THE UNIVERSITY OF WESTERN AUSTRALIA

INDIGENOUS EDUCATION STATEMENT 2017

Indigenous Education Unit Name: **School of Indigenous Studies, UWA**

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 2017 Indigenous Education Statement demonstrates that UWA meets the conditions of eligibility for 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 2016 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. Within the UWA Strategic Plan, included as on six core values underpinning all of UWA's activities, is a commitment to: *'the achievement of Aboriginal peoples' rights, aspirations and potential and the recognition of indigenous knowledge culture and values'.*
http://www.uwa.edu.au/__data/assets/pdf_file/0010/2538343/114085-VICCHA-StrategicPlan-v3.pdf

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.

A Whole of University Approach defined by:

- Indigenous education as a core activity of the university.
- Partnerships and shared responsibilities within UWA leadership groups, across faculties and central services to achieve educational outcomes for Indigenous people.
- Indigenous education value-adds to the teaching and learning, research and community engagement activities of the university.
- A commitment to development and support of 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 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

UWA has a genuine commitment to Indigenous engagement in formal governance structures at senior management level and across the university. This has meant that Indigenous higher education is embedded in the University's policy and planning decisions from the outset.

- The University has established a Dean's position to lead the School of Indigenous Studies (SIS). The Dean is an Indigenous specific position at Professorial level 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. A team of senior Indigenous Academic and Professional staff supporting the Dean ensures that the School has the leadership skills and capacity to engage effectively in university wide decision-making at all levels.
- The SIS Dean is a part of the University's senior leadership and a full member of all key decision-making committees including the Planning and Resources Committee (advisory to the Vice-Chancellor), the Academic Board, the Academic Council, the Education Committee and the Inclusion and Diversity Committee (advisory to the Vice-Chancellor) and has a nominee on the Research Strategy Group and the Curriculum Committee. SIS engagement in Planning and Resources has a direct impact on funding for Indigenous programs and the consideration of Indigenous education as part of the university's normal budget processes.
- There are two Indigenous members of Academic Board in addition to the SIS Dean.
- UWA has an Indigenous representative on its Human Research Ethics Committee.
- Indigenous representatives sit on the Aboriginal Student Selection Committee, and provide formal advice to the Scholarships Committee.
- The Director of CAMDH is an Indigenous leadership role across the Faculty of Medicine, Dentistry and Health Sciences. The Director and Indigenous academics in CAMDH are members of key decision-making committees including the Faculty Selection Committee, Teaching and Learning Committee and the School Executive.
- 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 affecting Indigenous people. Indigenous advisory groups are convened for specific projects and new initiatives.

Operating Environment

In 2016 UWA undertook a major renewal project and academic restructure and Indigenous membership on key committees above ensured Indigenous staff were engaged throughout the process. The Dean of SIS was also a member of the Extended Executive for the renewal period, which ensured Indigenous engagement at a senior level in all key decisions.

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

Strategy

The University is committed to increasing the number of Indigenous staff in academic and professional areas. The Director, Human Resources Directorate and the Dean, School of UWA Indigenous Studies have overall responsibility for development and implementation of UWA's Indigenous Employment Strategy. The Senior

Diversity Officer and the HR Business Partner in the Human Resource Directorate, and the Director of Student Services within the School, support the strategy and Indigenous employment matters. The Strategy is available at: http://www.sis.uwa.edu.au/employment.

UWA has a range of strategies to increase the number of Indigenous staff and support Indigenous employment 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.
- Ensuring that the University's policies, procedures and operational practices contribute to the retention of Indigenous staff such as for providing additional cultural and ceremonial leave for Indigenous staff.
- Supporting Indigenous staff to realise their full career potential by providing opportunities for professional development, study leave to undertake postgraduate qualifications and sponsorship to attend national and international conferences and Indigenous network meetings.

In 2016, the Indigenous Employment Strategy was reviewed to reflect the University's objectives expressed in UWA Vision 2020: Strategic Plan 2014-2020 and respond to organisational changes. This included benchmarking against Go8 and WA universities. The key priorities are developing the Indigenous Academic workforce, and increasing Indigenous professional staff in higher-level positions at UWA.

Role of the IEU in employment

The School of Indigenous Studies advises the University 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 2016

Classification and Level	Faculty	Position title	Staff Total	Indigenous specific positions
Academic				
Professor (Level E)	Indigenous Studies	Dean, Indigenous Studies	1	1
	Medicine, Dentistry & Health Sciences	Professor	1	1
Associate Professor (Level D)	Indigenous Studies	Professor	3	3
	Medicine, Dentistry & Health Sciences	Principal Research Fellow	1	
Senior Lecturer (Level C)	Arts	Senior Lecturer	1	
	Medicine, Dentistry & Health Sciences	Senior Lecturer	1	1
Lecturer (Level B)	Indigenous Studies	Lecturer	2	1
	Law	Assistant Professor	1	
	Medicine, Dentistry & Health Sciences	Lecturer	4	3
Associate Lecturer (Level A)	Indigenous Studies	Associate Lecturer	1	1
	Medicine, Dentistry & Health Sciences	Research Associate	1	
	Medicine, Dentistry & Health Sciences	Research Fellow	1	
Sub-Total Academic			**18**	**11**
Professional (non-Academic)				
HEW 9	Indigenous Studies	Director	1	1
	Medicine, Dentistry & Health Sciences	Business Manager	1	
	Non-Faculty	Associate Director	1	1
HEW 7	Indigenous Studies	Senior Administrative Officer	1	
	Indigenous Studies	Senior Project Officer	1	1
HEW 6	Indigenous Studies	Student Services Officer	1	1
	Medicine, Dentistry & Health Sciences	Administrative Officer	1	
HEW 5	Medicine, Dentistry & Health Sciences	Administrative Assistant	1	
	Non-Faculty	Archivist	1	
HEW 4	Medicine, Dentistry & Health Sciences	Research Assistant	1	
	Non-Faculty	Student Services Officer	1	

	Non-Faculty	Administrative Assistant	1	
	Non-Faculty	HR Assistant	1	
	Non-Faculty	Receptionist	1	
HEW 3	Non-Faculty	Assistant (Horticulture & Plant Operations)	1	
HEW 1	Science	General Assistant	1	
Sub-Total Professional			**16**	**4**
Total Indigenous Staff UWA			**34**	**15**

Table 2 – Indigenous staff employed at UWA in Casual positions 2015

Faculty/Institute/Section	Academic / Non-Academic	Position title	Number
School of Indigenous Studies	Academic	ITAS Tutors	**10**
	Academic	Lecturers/Casual teaching	**12**
	Non-academic	Supervisors, mentors, outreach programs	**10**
Total			**32**

UWA staff roles and Aboriginal and Torres Strait Islander specific positions

- UWA had 34 Indigenous staff in 2016, a slight increase from 32 Indigenous staff in 2105.
- UWA had 18 Indigenous Academic staff, the majority appointed at Level B or above, with 34% of all Indigenous Academics in Level D and Level E, professorial positions.
- UWA had 16 professional staff employed at HEW Levels 1-9 in a range of senior roles including the Director of Student Services, Senior Project Officer and Senior Administrative Officer in SIS, and the Curatorial Director in the Berndt Museum. All of these are Indigenous specific positions.
- UWA's Indigenous specific positions include all academic senior leadership positions (Dean, Deputy Dean of SIS and Director of CAMDH), two Level D positions, including a research fellow and key senior professional positions.

Operating Environment

UWA's key Indigenous employment initiative in 2016 was the development of its first Pro-Vice Chancellor (Indigenous Education) position as part of its renewal process. The position was advertised in 2016, for commencement from 1 January 2017.

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 development of specialised entry programs (table 4), the provision of comprehensive outreach and transition strategies (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

	2015	2016
Aboriginal and Torres Strait Islander students	109	117
Non Aboriginal and Torres Strait Islander students (Domestic students only):	6,379	7,260

Table 4 - Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Indigenous Selection and Testing 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 degree's 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 Education

Table 5 - Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Year 8 Discovery Day	Indigenous students in Year 8. Includes Perth-based regional students board 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. Four 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 year 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 both WACE and non-WACE. State-wide; includes regional and remote schools	The School of Indigenous Studies offers a 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 though student activities and camps, professional development for staff and community events. UWA is working with 52 Aspire UWA partner schools in the Kimberley, Pilbara, Gascoyne, Peel 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
SIS Indigenous Career Expos	Indigenous high school students and communities in WA	SIS attended Indigenous Career Expos 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

Operational Achievements

Improved Access

- The Access Rate for Indigenous students has decreased slightly from 1.70% in 2015 to 1.60% in 2016.
- 82 Indigenous students attended the SIS Indigenous selection and testing programs for UWA courses, which are held over two periods: November – December and January – February each year.
- 39 Indigenous students transitioned from a UWA entry or preparatory program to an undergraduate course at UWA including 18 Indigenous students who entered through the Provisional Entry scheme, 4 from MAPS (Mature Age Access Program), 1 student who entered from the Advanced Diploma in Indigenous Legal Studies, 1 student from the Advanced Diploma in Medical and Aboriginal Health Sciences, 14 students from the Aboriginal Orientation Course and 1 student from the UWA Smart Start course based in Albany.
- A cohort of 80 Indigenous students enrolled in courses at UWA with: 22 students coming from the 2015 Year 12 cohort, 11 students gaining direct entry to their preferred course at UWA on the basis of their ATAR, 11 students entering under the Provisional Entry scheme, and 36 Indigenous students enrolling in the Aboriginal Orientation Course.
- 28 Indigenous students gained access to UWA postgraduate courses as follows: 7 entered the Doctor of Medicine (MD); 3 entered the Doctor of Dental Medicine (DMD); 4 entered the Masters of Professional Engineering (MPE); 2 students gained entry to postgraduate Law (the Juris. Doctor - JD); 1 entered the Masters of Mining and Energy; 1 entered the Honours Commerce program; 1 entered the Masters in Public Health; 1 began a PhD in Social Work; 1 entered the Masters in International Journalism; 1 entered the Masters of Heritage Studies; 1 commenced a Graduate Diploma in Science; 1 began a Masters in Clinical Research; 1 began a Masters in Forensic Science; 1 began a Masters in Biological Arts; 1 commenced a Masters in Business Administration (MBA); and 1 commenced a Graduate Certificate in Business.

Outreach and transition

The School of Indigenous Studies, UWA offers a comprehensive and diverse range of programs for Indigenous secondary students in Years 7-12 to encourage them to see university as an achievable goal, make informed study choices and complete secondary studies. The School is a key partner in *Aspire,* UWA's outreach program that works with partner schools and communities across Western Australia to encourage students from low socio-economic, Indigenous and regional backgrounds to pursue tertiary studies. The Aspire UWA program won two national awards in 2015, The Australian Financial Review's inaugural Higher Education Equity and Opportunity Award and an Office of Teaching and Learning Award for Programs that Enhance Learning.

The School's Indigenous outreach programs are based on identifying Indigenous students early and building an ongoing relationship throughout secondary school. The School works with State, Catholic and Independent schools and colleges in partnership with other tertiary aspirations programs such as the Follow the Dream programs, Future Footprints and the Tertiary Aspiration Initiative. On average, 60-70% of Indigenous students attending residential outreach programs are from regional areas. Most Indigenous students attend a combination of programs relevant to their year level or study and career interests. This enables Indigenous students to develop peer support networks that move through school and onto university. Integral to the success of the program is the involvement of Indigenous students from UWA, many of whom are recent school leavers themselves, and Indigenous graduates as role models, mentors and supervisors. Evaluation and feedback from students, parents and teachers continues to be highly positive.

- Throughout 2016, more than 1350 Indigenous secondary students and parents were directly engaged with outreach programs offered by UWA. This figure also includes 155 staff members (both Indigenous and non-Indigenous) from various schools.
- In April 2016, 32 Indigenous Year 12 students from 17 schools across the state attended the SIS Year 12 Leadership Seminar.
- In 2016, 26 Indigenous students in Years 11 and 12 from 19 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. Indigenous students, their teachers and parents rate the WACE revision consistently high in providing additional skills, motivation and improved study outcomes after the workshops.

- 14 Indigenous students in Year 12, and 6 parents attended a special TISC information evening at UWA on the universities application processes.
- 27 Indigenous students in Year 10 (from 14 schools) attended the Indigenous Science, Engineering & Health Camp in July 2016
- 150 Indigenous students, 39 teachers and 5 parents from 35 high schools attended the Year 8 Discovery Days offered by SIS in November and December 2016.
- 160 Indigenous secondary students with 25 teachers and 10 parents from 15 independent schools attended the Future Footprints Indigenous Careers Expo that is hosted by UWA's Business School and the School of Indigenous Studies. Twenty-five Agencies participated in the Expo including TAFEs, universities, government departments, industry groups and mining companies.
- Throughout 2016 SIS hosted visits to UWA by 9 *Follow the Dream* Centres from regional areas and 2 *Follow the Dream* from the metropolitan area. In addition, SIS hosted students and teachers from a further 6 schools who visited UWA campus and requested information sessions.
- SIS staff conducted 13 regional visits to a 17 schools to meet Indigenous students and staff. Approximately 235 students, 54 staff and 5 parents attended these information sessions provided by the visiting. A further 15 visits to metro schools were made seeing approximately 90 students. SIS also attended and assisted in the Kimberley schools regional sport carnival where 12 schools from regional and remote Kimberley attended and were exposed to university staff and students during the week. The carnival had over 100 Indigenous participants, plus a further 40 teaching staff and community members.
- Overall, 376 Indigenous students accompanied by 50 teachers, and 10 parents/community members visited the UWA Crawley campus in 2016. These included UWA Open Day, Future Footprints Expo, TISC evening, Individual visits and school groups such as the Follow The Dream centres.

Scholarships

UWA offers a total of 39 categories of scholarships to Indigenous students, with a total of 253 new and continuing scholarships, being awarded in 2016 (refer Table 6). Many Indigenous students are recipients of several scholarships. 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 and graduates are also advised of, and strongly supported to apply for external scholarships. As a result Indigenous students UWA have also been successful in being awarded external and national scholarships (see Table 7).

Table 6 - UWA Scholarships for Aboriginal and Torres Strait Islander students awarded in 2016

Scholarship Details	Provider	Value	Number Allocated	Total $ awarded	Total No. Awarded
1. Indigenous Access Scholarship (one-off payment)	Government	$4,904	54	$235,392	48
2. Indigenous Commonwealth Accommodation Scholarships (ICAS)	Government	$5,199 pa	55.5	$189,763	36.5
3. Indigenous Commonwealth Education Costs Scholarships (CECS)	Government	$2,599 pa	130.5	$219,616	84.5
4. Indigenous Enabling Commonwealth Accommodation Scholarships (Enabling-CAS)	Government	$5,199	2	$10,398	2
5. Indigenous Enabling Commonwealth Education Costs Scholarships (Enabling-CECS)	Government	$2,599	31	$68,873	27
6. Indigenous Academic Excellence Scholarship	University	$10,000	10	100,000	10
7. Indigenous Postgraduate Research Top-Up Scholarships (UWA)	University	$10,000	1	$10,000	1
8. UWA SWANS Scholarship (extended)	University	$3,000pa	1	$3,000	1
9. UWA SWANS Rural Scholarship	University	$5,500pa	0	0	0
10. Diversity and Merit Awards	University	$2,000	2	$4,000	2
11. Excellence Awards	University	$500	0	0	0
12. Generowicz Scholarship	Private	$6,000pa	1	$6,000	1
13. Hackett Foundation Alumni Honours Scholarship	Private	$6,000pa	1	$6,000	0
14. JDSI Consulting Engineers Indigenous Scholarship	Private	$5,000pa	1	$2,500	1
15. Kaya Indigenous Scholarship	Private	$2,814	0	0	0
16. John and Dixie Rathbone Memorial Scholarship for Indigenous Students	Private	$5,000pa	0	0	0
17. Godfrey and Ione Hester Indigenous Pathway Scholarship in Medicine	Private	$55,000	1	$5,000	1
18. Rio Tinto Undergraduate Residential Scholarship for	Private	$20,000pa	0	0	0

Scholarship Details	Provider	Value	Number Allocated	Total $ awarded	Total No. Awarded
Indigenous Students					
19. Ana Africh Advanced Diploma in Medical and Aboriginal Health Sciences Scholarship	Private	$5,500	1	$5,500	1
20. Hatch Indigenous Scholarship for Postgraduate Coursework	Private	$15,000pa	0	0	0
21. Mt Romance Bessie Flowers Indigenous Scholarship	Private	$2,000	1	0	0
22. PLWA Indigenous Undergraduate Scholarship	Private	$5,000pa	0	0	0
23. BHP Billiton Indigenous Advanced Management Scholarships	Private		2	$21,680	2
24. BHP Billiton Masters Scholarship	Private	$40,000	0	$40,000	0
25. BHP Billiton Iron Ore Indigenous Scholarships	Private	$17,000pa	5	$85,000	5
26. Department of Fire and Emergency Services Commissioner's Aboriginal Program Scholarship	Private	$5,000	1	$5,000	1
27. INPEX Aboriginal and Torres Strait Islander Scholarship	Private	$5,000pa	2	$10,000	2
28. Jack and Eleanor Bendat Rural Indigenous Scholarship	Private	$5,000pa	5	$25,000	5
29. Gloria Brennan Scholarship	Private	* Variable	3	$6,000	3
30. DC Cruickshank Family Scholarship	Private	* Variable	1	$2,000	1
31. Eveline Rosina Henty Scholarship	Private	* Variable	9	$18,000	9
32. Lillian Harris Prize	Private	* Variable	1	$500	1
33. Lillian Harris Scholarship	Private	* Variable	1	$900	1
34. Dr Rao Indigenous Scholarship (for Laptop)	Private	$2,000	1	$2,000	1
35. David Mack Indigenous Undergraduate Commencing Scholarship	Private	$10,000	1	$10,000	1
36. David Mack Indigenous Continuing Scholarship	Private	$10,000	1	$10,000	1
37. David Mack Indigenous Postgraduate Scholarship	Private	$50,000	Not Awarded	$0	0
38. David Mack Indigenous Residential Scholarship	Private	$20,000	2	$40,000	2
39. David Mack Study Awards	Private	$2,000	2	$4,000	2
Totals				$1,146,122	253

Note: 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

* The number of scholarships awarded is dependent on amount of interest accrued annually.

Table 7 - External Scholarships awarded to UWA Aboriginal and Torres Strait Islander students in 2016

Scholarship details	Value	UWA Indigenous Award Recipients 2015, new and continuing
1. Pallottine Aboriginal Trust Scholarships	HECS - Course fees	10
2. Rotary Health Research Foundation Scholarship	$5,000	6
3. MG Corporation (amount varies)	Variable	1
4. Rural Bonded Medical Scholarship	$20,000	2
5. Puggy Hunter Memorial Scholarship	$15,000	16
6. John Koowarta Reconciliation Law Scholarship	$5,500	1
7. IYLP Scholarship	$5,000	9
8. AIEF-BHP Scholarship	$30,000	4
9. Woodside Scholarship	$20,000	9
10. Australian Dental Association WA (ADA)	$1,000	2
11. Australian Dental Association (ADA) Study Grants (national)	$5,000	2
12. BHP –AIM Scholarship	Approx. $11,000	2
13. Lavan Legal awards	$1,000	5
14. Mary McKillop Indigenous Tertiary Scholarship	$3000	2
15. Indigenous Trust Fund (dependent on college fees)	Variable	5
16. Rio Tinto Scholarships	$16,000	6
TOTAL		82

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 7-12. 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 2015 and 2016

	2015	2016
Aboriginal and Torres Strait Islander students:	248	269
Non Aboriginal and Torres Strait Islander students (Domestic students only):	21,227	21,174

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	Provided accelerated degree level study pathways to UWA's professional postgraduate degrees for mature age Indigenous students. The Advanced Diploma in Aboriginal Legal Studies leads to the Juris Doctor (JD); The Advanced Diploma in Medical and Aboriginal Health Sciences leads to 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 a major in Aboriginal Health and Wellbeing in	Attracting Indigenous academic staff to meet Indigenous knowledge teaching requirements	University-wide initiative promotes Indigenous knowledge (IK) positively supports Indigenous students on campus, provides IK

	the Bachelor of Science.		study choices for Indigenous students.
Indigenous Studies Essentials (ISE)	ISE is one of three mandatory online units for all new undergraduates at UWA. The aim of the unit is to provide an introduction and overview of Aboriginal Australia and to start the students' journey of cultural competence.		University-wide initiative that promotes Indigenous knowledge and contributes to a culturally secure study environment for Indigenous student success

Operational Achievements

- The Indigenous participation rate increased from 1.18% in 2015 to 1.29% in 2016.
- Indigenous enrolments at UWA have increased from 240 in 2015 to 269 Indigenous students in 2016.
- 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 increased enrolments in Science, a designated priority area.
- 17 Indigenous students completed the Aboriginal Orientation Course with 14 students proceeding directly in degree studies. Orientation graduates continue with good success rates in degree studies.
- 82 Indigenous students were in UWA residential colleges in 2016 with a number of Indigenous students supported by various residential scholarships.

Operating Environment and Role of IEU

The School of Indigenous Studies (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 for example like Curtin University, which makes it more difficult to attract regional and interstate Indigenous students, particularly 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 completion 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 Indigenous completions at Bachelor level and above

	2015	2016
Aboriginal and Torres Strait Islander students: **(Higher Degree)**	2	2
Non Aboriginal and Torres Strait Islander students: **(Higher Degree) (Domestic only)**	230	255
Aboriginal and Torres Strait Islander students: **(Other postgraduate)**	6	4
Non Aboriginal and Torres Strait Islander students: **(Other postgraduate) (Domestic Only)**	1,207	1,493
Aboriginal and Torres Strait Islander students: **(Bachelor degree)**	26	26
Non Aboriginal and Torres Strait Islander students: **(Bachelor degree) (Domestic Only)**	4,385	4,028

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		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

	financial counselling, as well as cultural, educational and social activities		engagement within UWA and externally.
SIS Indigenous students 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 Medicines Dentistry and Health Sciences
SIS Law Coordinator	Works in partnership with the UWA Law School, provides course specific academic and pastoral support to Indigenous law students, engages students with legal profession maintains links with law graduates	Challenges of supporting students in the new Juris Doctor (JD)	Indigenous Law students have improved retention and success in Law and are engaged with the Legal Profession
Indigenous Leadership development	SIS considers Indigenous leadership development is integral to student retention and success. This is developed through Indigenous student engagement as mentors, role models and ambassadors in outreach programs, through sponsorship to attend local and national conferences and forums.		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.
International global engagement	UWA develops international study programs for Indigenous students and provides additional financial support to encourage Indigenous students to undertake international student exchange and short-term mobility programs		Indigenous students have the same access to global learning as other students; Contributes to retention and success.
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
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

- In 2016 UWA had 32 Indigenous students completing courses at Bachelor level or above. Indigenous students graduate from the following range of courses: Bachelor of Arts; Bachelor of Arts (Communication Studies) and Bachelor of Laws; Bachelor of Laws and Bachelor of Arts; Bachelor of Laws; Bachelor of Medicine and Bachelor of Surgery; Bachelor of Science; Bachelor of Commerce; Master of Aboriginal Health; Master of Heritage Studies; Master of Teaching (Secondary); Doctor of Dental Medicine, and Doctor of Philosophy. Indigenous students also graduate from sub-degree courses including 2 students from the Advanced Diploma in Indigenous Legal Studies; and 1 student from the Advanced Dip in Medical and Aboriginal Health Sciences.
- A large number of Indigenous students were sponsored to attend state, national and international conferences and forums: 2 Indigenous medical students attended LIME; 5 students attended AIDA conference; 2 students attended the Indigenous Allied Health Conference in Canberra; 2 students attended PRIDOC in New Zealand; 2 students attended the Inaugural National Aboriginal and Torres Strait Islander Suicide Prevention Conference in May in Alice Springs; 8 students attended the Rural Health West Conference in Perth in July 2016; 3 students participated in the University Scholars Leadership Symposium in Hanoi, Vietnam; 4 students attended the RACGP Conference in Perth; 1 final year Medical student participated in the Rotto Ramble; 1 student attended

the National Leadership Forum in Canberra; and 8 students were sponsored to attend the National Indigenous Law Conference in Canberra.

- In 2016 14 Indigenous students participated in an Indigenous global engagement program: with 9 Indigenous students completing a ten-day study with the Bali Institute for Global Renewal at Udyana University, and 5 students participating in the inaugural Matariki Network of Universities short-term mobility program which was hosted by the University of Otago in 2016 and will be hosted by The University of Western Australia in 2017.
- 23 Indigenous students were recognised for their academic achievement in 2016 and were award prizes at the School of Indigenous Studies Annual Prize-giving Ceremony.
- UWA supports WASAC each year to send a team to the National Indigenous Tertiary Games. In 2016 a team of 12 UWA Indigenous students participated in the National Indigenous Tertiary Education Student Games in Brisbane.
- In 2016, 19 Indigenous students were on cadetships with a range of Government departments and industry groups which included Rio Tinto Iron Ore (3), WA Health Department (2), Chevron (2), Career Trackers (4), Federal Attorney-General Department (1), Department Immigration and Border Protection (1), Lavan legal (1), Woodside (3), Gumala Aboriginal Corporation (1), and FMG (1).
- Indigenous students secured a number of industry placements and opportunities in 2016 at Allens International law Firm and the WA Legal Aid.
- Increasing numbers of UWA Indigenous Students are taking up vacation employment in companies such as BHP, Chevron, and Woodside. The School of Indigenous Studies Student services team facilitates this by organising meetings and workshops with employers to showcase internships, cadetships, vacation employment and graduate programs.
- The SIS Student Services and student volunteers organised and participated in Warlang, which was a combined universities' Health Careers Festival in October 2016 held at Murdoch University.
- A UWA Indigenous student was nominated for, and won, the 2016 WA NAIDOC Scholar of the Year.
- The School of Indigenous Studies successfully nominated a student for the Inspiration Award at IAHA (Indigenous Allied Health Association) National awards.

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 the 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 degree's. UWA continually seeks to

Operational Achievements

Indigenous curriculum

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. 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.

- The online unit Indigenous Studies Essentials (ISE) was introduced in 2012 as mandatory unit 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, students at UWA's international campuses such as Hong Kong and Singapore have also enrolled in the unit. In 2016 a total of 4,862 first year undergraduates enrolled in Indigenous Studies Essentials, with a further 1,035 students granted extraordinary access to the unit upon request. The student feedback on the ISE module is extremely positive, with 91% of respondents in 2016 agreeing that ISE explains the basic principles and protocols of working with Indigenous peoples and communities. A 2016 survey of UWA graduates found that 91% of respondents successfully related ISE to their credit-bearing studies during their degree, with 26% of respondents reporting that they had either often or very frequently achieved this. In 2016, ISE was a finalist in the Learning Experience category of the *Australian Financial Review* Higher Education Awards.
- 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 the *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, in the Level 1 units - 534 students were enrolled in *Aboriginal Encounters* (INDG1150), with 378 students enrolled in *Boodjar Moort Katitjin: Introduction to Indigenous Heritage and Knowledge* (INDG1160) in 2016.
- UWA has mandatory Indigenous curriculum within professional courses including the Master of Social Work, the Master of Teaching-Coursework Early Childhood and Primary as well as the Graduate Diploma in Education and Master of Teaching Secondary. In 2016 there was a significant increase enrolment in the Aboriginal Education unit that is a teaching collaboration between the Faculty of Education and the School of Indigenous Education. Enrolments increased from 189 in 2015 to 315 in 2016.
- The most comprehensive curriculum development has been in the Faculty of Medicine Dentistry and Health Sciences, with mandatory Aboriginal health curriculum taught by CAMDH since 2000. For the Doctor of Medicine (MD), which commenced in 2014, CAMDH's Aboriginal health core curriculum is integrated into mainstream units, as well as options and specialisations in Aboriginal health. UWA's Faculty for Medicine Dentistry and Health Sciences and the Centre for Aboriginal Medical and Dental Health actively participate in the LIME (Leaders in Medical Education) Network.

Indigenous knowledge and building Indigenous researcher capacity

UWA 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 in 2016 of Indigenous led research projects that build Indigenous research capacity and/or provide resources for Indigenous curriculum development are detailed below.

- Professor Pat Dudgeon, an Indigenous researcher at UWA is leading the Australian Indigenous Psychology Education Project (AIPEP), which is an OLT project looking at *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. (AIPEP website is at: http://www.psychology.org.au/Content.aspx?ID=5474)
- Professor Len Collard, a leading Nyungar language researcher at UWA launched the website - *Boodjar: Nyungar Place names in the South-West of WA*, which was the culmination of a three-year Australian Research Council (ARC) funded project, which used multimedia to tell the story of what Nyungar place names mean, and create a collection of maps showing regional areas defined by linguistic practices. (http://www.boodjar.sis.uwa.edu.au/information-and-resources).
- Professor Collard leads the NoongarPedia project, which aims to add Noongar language content to Wikimedia projects. The ARC funded project is in partnership with Curtin University and in collaboration with Wikimedia Australia. NoongarPedia is accessible to students and the wider community through its Facebook page. (https://www.facebook.com/NoongarPedia-925565157522262/).

- UWA is a contributing institution in the National Indigenous Research and Knowledges Network (NIRAKN), co-chairing the Health Node. Several Indigenous researchers from CAMDH and SIS are members of the Network.
- The UWA Poche Centre for Indigenous Health, offered 2 Research Fellowships for Indigenous researchers in 2015, one working in the School of Paediatrics and Child Health, Faculty of Medicine, Dentistry and Health Sciences and one in Indigenous wellbeing and mental health in the School of Indigenous Studies.
- Professor Pat Dudgeon leads two major research initiatives funded by the Commonwealth on Indigenous suicide prevention: the National Empowerment Project (http://www.nationalempowermentproject.org.au/); and the Aboriginal and Torres Strait Islander Suicide Prevention Evaluation Project (ATSISPEP website at: www.**atsispep**.sis.uwa.edu.au/).

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 and CAMDH. Approximately 30 CCAR workshops are delivered annually at UWA, across faculties, the Guild Leadership and the Halls of Residence. An estimated 1500 UWA staff and students participate in cultural competence workshops at UWA each year.
- 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; the annual UWA Open Day; the PIAF and the various national and international conferences.
- In 2016 the University reviewed and revised its graduation ceremonies and as a result, Indigenous protocols and elements have been more fully embedded within the ceremonies. UWA will consistently provide a Welcome to Country and Acknowledgements of Country at each graduation round; along with providing an Indigenous graduation gift designed by renowned Aboriginal Elder (Professor Richard Walley); enabled Indigenous graduates to wear an Indigenous stole when graduating; included an overview of Indigenous protocols and Noongar people within the graduation booklet.

University Involvement with Indigenous Community

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

- The University's Indigenous Studies Essentials (ISE) online unit for commencing students was developed with Whadjuk Noongar Elders and cultural authorities whose filmed commentary essentially guide students through the unit.
- Aboriginal elders and people from the community are employed as visiting lecturers in a range of courses and a number of courses include cultural excursions, field trips or workshops with local community elders and Aboriginal organizations. CAMDH works closely with Aboriginal community controlled health organisations in relation to Aboriginal health curriculum.
- The 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 *NoongarPedia* project includes strong engagement with Noongar communities.

- *The National Empowerment Project (NEP)*, a Commonwealth funded national suicide prevention program led by Professor Pat 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 http://www.sis.uwa.edu.au/research/NEP)
- The UWA Business School's Centre for Social Impact, in partnership with SIS held the 4th Indigenous Business Enterprise and Corporations conference (IBECC) at UWA in December 2016. IBECC is held bi-annually and attracts strong support and representations from Aboriginal communities, organisations and businesses. The School of Indigenous Studies and the UWA Business School sponsored current Indigenous undergraduate students to attend the conference, along with a number of Indigenous high school students interested in a career in business and Indigenous Alumni and UWA Business graduates.

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. 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 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 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 University's ISP grant for2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide 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: PROFESSOR DAWN FRESHWATER	Name: PROFESSOR JILL MILROY
Position Title: VICE CHANCELLOR	Position Title: DEAN, SCHOOL OF INDIGENOUS STUDIES
Phone Number:	Phone Number: 6488 1259
Email: dawn.freshwater@uwa.edu.au	Email: jill.milroy@uwa.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.

Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	THE UNIVERSITY OF WESTERN AUSTRALIA				
Postal Address	STIRLING HIGHWAY NEDLANDS WA 6109				
Contact Person	NERRY NICHOLS			**Title**	BUSINESS MANAGER
Phone	6488 7336	**Fax**	6488 1100	**E-mail**	Nerry.nichols@uwa.edu.au

Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.

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 2016 and after you have entered all relevant information in the Assets Register.*

ISP FUNDING RECIPIENT'S CERTIFICATION

I, PROFESSOR DAWN FRESHWATER
(print name of chief officer or equivalent)

VICE-CHANCELLOR
(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);

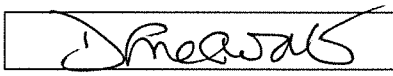
(ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;

(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: 24/5/17

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.