education underpinned by a commitment to the inclusion of Indigenous Knowledge, cultural competence and cultural safety.

The Indigenous Strategy is available on the UWA website at <http://www.indigenous.uwa.edu.au/> and UWA 2030 can be located at <https://www.uwa.edu.au/uwa2030/home>.

While the implementation of UWA 2030 will begin in 2020, the priorities and strategies set in 2019 for portfolio areas include:

- Education priorities include Indigenous knowledge as one of the seven pillars of UWA student life and a focus on enriching curriculum through the inclusion of Indigenous languages, culture and knowledge to ensure graduates lead culturally respectful careers. Measures of success in the portfolio include increased access, participation and success of Indigenous students.
- One of the five key strategies in Research and Innovation is to champion Indigenous knowledge and research by empowering and leading research growth and capacity in Indigenous communities. A key measure of success in the research portfolio is increasing Indigenous HDR enrolment, completions, retention and satisfaction.
- Through the Global Partnerships and Engagement Portfolio the University is committed to genuine engagement with Indigenous people and to building authentic and lasting connections.
- A priority driven from Corporate Services is to establish world class physical and digital environments that reflect Indigenous place and our shared history.
- Within People and Culture, a key measure of success will be to increase and diversify staff particularly through the employment of Indigenous staff. (The target for Indigenous employment is 3%).
- The Portfolio holders for each area are responsible for meeting the measures of success for each area reporting annually to the University and Senate.

Milestones achieved in the Indigenous strategy

- Indigenous Pro-Vice Chancellor Indigenous Education, Indigenous programs and staff fully engaged in developing UWA 2030.
- Indigenous Education Strategy, priorities and measures of success embedded in UWA2030 achieving a genuinely whole of university approach and shared responsibility for Indigenous education across all portfolios.
- New Indigenous student recruitment and support initiatives at postgraduate level including a collaborative partnership between SIS and the School of Psychological Science to increase the number of Indigenous students in Psychology; and Indigenous fee waiver scholarships for the MBA.
- Collaborative development by WA Universities of a joint Business Summer School for Year 9 Indigenous students.
- Increase in number and level of staff undertaking cultural competency training.
- Increased indigenous representation on Education and Research decision making committees.
- Central project to develop Indigenous Intellectual Property Protocols and Guidelines applicable across UWA.

- Embedding of Indigenous curriculum with implementation of the first-year curriculum in the Indigenisation of the Juris Doctor project, commencement of curriculum initiatives in Psychology and two curriculum mapping projects.
- Increased research support for Indigenous researcher's development of large collaborative research projects. Increase in Indigenous research projects and success.

6.2. Indigenous Workforce Strategy

The University of Western Australia is compliant with the Indigenous Workforce Strategy requirements under Section 12 of the ISSP Guidelines in that the University has:

- An Indigenous Employment Strategy in place and in UWA 2030 - People and Culture Strategy a key measure of success will be to increase and diversify staff particularly through the employment of Indigenous staff.
- Targets of 3% for the total number of Indigenous employees with progress against targets reported annually to UWA Senate.
- Prioritised and offered opportunities to enhance the professional development and career advancement of Indigenous academic and professional employees, and
- Appointed a senior executive employee at Pro Vice-Chancellor level from 1 January 2017.

The UWA Indigenous Employment Strategy

The Strategy aims to improve Indigenous employment within the University and enhance opportunities for Indigenous peoples to contribute to all aspects of campus life. This includes:

- Indigenous academic staff appointed at all levels including at professorial level.
- Indigenous professional staff appointed at all levels including policy and planning.
- Retention of high-quality Indigenous staff.
- A majority of Indigenous staff in ongoing or tenured positions.

The University is committed to creating a work environment in which Indigenous peoples' cultures, beliefs and values are acknowledged and respected, and in which the individual career goals and personal aims of Indigenous staff are identified, promoted and achieved.

The Strategy has five key result areas: Management and Leadership, Workplace Culture, Recruitment, Retention and Career Development. A copy of the UWA Indigenous Employment Strategy is available online at: <http://www.hr.uwa.edu.au/policies/policies/equity/indigenous>

Implementation and evaluation

The University's overall aim is that Indigenous people will be represented in the University workforce at a level commensurate with their representation in the Western Australian population and consistent with a national target of 3% Indigenous employment. The University is achieving on quality measures in relation to Indigenous Employment Strategy, in balance of academic and professional staff and level of appointments, but Indigenous staff numbers are fairly static. We have established ambitious workforce targets but are confident in our long-term strategies to build the academic workforce pipeline. A key challenge in Western Australia is that 60% of Indigenous people live outside the Perth, so we need to consider ways to build capacity to provide at least some regional employment opportunities for Indigenous staff.

Indigenous employment objectives and targets are included in:

- UWA's Enterprise Agreements for Academic Employees and Professional and General Employees, including an Indigenous employment interim target of 2% by 2021.

- UWA’s Indigenous Research Strategy, identifies building Indigenous researcher capacity as a key strategy area and includes support for Indigenous academic staff to build research profile and building the Indigenous postgraduate HDR student pipeline as key measure to increase Indigenous academic staff numbers and success.
- UWA 2030 - People and Culture where a key strategy is to develop an inclusive and diverse workforce within which all staff will have completed cultural competency training and be fully aware of the cultural history associated with our workplaces. A measure of success is greater diversity of our staff, particularly staff who identify as Indigenous. UWA2030 is available at: <https://www.uwa.edu.au/uwa2030/home>

Progress against targets and milestones

- In 2019 UWA had total of 31 Indigenous staff, comprising 16 Indigenous Academic staff and 15 Indigenous professional staff. UWA increased its Indigenous Staff FTE to 29.8 from 24.9 in 2017 and its percentage of Indigenous staff FTE from 0.76% to 0.88%. While a welcome increase this is still under 1.0% and well short of our 3% target.
- The majority of Indigenous academics are in Level B or above, with 50% of Indigenous Academics in Professorial Level D and Level E positions. Indigenous professional staff numbers not changed overall but the number of staff at HEW 07-09 has decreased slightly.

Table 6.2 Indigenous workforce data (2019 breakdown)

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
Professor (E)	3			
Professor (D)	5			
Associate Professor (C)	2			
Assistant Professor (B)	5		11	
Lecturer (A)	1			
HEW 01		1		
HEW 03		1		41
HEW 04		1		
HEW 05		5		
HEW 07		3		
HEW 08		2		
HEW 09		2		
Sub-total	16	15	11	41
Total	31		55	
Grand Total	86			

Source: EIS and SIS data.

6.3. Indigenous Governance Mechanism

The University of Western Australia meets the requirements of section 11 of the ISSP Guidelines in that:

- The Indigenous governance mechanism includes 2 appropriately qualified Indigenous persons, one of whom is a qualified senior executive employee.

- The Indigenous governance mechanism has responsibility for the full ISSP grant and has authority within the University management structure; and
- The responsible positions have criteria for appointment and have position descriptions that outline roles and responsibilities and decision-making processes.

Indigenous Governance Mechanism

UWA's Indigenous Governance Mechanism is composed of the Pro-Vice Chancellor Indigenous Education (PVCIE) and the Senior Cultural Advisor. The Pro-Vice Chancellor Indigenous Education (PVCIE) is the senior Aboriginal Manager at the University. The PVCIE was established as a fulltime position commencing from 1 January 2017, with the appointment of the current PVCIE. The University has a Senior Cultural Advisor (being a Traditional Owner and prominent community member with a long-standing relationship with the University) who advises the Vice-Chancellor, the PVCIE and the Executive.

The PVCIE is an identified position, held by Professor Jill Milroy (Palyku), who has 30 years' service in Academic leadership roles at the University. The role is supported by two Indigenous senior leadership positions, a deputy position held by Associate Professor Darlene Oxenham (Malgana) who has more than 20 years' experience in Indigenous higher education (10 years at UWA) and Ms Marilyn Strother (Noongar), the Director of Indigenous Student Services with more than 25 years' service at UWA.

The PVCIE is a senior management position within the University. The UWA Management Structure positions the Indigenous Education Portfolio as one of six portfolio areas that has responsibility across the University. A copy of the UWA Management Structure is available at:

https://www.governance.uwa.edu.au/data/assets/pdf_file/0003/3378351/UWA-Management-Structure-2020-updated-200220.pdf

Senior Cultural Advisor

The University's Cultural Advisor, Dr Richard Walley OAM, a highly respected Noongar elder, has held a cultural consultant and advisory role for many years. The role was formalised and expanded in 2017 to strengthen Indigenous governance and align with UWA's Indigenous Strategy. The Senior Cultural Advisor provides community based, independent advice to the PVCIE, the Vice-Chancellor and the University Executive on a range of matters including cultural protocols and processes, education, research, community engagement, campus development, university events and cultural training.

Use of ISSP resources and role of PVCIE

The Office of the Pro Vice-Chancellor Indigenous Education has overall responsibility for the review, monitoring and use of all ISSP funds, which are full expended within the Indigenous Education portfolio on programs, services and support for Indigenous students. The PVCIE leads discussion, and determines the use of ISSP funds in the short and medium terms as part of the University's annual Planning processes. These decisions and outcomes are informed by discussion with the Senior Cultural Advisor and senior Indigenous staff as well as by engagement and discussion through university planning mechanisms.

University Committees:

The PVCIE is a recognised leadership role that is embedded within the University's decision-making structures as a member of, or able to appoint a nominee to the following key committees:

- The Planning and Resource Committee.
- The Inclusion and Diversity Committee which advises the Vice-Chancellor on matters relating to equality, inclusivity, equity and diversity, strategy and development.
- Academic Board, which is the peak academic body established by UWA Senate, and Academic Council, which is the Board's executive committee.

- University Research Committee which is a standing committee of Academic Council.
- Education Committee, and its standing committees: Learning and Teaching Committee; Curriculum Committee; and Student Experience Committee.
- Academic Quality and Standards Committee
- Board of the Graduate Research School which advises Academic Council and/or other University bodies or officers, as appropriate, on matters relating to postgraduate research, research training and supervision within the University.

Broader Indigenous engagement in decision-making

UWA has a genuine commitment to Indigenous engagement in formal governance structures at all levels across the university, and further examples of this are:

- The SIS Deputy is a member of the Associate Deans Teaching and Learning Network; Educational Leaders Network; University Learning and Teaching Committee; the Coursework Scholarships Committee and various reviews and working groups.
- The SIS Director of Indigenous Student Services is on the Student Experience Committee and Student Equity and Participation working Group.
- The Director of the Centre for Aboriginal Medical and Dental Health (CAMDH) is an Indigenous leadership role within the Faculty of Health and Medical Science.
- There are two Indigenous members of Academic Board in addition to the PVCIE.
- There are two Indigenous representative on the Human Research Ethics Committee.
- The Centre for Best Practice in Indigenous Suicide Prevention has a National Governance Committee, with representatives from Indigenous community-controlled organisations.
- The Western Australian Students Aboriginal Corporation (WASAC), the Aboriginal student body on campus provides formal advice to the UWA Student Guild on Indigenous student concerns.
- Aboriginal Elders and Indigenous leaders advise the University on cultural protocols and processes for key developments, and Indigenous advisory groups are convened for specific projects. For example, the Steering Committee for the Indigenisation of the Juris Doctor Curriculum Project includes the CEO of the Aboriginal Legal Service (WA) and Aboriginal Lawyers as members.

6.3.1. Statement by the Indigenous Governance Mechanism

As required under subsection 17(2)(b) of the Indigenous Student Assistance Grants Guidelines 2017, we confirm that this performance report is an accurate reflection of Indigenous educational decision-making and governance, strategies and priorities of the University of Western Australia; and that funds have been expended as outlined in the financial acquittal.

Indigenous Student Success Program 2019 Financial Acquittal

Organisation

THE UNIVERSITY OF WESTERN AUSTRALIA

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)

Item	(\$)
A. ISSP Grant	
ISSP Grant 2019 (flexible component)	1,322,821.00
ISSP Grant 2019 for preserved scholarships	204,555.00
Subtotal ISSP Grant	1,527,376.00
B. Other ISSP Related Income	
Rollover of ISSP funds from 2018	0.00
Interest earned/royalties from ISSP funding	23,290.50
Sale of ISSP assets	0.00
Subtotal other ISSP related income	23,290.50
Grand total	1,550,666.50

Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA	Nil
Other Commonwealth Government funding	Nil
UWA Central Funding	
• School of Indigenous Studies (SIS)	645,761.20
• Aboriginal Orientation Course	225,923.80
• ASPIRE Indigenous	461,514.00
• Centre for Aboriginal Medical and Dental Health (CAMDH)	420,960.50
Funds derived from external sources	
• Department of Health (DOH)	30,000.00
• Rio Tinto	60,000.00
• POCHÉ Centre for Indigenous Health	10,955.00
• Bequest and Donations (does not include UWA administered scholarships funded from external sources estimated at \$412,000)	154,844.00
Total of other non-ISSP funds	2,009,958.50

Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Preserved scholarships	62,728.00		62,728.00
“New” scholarships from flexible ISSP funding	510,500.00		510,500.00
Scholarships – Others, scholarships from other sources (does not include UWA administered scholarships estimated at \$412,000)		111,583.92	111,583.92
Tutorial Assistance	130,502.75		130,502.75
Teaching and learning UWA funded expenditure to deliver teaching the Aboriginal Orientation Course		225,923.80	225,923.80
Salaries for staff working on ISSP activities Director Student Services, Academic Coordinator, Orientation Coordinator, fractional Indigenous Services Officer & administrative support staff	618,681.13		618,681.13
Salaries for UWA funded positions Estimated salaries for positions supporting teaching of Indigenous curriculum and program strategies: PVC Indigenous Education, academic and professional support staff		560,998.79	560,998.79
Salaries for UWA funded positions ASPIRE Indigenous Snr Project Officer, fractional Indigenous Services Officer, fractional Student Engagement Officer & student ambassadors		255,050.39	255,050.39
Salaries for UWA CAMDH positions Academic teaching and support staff for medical students and teaching of Indigenous medical curriculum calculated at 50% of total salary expenditure		420,960.50	420,960.50
Administration for staff working on ISSP activities			Nil
Travel – domestic (airfares, accommodation & meals) Indigenous students attendance to the National Indigenous Legal Conference, Darwin		5,267.15	5,267.15
Travel – international (airfares) (see below)			Nil
Travel - international (airfares, accommodation and meals) Indigenous Student Mobility Programs: Matariki Network, Queens University Canada; Bali, Institute Indonesia; Peace summit of Emerging Leaders, Bangkok Thailand		54,086.27	54,086.27
Outreach programs Student residential programs, on campus and school visits, expos, promotional materials, testing costs regional students (net of Abstudy claim)	30,413.11	197,067.19	227,480.30
Conference fees and related costs (costs are included in Student leadership and development)			Nil
Student leadership and development Student exchange and conferences (AIDA, Inaugural Indigenous Women’s Leadership Symposium); and direct student cost	11,885.07	46,820.43	58,705.50

Student engagement and community events Student resources, social and cultural events (hosting of Indigenous Nationals), end of year student, family and community celebration	44,129.37	25,409.15	69,538.52
ISSP Asset purchases made during 2019			Nil
Other			Nil
A. Total Expenditure 2019	\$1,408,839.43	\$1,903,167.58	\$3,312,007.01
B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year	<i>Nil</i>		
2019 ISSP funding committed (A + B)			
D. Other unexpended 2019 ISSP Funds to be returned to PM&C	<i>Nil</i>		
C. Unexpended 2019 preserved scholarships funds to be returned to PM&C	\$ 141,827.00		

2. Rollovers

Table 2 Rollovers agreed

	Rolled over (\$) (A)	Expended/ committed (\$) (B)	Excess to be returned to the Department C) (C = A – B)
2018 funds rolled over into 2019	NIL		Nil
2019 funds agreed for rollover into 2020	NIL		

Please provide details of rollovers outlined in Table 1d above:

- the expenditure of 2018 ISSP funds rolled over into 2019.
- progress towards expenditure of 2019 funds rolled over into 2020.

[Please delete this box if no roll-over was agreed]

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019

1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i>	\$ Nil	
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ Nil	
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets

Table 4a ISSP Assets inventory

Asset Description/ category	Adjustable Value	ISSP contribution
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Nil		

Table 4b ISSP Assets - acquisitions and disposals during 2019

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age
Nil			

5. Endorsement of the Financial Acquittal

Financial Acquittal supported and initialled by:

Ms Leona Marquand

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

 10 June 2020

(Signature and date)

Telephone contact: 6488 4395 E-mail: leona.marquand@uwa.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME 2019 CERTIFICATION

Complete this certification after reading the completed 2019 Performance Report and 2019 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2019 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2019 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) 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
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by university's Indigenous Governance Mechanism:

Name:
Title:

Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:

Signed: Date: