THE UNIVERSITY OF WESTERN AUSTRALIA

Indigenous Student Success Program
2020 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 data provided to the Vice-Chancellor for 2019 shows that UWA's position within the national rankings is mixed. While UWA's ranking for total Indigenous student load/EFTSL dropped slightly from our 2018 position, our ranking for Indigenous students from regional and remote areas improved.

UWA has implemented a number of actions and strategies to increase Indigenous student load, with Indigenous school leavers and regional students remaining a key priority, as well as increasing Indigenous postgraduate coursework enrolments and building the Indigenous HDR cohort. We have subsequently increased Indigenous student commencing load from 75.6 to 113.0 EFTSL from 2019-2020 as well improving our retention ratio over the same period.

Key initiatives and strategies in 2020

- UWA 2030 and Strategic Plan 2020-25 embeds new strategies and measures in key portfolio areas to support Indigenous students at UWA. For example, in the Education Strategy, Indigenous knowledge is one of seven pillars of the UWA student experience; and key 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)
- In July 2020, the Office of the PVC Indigenous Education, School of Indigenous Studies and Centre for Aboriginal Medical and Dental Health moved to Bilya Marlee, the new Indigenous gateway building on campus (fully funded by UWA). Bilya Marlee is the visible embodiment of UWA's strategic vision, celebrates Aboriginal culture and provides culturally designed facilities and spaces for Indigenous staff, students and communities.
- Continued 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).

- The Coordinator Indigenous Students, a new education specialist position within SIS, commenced in January 2020. The role is to review current outreach, access and support programs and develop new strategies to increase success in these areas.
- Development of a combined outreach program for WA universities (UWA, ECU, Murdoch and Curtin) - the National Indigenous Business Summer School for Year 10-11 Indigenous students to increase access and enrolments in business and commerce in WA.
- Effective and coordinated strategies by UWA and the School of Indigenous Studies to ensure that Indigenous students had additional support and resources to maintain their studies through COVID-19.

Access Strategies

Each year, more than 50% of Indigenous students enrolled in courses at Bachelor degree or above have gained entry through an Indigenous direct entry pathway, assured place or enabling course.

Direct Entry

Indigenous students can access all UWA degrees through Indigenous specific entry programs provided through the School of Indigenous Studies (SIS), a range of mainstream alternative entry pathways, assured 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 for entry to degree or enabling courses. 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 enables Indigenous school leavers, to receive an automatic adjustment of their ATAR and enrol in the degree of their choice; and Indigenous mature-aged and non-school leaver applicants to enrol in degrees on the basis of work experience and education achievements including TAFE and other enabling courses.
- Indigenous students 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
- Indigenous students have direct pathways and assured places in postgraduate professional degrees including the Juris Doctor, Master of Professional Engineering, Doctor of Medicine, Doctor of Dental Medicine.
- In 2020, to support increased interest in Psychology, the School of Psychological Sciences streamlined its alternate entry pathways into Honours for Indigenous students (from 2021).

New Entry Pathways for Year 12 Students in 2020

- In 2020, in response to the COVID-19 pandemic and its expected disruption of Year 12 studies, UWA introduced new and early entry pathways for Year 12 students. Applicants applied directly to UWA for early offers of a degree place based on Year 11 or Year 12 (Semester 1) projected ATAR or by successfully completing the Special Tertiary Admissions Test (STAT). STAT also enabled Year 12 non-ATAR and VET students to apply for the first time.

- Working in partnership with Admissions and the Education portfolio, SIS ensured that Indigenous Year 12 students were aware of and supported to take advantage of the new UWA early offer pathways including STAT. This included an Indigenous status indicator in the application to UWA, clear processes to share data so the Indigenous Student Services team in SIS was able to check on and respond to new applications, recommend offers and review unsuccessful applications to advise alternative pathway options including adjusted ATAR entry. SIS covered all fees for Indigenous applicants to sit STAT. This enabled UWA to make early unconditional offers to Year 12 Indigenous students or entry to our enabling course. SIS staff maintained online and phone contact throughout the application process. Indigenous students could also still access Indigenous specific entry pathways included ATAR adjustment.

  In 2020, 50 Indigenous Year 12 students took advantage of the new pathways and applied for early offers with 37 of the students subsequently choosing to enrol in UWA degree studies in 2021.

The Aboriginal Orientation Course (AOC)

- The AOC is a key study pathway for Indigenous applicants who do not gain direct entry to degree courses, taken over 1-2 semesters. The AOC offers STEM units (chemistry, maths and human biology) to enable AOC graduates to access to all undergraduate 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

  In 2020, a total of 17 of the 2019 Indigenous AOC graduates enrolled in degree courses at UWA including the Bachelor of Science, the Bachelor of Arts and in the Bachelor of Biomedical Science.

- In response to COVID restrictions and support new students, particularly regional and remote, to commence the AOC in semester 2, entry workshops and interviews were moved to fully online. This was an effective alternative to our normal practice of bringing applicants to Perth for testing.

Outreach and transition

- The School of Indigenous Studies (SIS) and Aspire UWA offer a comprehensive and complementary range of outreach 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. All programs are well supported by UWA Schools, and are a long-term commitment to sustained change and Indigenous youth engagement.

- SIS offers Indigenous specific outreach programs operating state-wide to identify Indigenous students early and build ongoing relationships through secondary studies. SIS works with State, Catholic and Independent schools and in partnership with programs such as the Follow the Dream. UWA Aspire works with partner secondary schools and communities in the Kimberley, Pilbara, Mid-West, Gascoyne, Perth and Peel regions offering programs for all students which Indigenous students can also access. 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.

Indigenous residential outreach programs – changes in 2020

- SIS outreach activities were limited in 2020 due to the Covid-19 pandemic which particularly impacted our residential programs, usually held each year from April-July, attracting a high number of regional and remote Indigenous students. We were unable to hold the *Indigenous Science, Health and Engineering Camp* for Indigenous students in Year 10 and 11 to encourage students into STEMM careers, our *WACE Revision Seminars*, which provides Indigenous Year 11-12 students with specialist subject tuition and the *Year 12 Indigenous Leadership Seminar*, which usually hosts 40 final year Indigenous students to experience campus life, courses, residential colleges and develop peer networks to support transition to university.

- We were fortunate that UWA (the Centre for Social Impact and SIS) was able to host a new outreach program *Katitjiny Booya Birrit (Pathways to understanding business)*, the National Indigenous Business Summer School in January 2020. This is a joint initiative between UWA, Curtin University, Edith Cowan University and Murdoch University under the auspices of the Australian Business Deans Council (ABDC). *A total of 25 Indigenous Year 10-11 students attended, with over 50% coming from regional WA including the Pilbara, Kimberley, Goldfields, South West and Wheatbelt.*
- While we had to cancel our *Year 12 Indigenous Leadership Seminar*, because of the critical timing for this group, SIS established a *Year 12 Working Group* to develop alternate strategies to support Indigenous final year students. This included a very successful series of *Year 12 Dinners*, held in November-December 2020 for Indigenous students and parents in Perth and regional/remote areas. *The SIS team hosted a total of 28 Indigenous Year 12 students accompanied by 28 Parents/Community members as well as 18 Indigenous Alumni and School staff at Year 12 Dinners in Perth, Broome, Derby, Kalgoorlie, Albany and Bunbury.*

On campus programs

With lockdown restrictions in WA lifted in Semester 2, 2020, SIS resumed its non-residential outreach programs for Indigenous students, hosted at the new *Bilya Marlee* building. This included:

- *Year 8 Discovery Days for 110 Indigenous students, from 21 schools.* The program includes hand-on activities, including STEMM activities, hosted by courses and areas across campus.
- *Djinanginy Day for 64 Indigenous Year 9 students from 18 schools (predominantly metropolitan).* The program enables Indigenous Year 9 students to experience university life, with lecture-style sessions from faculties, activities led by UWA Guild student clubs and Indigenous student mentors.
- *On campus visits by 11 schools with a total of 102 Indigenous students and 14 accompanying staff.* Visits were from metropolitan and regional schools including Northam and Port Hedland.

  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

In addition to Indigenous specific programs, Indigenous students can participate in *Aspire UWA* programs if they attend an Aspire UWA Partner School, which have some of the lowest transfer rates to higher education including low SES, regional, first in family and Indigenous students. *Aspire UWA* offers residential camps for Year 9 and Year 11 students from the Kimberley, Pilbara, Mid-West, Gascoyne, as well as on campus activities for local students.

43 Indigenous students (3.81% of students) attended ASPIRE camps in 2020.

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, Achievement Scholarships and Reward Scholarships. In addition, 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 2020 UWA awarded a total of 206 ISSP Scholarships to 112 Indigenous students, including 76 Indigenous students (68%) from regional and remote areas. UWA awarded 95 UWA funded or administered scholarships to Indigenous students, with 60 Indigenous students (63%) being from regional and remote areas. In addition to this 42 Indigenous students at UWA were successful in being awarded external scholarships.

Table 1 Scholarships - breakdown of 2020 payments

	Education Costs		Accommodation		Reward		Total	
	$	No.	$	No.	$	No.	$	No.
Enabling	52,500.00	20	0	0	0	0	52,500.00	20
Undergraduate	194,632.50	72	87,500.00	19	77,000.00	23	359,132.50	174
Post-graduate	16,377.50	7	20,256.00	5	0	0	36,633.50	12
Other								
Total	263,510.00	99	107,756.00	24	77,000.00	23	448,266.00	206

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 (50%) 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 Coordinator Indigenous Students (25%) – a new Education specialist position(Level B) in 2020.
- 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.
- 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 travel, accommodation, activities) for the *Year 12 Leadership Dinners* and support activities in Perth and regional centres, *Year 9 Djinanginy Day* and *Year 8 Discovery Days*.

- The Centre for Aboriginal Medical and Dental Health which shares responsibility with SIS for delivery of entry and support programs for Indigenous students into postgraduate Medicine and Dentistry.

2. Progression (access and outcomes)

The data provided by the NIAA shows that UWA's success rate is on an upward trajectory from 2016 to 2019, we have improved our ranking and are committed to further increasing success rates. As part of UWA's annual planning process we have set progressive targets for Indigenous participation, moving to 3% in 2025, as well as aspirational targets for Indigenous student retention and success.

SIS has a dedicated Indigenous Student Services team and university-wide Faculty and School support. However, UWA remains a highly competitive academic environment, with a high overall median ATAR for admissions. We also have a relatively large cohort of Indigenous students in undergraduate and postgraduate STEMM courses, around 48% of Indigenous students at UWA. With key professional courses now at postgraduate level, many Indigenous students have an extended period of study. Within this context we increased our success ratio from 0.767 (2017) to 0.822 (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 and Schools, Student Life Central Services and Colleges to develop and implement strategies to improve Indigenous retention and success.

Indigenous Support Unit

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.

- 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 the annual Marr Danju Week, which was able to use the new facilities in Bilya Marlee in 2020. SIS also sponsors students to attend major cultural and community events, such as the annual NAIDOC Ball, held in November 2020.
- With the cancellation of the 2020 Indigenous Nationals due to COVID, SIS and WASAC worked with UWA Sports to initiate and host the very first Indigenous Western Series for Indigenous student teams from WA universities to compete in mixed volleyball, mixed netball and mixed basketball.
- 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, Computer and internet support

- The new Bilya Marlee building, which SIS and CAMDH moved into in July 2020, provides a visible and vibrant Indigenous community on campus, an accessible entry point and a culturally secure space for Indigenous students. Bilya Marlee provides a mixture of high-quality informal teaching and learning spaces, and a variety of research and postgraduate study spaces for Indigenous students, aimed at enhancing the Indigenous student learning experience.
- 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.
- In response to the pandemic in semester 1, UWA moved all of its units online, from its previous face to face model. Access to speedy and reliable internet was a problem for many Indigenous students particularly outer metropolitan and regional/remote students. The SIS team contacted all Indigenous students to assess needs and provided laptops (purchased and loan) and computer support equipment to a number of Indigenous students, and assisted Indigenous students (including enabling students) to apply for central UWA schemes providing laptops and dongles where Indigenous students were an agreed priority.
- SIS also assisted Indigenous students in undergraduate and postgraduate courses to complete online exams including assistance with installation and use of ExamSoft. SIS staff set up COVID safe spaces on campus to enable Indigenous students to sit exams on line using SIS computers and internet access that provided speed and reliability. This was particularly critical for Indigenous students in the Doctor of Medicine.

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 2020, in addition to ISSP and UWA scholarships, Indigenous students were successful in gaining 42 external scholarships; 42 Indigenous students were on internships or cadetships; and 18 Indigenous students gained part-time/casual employment as tutors or supervisors in outreach programs at UWA.
- In 2020, as a new scholarship initiative to increase postgraduate enrolments, UWA introduced five new fee waiver scholarships for the MBA for Indigenous graduates.
- To alleviate the cost burden of COVID-19 in 2020, SIS provided Indigenous students with additional financial assistance including for food, transport, health and medical needs, travel costs to return home to regional/remote , laptops, dongles, computer and office equipment and printing costs. Indigenous students could also apply for hardship grants through SIS, and were assisted to apply for wider UWA support schemes as well.

Residential Colleges

- In 2020 a total of 72 Indigenous students at UWA lived in residential colleges, the majority at University Hall (32 students), then St Catherine's College (28 students) as well as St Thomas More, Trinity and St George's (12 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.
- During the COVID-19 campus closure, 35 Indigenous students remained in residential colleges with the colleges and SIS providing additional and ongoing support.
- 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 and we offer a range of opportunities and additional funding support for Indigenous students to undertake international study exchange programs, short term mobility programs, engagement with Indigenous people nationally and internationally, work experience and professional development.
- To date, 66 Indigenous students, travelling to over 20 partner universities globally have completed one semester or full-year student exchange, overseas placements, field schools or intensive study units; 50 Indigenous students have undertaken the Indigenous Sustainability program in Indonesia and 22 Indigenous students have undertaken the Matariki Indigenous Student Mobility Program, with our partners Otago University (NZ) , Dartmouth College (US) and Queens University (Canada). Some programs were suspended in 2020 due to COVID.
- in January 2020, four Indigenous students were sponsored to attend the 2020 Peace Summit of Emerging Leaders, in Bangkok, Thailand. In Semester 1, 2020, one final year Medical student completed an International elective in Iliolo, Phillipines; and 6 Indigenous students were on exchange at universities in Indonesia, Canada, Netherlands and the United States. With the COVID crisis, UWA's Global Learning Office and SIS worked effectively to bring Indigenous students back as quickly as possible to continue their studies online in Perth or at home in regional or remote WA.

A culturally safe and enriching environment

- The University of Western Australia acknowledges that it 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.
- In 2020, UWA embedded an acknowledgement of country as part of the automatic introduction to all videos in the Universitys Lecture Capture System.
- 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 seeks to extend this across all courses. In 2019 the Law School implemented the first-year curriculum under its Indigenisation of the Juris Doctor curriculum project and includes cultural induction for staff and students as well as cultural competency training for Academic Staff.
- The School of Psychological Sciences is developing its Indigenous curriculum and support for Indigenous students in Psychology.
- 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; UWA has graduation stoles for Aboriginal and Torres Strait Islander graduates.

Tutorial Assistance

- In Semester 1, 2020 in response to COVID, SIS adapted its Indigenous Tutorial Assistance Scheme to a fully online model to meet the needs of Indigenous students in their online education, and particularly as a number of Indigenous students had returned home to regional and remote areas. SIS specialist subject and broad course tutors provided excellent tutorial support and assistance for Indigenous students at all levels. Increased tutorial support hours were available for all students as needed.
- In 2020, we had an increase in requests with 101 Indigenous students (38% of Indigenous students) receiving ISSP funded tutorial support (compared to 88 Indigenous students in 2019). The majority of students are in undergraduate degrees with a high proportion in science and biomedical 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 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.

Table 2a Tutorial assistance provided in 2020

Level of study	Number of students assisted	Total hours of assistance	Expenditure ($)
Enabling	13	172.50	
Undergraduate	75	1,438.50	
Post graduate	13	397.75	
Other			
Total	101	2,008.75	$147,546.86

Table 2b Indigenous Support Activities provided in 2020

Activity	Number of student participants	Expenditure ($)
Infrastructure and Staff Support: 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 Covid-19 Assistance included: Vouchers (food and taxi), medical needs (including glasses), funded travel to return home, laptops, dongles and computer equipment, Office equipment, printing costs and financial hardship grants.	Approx. 80% of UWA Indigenous cohort regularly assisted; 10 - 15% occasionally assisted.	$656,233.09 (ISSP) $1,672,910.42 (other funds)
Leadership and Development International Indigenous short-term mobility programs; support for student exchange, international study electives, professional network development and training, conferences and seminars. Social Cultural Activities and Events	(reduced activity in 2020 due to Covid-19 restrictions)	$51,256.38 (ISSP) $152,969.26 (Other funds)

Support to WASAC for events and activities, NAIDOC, cultural events and celebrations, Indigenous games sponsorship.	Approx. 70% UWA Indigenous students engage in activities	
TOTAL	> 80% of Indigenous UWA students provided with some assistance.	$707,489.47 (ISSP) $1,825,879.68 (Other funds)

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 school/course 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)

The data provided by NIAA, shows that the number of Indigenous student completions at UWA rose slightly from 36 to 38 in 2018-2019, but UWA's completion ranking remained steady at 31 in 2019, which is below where we would like to be. Within this total, as a strategic priority we have been successful in achieving Indigenous student completions across a spread of courses, with approximately 44% of Indigenous graduates being from STEMM courses and 30% from Postgraduate courses. UWA graduated 2 Indigenous Doctors (MD) and another Indigenous Dentist (DMD) in 2020, achieving a total of 24 medical graduates in the last five years (2016-2020) for an overall total of 58 Indigenous Medical graduates and a total of 8 Indigenous Dentists.

UWA has some 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.

Strategies to Improve Award Completions

UWA seeks 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 in SIS 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* build skills, confidence and practical experiences which increase Indigenous students' success, completions and transition to work. The 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.
- *Strategic Partnerships*, such as with 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. *Two Indigenous students did this online in 2020.*
- *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 engaging with the Australian Indigenous Doctors Association, Pacific Region Indigenous Doctors Congress and LIME Network. These are a motivating and supportive factor in student commitment and study success.
- *Acknowledgement and celebration* 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 SIS End of Year Celebration for Indigenous students, families and the wider community formally acknowledges 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 SIS agreement with the WA Department of Health, *Building the Aboriginal Workforce for a Healthier Future* 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.

Transition to postgraduate coursework 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 and the Law School work in partnership to support 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 with Indigenous Law graduates and promoting professional development opportunities such as internship opportunities with firms such as Allens, law firms through Career Trackers and law experiences through Aurora Internship program (Kimberley Land Council, Community Legal Services), Chevron and McCusker internships.
- 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. 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.
- *Of the 24 Indigenous undergraduate students who graduated in 2020, 14 (58%) went on to postgraduate studies in Law, Psychology, Medicine, Dentistry, Environmental Science, Professional Engineering, and Social Work.*

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 2020, UWA had 21 Indigenous students on internships with EY (Ernst and Young), Wesfarmers, Herbert Smith Freehills, Victorian Public Sector, Telethon Institute for Kids, Kimberley Land Council, Yamatji Marlpa Aboriginal Corporation and the Aboriginal Legal Service WA.*
- Organising meetings and networking for Indigenous students in relation to vacation work and graduate entry programs. *In 2020, this included the Water Corporation, Chevron, Rio Tinto, WA Health Department and a number of Perth Law firms.*
- Linking students with relevant organisations and supporting their applications for graduate entry. *Of UWA's 34 Indigenous graduates in 2020, 7 went into graduate programs in Woodside, Wesfarmers, Department of Health, Ernst Young, Aboriginal community organizations (Murjuga), and STANTEC. Other 2020 graduates gained employment at FMG, WA Hospitals (Royal Perth and Fiona Stanley), Garnduwa, Telethon Institute for Kids and National Native Title Tribunal.*
- 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 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 Schools. 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.*
- 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. Indigenous regional and remote students are nearly 40% of Indigenous students at UWA, and are 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. While COVID affected some of our outreach programs in 2020, we still had strong engagement in regional and remote areas. This included the following outcomes:

- A successful series of SIS *Year 12 Dinners* for Indigenous students, parents/community members were held in Broome, Derby, Kalgoorlie, Albany and Bunbury.
- 50% of Indigenous students who attended the Katitjiny Booya Birrit (Pathways to understanding business), the National Indigenous Business Summer School were from regional WA including the Pilbara, Kimberley, Goldfields, South-West and Wheatbelt.

- 43 Indigenous students (3.81% of students) attended in Aspire camps in 2020 from the Kimberley, Pilbara, Mid-West and Gascoyne regions.

Extensive programs and school visits in regional WA 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.

Access to university study

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 (AOC) 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 courses such as Medicine and Dentistry. 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 in Law and Medicine.

In 2020, in response to COVID we migrated the AOC to a fully online delivery and increased online learning support and individual contact with AOC students in residential colleges, most of whom are regional students as well as Indigenous regional students who returned home to ensure each student could successfully continue their studies. Mid-year Entry Workshops were adapted to online mode in 2020 to enable new regional applicants to commence study in Semester 2.

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 during study

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 72 Indigenous students in residential colleges in 2020 were from regional and remote areas, including enabling course (AOC) and degree students. The SIS Indigenous 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.
- In response to COVID, SIS provided additional financial, computer, travel and other support for regional students to remain in colleges or to return to regional and remote areas and continue their courses.
- Indigenous students are supported to apply for internships and cadetships to gain workforce skills and/or financial support. In 2020, 23 (54%) of the 42 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.

Table 4 Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total	
	$	No.	$	No.	$	No.	$	No.
A. 2019 Payments	209,452.50	83	96,368.00	26	71,000.00	17	376,820.50	126
B. 2020 Offers	203,510.00	81	115,512.00	27	42,000.00	12	361,022.00	120
C. Percentage (C=B/A*100)							95.81%	95.24%
2020 Payments	188,510.00	71	107,756.00	24	42,000.00	12	338,266.00	107

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 2020 Statement of Compliance was submitted on 19 February 2021 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 it 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.

A culturally inclusive environment, Indigenous knowledge and culturally competency

The implementation of UWA 2030 began in 2020 in which the priorities and strategies set 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.
- In July, 2020 staff and students of the School of Indigenous Studies, the Centre for Aboriginal Medical and Dental Health and the UWA Poche Centre moved into the new Indigenous gateway building, Bilya Marlee (River of the Swan) which was fully funded by UWA and purpose-built to support the University's commitment to Indigenous, education and research. Bilya Marlee is a mixture of high-quality informal teaching and learning spaces, and a variety of research and postgraduate office spaces, aimed at enhancing the Indigenous student learning experience and welcoming Aboriginal elders and communities onto campus.

- Engagement at UWA Academic Board with proposal that all new UWA courses be required to consider embedding Indigenous curriculum. Up take of Indigenous content in numerous new minors. Socialising embedding Indigenous curriculum across the university through presentations to UWA Associate Deans Teaching and Learning Network, and Faculty Executive Committees.
- Consideration of Indigenous standards and requirements through engagement and input into UWA Academic Quality and Standards committee.
- University wide survey of UWA researcher engagement in or with Indigenous issues and communities. Development of Indigenous Cultural and Intellectual Property Protocols applicable to research, teaching and engagement.
- Regular meetings with DVCR to monitor Indigenous Research Objectives.
- Further UWA engagement with Indigenous communities through PVCIE input and development in the UWA Regional Strategy.

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, in the UWA 2030 - People and Culture Strategy a key measure of success is 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 Indigenous 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. The key aims are that: Indigenous academic staff are appointed at all levels including at professorial level; Indigenous professional staff appointments are at all levels including policy and planning; and high-quality Indigenous staff are retained with 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

While UWA has a relatively small Indigenous staff workforce, it is nearly equally split between academic and professional appointments. UWA supports the appointment and promotion of Indigenous staff into leadership positions in a number of ways. This includes the following:

- The use of Indigenous identified positions for key leadership roles, such as the PVC Indigenous Education and the Director of Indigenous Student Services.
- Appointment of Indigenous staff to University committees, working groups and reviews.

- Indigenous professorial appointments to increase capacity for mentoring and advancement of Indigenous ECRS.
- The Research Strategy which identifies building Indigenous researcher capacity as a key strategy area and includes support for Indigenous academic staff to build their research profile.
- Ensuring that senior Indigenous managers are aware of and enabled to engage in the full range of professional and academic training available to UWA staff and relevant to their position and career goals.
- Assistance to build the knowledge, skills and qualifications of Indigenous professional and academic staff through participation in short courses and support to undertake postgraduate study.
- Support and sponsorship for Indigenous academic and professional staff to engage in national networks such as the National Aboriginal and Torres Strait Islander Education Consortium (NATSIHEC) and international conferences such as the World Indigenous People's Conference on Indigenous Education (WIPCE) and LIME (Leaders in Medical Education).
- Guidance on professional development, career advancement and performance within the annual staff appraisal process and academic workload allocations.
- Support, advice and guidance from Senior staff including the PVCIE on academic promotions.

The University's overall aim is that Indigenous people will be represented in the University workforce consistent with a national target of 3% Indigenous employment. Progress is being made, Indigenous staff numbers increased in 2020, with a further increase in 2021. The University is achieving on quality measures with both academic and professional staff appointed at a range of levels, including professorial level. We are confident in our long-term strategies to build the academic workforce pipeline.

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 2.0 % 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 a 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 2020 UWA increased its Indigenous Staff FTE to 29.8 FTE and its percentage of Indigenous staff FTE from 0.79% to 0.88% (excludes casuals). This is a welcome increase but is below our interim target and the long term target of 3%.
- We are achieving our goals in relation to a balance of Academic and Professional staff with appointments at a range of levels. The majority of Indigenous academics are at Level C or above, with 40% of all academic staff in Professorial Level D and Level E positions. Indigenous professional staff are across all levels, with 45% of staff at HEW 07 or above (not inclusive of casual staff). Indigenous staff are supported to undertake postgraduate study and qualifications and to apply for promotion.

- Our casual staff numbers decreased in 2020. This was partly due to the impact of Covid-19 and the cancellation of programs where we previously employed Indigenous casual staff as supervisors, guest lecturers, cultural advisors and community researchers. This drop in the use of casual staff was offset through our increasing engagement of Indigenous consultants, contractors and businesses who provide the education, research and event services.

Table 6.2 Indigenous workforce data (2020 breakdown)

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
Professor (E)	3			
Professor (D)	4			
Associate Professor (C)	2			
Assistant Professor (B)	6		3	
Lecturer (A)	2		6	
HEW 01		1		
HEW 03		1		10
HEW 04		1		
HEW 05		6		
HEW 06		2		
HEW 07		3		
HEW 08				
HEW 09		2		
HEW10		1		
Sub-total	**17**	**17**	**9**	**10**
Total	**34**		**19**	
Grand Total	**53**			

Source: EIS and SIS

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 3 appropriately qualified Indigenous persons, two of whom are qualified senior executive employees.
- 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), the Deputy Head of School of Indigenous Studies and the Senior Cultural Advisor.

The Pro-Vice Chancellor Indigenous Education (PVCIE) is a senior management and academic leadership position within the University, the senior Indigenous leadership position at UWA and reports directly to the Vice Chancellor. The PVCIE is an Indigenous identified position established and is fulltime. The PVCIE is Professor Jill Milroy (Palyku) who has held the position since 2017 and has over 30 years' service in Academic leadership roles at the University.

UWA's Management Structure is available at:
https://www.governance.uwa.edu.au/__data/assets/pdf_file/0003/3378351/UWA-Management-Structure-2021-updated-03Feb21.pdf

The Deputy Head (SIS) is an Indigenous senior leadership position that supports the PVCIE. The deputy position is held by Associate Professor Darlene Oxenham (Malgana) has more than 25 years' experience in Indigenous higher education (15 years at UWA).

The Senior Cultural Advisor is Dr Richard Walley OAM, a highly respected Whadjuk Noongar Traditional Owner and prominent community member with a long-standing relationship with the University. The role 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 as part of the university's annual planning and budget processes, with decisions and outcomes informed by senior Indigenous staff and the Senior Cultural Advisor.

PVCIE and University Committees:

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

- 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.
- The Inclusion and Diversity Committee which advises the Vice-Chancellor on matters relating to equality, inclusivity, equity and diversity, strategy and development.

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 in 2020 were:

- 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.
- SIS has another Indigenous member of Academic Board in addition to the PVCIE.

- There are Indigenous representatives 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
2020 Financial Acquittal

Organisation	UNIVERSITY OF WESTERN AUSTRALIA

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST)

Item	($)
A. ISSP Grant	
ISSP Grant 2020 (flexible component)	$ 1,278,536.58
ISSP Grant 2020 for preserved scholarships	$ 24,799.00
Subtotal ISSP Grant 2020	***$ 1,303,335.58***
B. Other ISSP Related Income	
Rollover of ISSP funds from 2019	NIL
Interest earned/royalties from ISSP funding	$ 10,988.75
Sale of ISSP assets	NIL
Subtotal other ISSP related income	$ 10,988.75
Grand total for 2020	$ 1,314,324.33

Table 1b Other funding available to support Indigenous students in 2020 (excluding GST)

Item	($)
A. Other non-ISSP funds	
Other funding provided under HESA	
Other Commonwealth Government funding	
UWA Central Funding	
- School of Indigenous Studies (SIS)	$ 950,591.19
- Aboriginal Orientation Course	$ 336,956.90
- Central for Aboriginal Medical and Dental Health (CAMDH)	$ 472,785.19
ATO cash flow boost voluntarily allocated by you to this activity	NIL
Funds derived from external sources	
- Department of Health (DOH)	$ 60,000.00
- Rio Tinto	$ 100,000.00
- Bequest and Donations – *includes UWA administered scholarships estimated at $530,500.*	$ 602,763.71
Total of other non-ISSP funds for 2020	$2,523,096.99

Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST)

Item	Actual ISSP ($)	Estimate other funds ($)	TOTAL ($)
Preserved scholarships	$ 8,265.00		$ 8,265.00
"New" scholarships from flexible ISSP funding	$ 440,000.00		$ 440,000.00
Scholarships – Other scholarships from Other Sources – *includes UWA administered scholarships estimated at $530,500.*		$596,750.00	$596,750.00
Teaching and learning *UWA funded expenditure to deliver teaching the Aboriginal Orientation Course*		$ 336,956.90	$ 336,956.90
Salaries for staff working on ISSP activities (*excluding JobKeeper payments*) *Director Student Services, Academic Coordinator, fractional Coordinator Teaching and Learning-Indigenous Students, fractional Orientation Coordinator & fractional Indigenous Services Officer, Student Engagement Officer & administrative support staff*	$ 650,722.09		$ 650,722.09
Tutorial assistance	$ 147,546.86		$ 147,546.86
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. Also includes salaries for Snr Project Officers and student ambassadors*		$ 863,168.33	$ 863,168.33
Salaries for UWA funded CAMDH positions *Academic teaching and support staff for medical students and teaching of Indigenous medical curriculum calculated at 50% of total salary expenditure*		$ 472,785.19	$ 472,785.19
Administration for staff working on ISSP activities	NIL		NIL
Travel – domestic (airfares, accommodation & meals) *Pro Vice Chancellor Indigenous Education attendance to the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC)*		$ 8,707.21	$ 8,707.21
Travel – international (airfares, accommodation and meals) *Indigenous students attendance to 2020 Peace Summit of Emerging Leaders in Bangkok, Thailand*		$ 3,424.32	$ 3,424.32
Conference fees and related costs *Fees associated to Indigenous students attendance to 2020 Peace Summit of Emerging Leaders in Bangkok, Thailand*		$ 3,810.36	$ 3,810.36
Student Engagement, Leadership and Development *Student residential programs on campus and school visits, promotional materials, testing costs for regional students (net of Abstudy claim), student resources, end of year student, family and community celebration. Also include computer purchase funded from external source*	$ 36,474.54	$ 116,784.64	$153,259.18
Student Financial Support – COVID 19 assistance *Airfare, grants & welfare support*	$ 14,781.84	$ 20,242.73	$ 35,024.57
ISSP Asset purchases made during 2020	NIL		NIL
Other (including *other ATO cash flow boost expenditure not included in above figures*	NIL	NIL	NIL

A. Total Expenditure 2020	**$ 1,297,790.33**	**$2,422,629.68**	**$3,720,420.01**
B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year	*NIL*		
2020 ISSP funding committed (A + B)	*$ 1,297,790.33*		
*D. Other unexpended 2020 ISSP Funds **to be returned to PM&C***	*NIL*		
*C. Unexpended 2020 preserved scholarships funds **to be returned** to PM&C*	*$ 16,533.00*		

For NIAA information only	
JobKeeper payment/s received and expended on this activity (value $)	

2. Rollovers

Table 2 Rollovers agreed

	Rolled over ($) (A)	Expended/committed ($) (B)	Excess to be returned to the Department (C) (C = A – B)
2019 funds rolled over into 2020	NIL	NIL	NIL
2020 funds approved for rollover into 2021	NIL	NIL	

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2020

1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the *Higher Education Support Act 2003*	$ NIL	
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	$ NIL	
Amount remitted: $ Date remitted: / /	Amount remitted: $ Date remitted: / /	Amount remitted: $ Date remitted: / /

4. ISSP Assets

Table 2a ISSP Assets inventory

Asset Description/ category	Adjustable Value	ISSP contribution
NIL		

Table 2b ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution
NIL		

Table 2c ISSP Assets - disposals during 2020

Asset Description/ category	Adjustable value	Disposals/ Sale Price	ISSP component	Disposals Age
NIL				

5. Endorsement of the Financial Acquittal

2020 Financial Acquittal supported and initialled by:

Ms LEONA MARQUAND

(Print name of relevant officer)

CHIEF FINANCIAL OFFICER

(Print position title)

20/05/2021

(Signature and date)

Telephone contact: (08) 6488 4395 E-mail: leona.marquand@uwa.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME
2020 CERTIFICATION

Complete this certification after reading the completed 2020 Performance Report and 2020 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 2020 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 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 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: Professor Jill Milroy
Title: Pro Vice-Chancellor Indigenous Education

Signed: [signature] Date: ~~18~~ 20 May 2021

Certification made by Vice-Chancellor or equivalent delegate:

Name: Professor Amit Chakma
Title: Vice-Chancellor

Signed: [signature] Date: 20/5/2021