

## 4. INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of Industry, Innovation, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) requires information from higher education providers relating to their 2012 outcomes and future plans to meet ongoing responsibilities for Indigenous student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Indigenous Australians as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is also used to determine providers' eligibility for Indigenous Support Program (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A providers must demonstrate to DIICCSRTE that they:

- Have implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Have increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Providers in receipt of ISP funding are also required to provide DIICCSRTE with a report on the expenditure of the grant amount. The expenditure report for 2012 ISP funds must be included in this Indigenous Education Statement.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report) was publicly released in September 2012 and presented Government with a roadmap for real and lasting change and its 35 recommendations are supported by extensive evidence. The Behrendt Report says that significant reform can be achieved within existing funding. Realising the vision of the Behrendt Report will require a concerted and collaborative effort from Government, universities, Indigenous communities, industry, business, the professions and the community sectors, but it is achievable.

The Government is making a substantial investment in the sector, university leadership is committed to making the required change, and the Behrendt report provides the knowledge base for making it happen. The new Aboriginal and Torres Strait Islander Higher Education Advisory Council will have a significant focus on providing advice on how to drive the systemic change outlined in the Behrendt Report.

It is recommended that the format for the Indigenous Education Statement noted below is followed to ensure providers report against all relevant criteria. However, this should not limit providers who wish to report on a wider range of matters.

**The Indigenous education statement is due by 31 May 2013.**

Please try to limit your answers to the template for each question.

**Please submit electronic documents by email at [itpt@innovation.gov.au](mailto:itpt@innovation.gov.au)**

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## FORMAT FOR INDIGENOUS EDUCATION STATEMENT

Whilst it is recommended that this format is followed to ensure providers report against all relevant criteria, providers are invited to comment on a wider range of matters.

Higher Education Provider: The University of Western Sydney (UWS)  
Indigenous Education Unit: Badanami Centre for Indigenous Education  
Indigenous Employment Unit: Office of Aboriginal and Torres Strait Islander Employment and Engagement

### SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Please supply a statement of:

- Your approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.
- Whether/how Indigenous perspectives are embedded in your strategic plan and/or other key institutional documents.

If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.

UWS embraces the vision statement of the Council for Aboriginal Reconciliation which guides all its endeavours.

In recognition of the unique Aboriginal and Torres Strait Islander demography of Greater Western Sydney (GWS) as well as the fact that its campuses span the Darug, Gandangarra and Tharawal nations, the University of Western Sydney (UWS) is committed to improving higher education outcomes for Indigenous Australians through inclusive practices in Aboriginal and Torres Strait Islander education, employment and engagement. UWS continues to improve Aboriginal and Torres Strait Islander education in terms of access, participation and success; engagement in quality education and research; and successful outcomes for Aboriginal and Torres Strait Islander students.

In summary, some key UWS approaches include:

- UWS is embedding Aboriginal and Torres Strait Islander education across the University; embedding knowledge of Aboriginal and Torres Strait Islanders through the UWS Indigenous Graduate Attribute for all UWS students; and engaging with the Aboriginal and Torres Strait Islander peoples and their communities.
- The [UWS Indigenous Education Policy](#), which provides guidance for the development and management of Aboriginal and Torres Strait Islander education at

UWS by setting out objectives, principles and protocols. It aligns educational and other activities at UWS with national and state Aboriginal and Torres Strait Islander education policy and priorities.

The Indigenous Education Policy objectives guide UWS's efforts to:

- Increase Indigenous undergraduate enrolment rates to levels commensurate with those of other Australians;
- Improve Indigenous undergraduate progression, success and completion rates to levels commensurate with those of other Australians;
- Increase Indigenous postgraduate enrolments rates to levels commensurate with those of other Australians;
- Improve Indigenous postgraduate progression and completion rates to levels commensurate with those of other Australians;
- Increase Indigenous research and increase Indigenous participation in governance of research;
- Ensure the inclusion of appropriate Indigenous content in curriculum across the University;
- Raise the prominence of Indigenous culture across the University;
- Increase Indigenous community engagement and outreach;
- Increase Indigenous participation in governance and decision making; and
- Foster international Indigenous awareness and collaborative projects.

UWS continues to implement its Aboriginal and Torres Strait Islander Employment and Engagement Action Plan 2013-2016. Conception of this plan was initially approved by the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board in November 2011 and endorsed by the Executive in February 2012. A draft of the plan is currently available for comment and the official launch date will be in June 2013. The six objectives are:

- a. Increase the participation rate and employment outcomes of Aboriginal and Torres Strait Islander people across all levels of UWS;
- b. Ensure the University has the ability to meet the needs of Aboriginal and Torres Strait people as an 'Employer Of Choice';
- c. Develop leading strategies and help shape the national agenda in Aboriginal and Torres Strait Islander people employment and engagement;
- d. Redress, through affirmative action in employment, the past disadvantages experienced by Aboriginal and Torres Strait Islander people;
- e. Create a work environment that is free from discrimination, promotes an understanding of Aboriginal and Torres Strait Islander culture and is culturally respectful and inclusive; and
- f. Build and develop a positive working relationship with the community and relevant stakeholders to ensure the improvement of employment outcomes for Aboriginal and Torres Strait Islander people.

<http://policies.uws.edu.au/view.current.php?id=00261>

This commitment to improving higher education outcomes for Aboriginal and Torres Strait Islander people is reflected in a range of high level and specific policy, strategy and action documents at UWS including:

1. [A Reconciliation Statement](#), approved by the UWS Board of Trustees in May 1998, which has a prominent place on the Vice Chancellor's welcome page:

The statement says:

*"This University is committed to providing higher education pathways for Indigenous students and contributing to the process of reconciliation as an education institution which shares with the Australian community the cultures, languages, history and contemporary experiences of Australia's Indigenous people".*

2. [The UWS Strategy and Plan 2010-2015: Making the Difference Strategy](#), which is the cornerstone of UWS strategic planning, and includes a commitment to: *"Implement a comprehensive Indigenous education strategy as part of its strategy to create a superior and engaged learning experience"*.

The Strategy includes three key focus areas, with 19 associated projects:

- create a superior and engaged learning experience;
- develop focussed, relevant and world-class research; and
- build organisational and financial strength.

Six immediate priority areas were identified, with Key Performance Indicators (KPIs) attached to each:

- Widening Participation;
- Student Retention;
- Research Outcomes;
- International Students;
- Postgraduate Students; and
- Student Satisfaction.

The widening participation and student retention priorities include targets for Aboriginal and Torres Strait Islander access, participation and retention. This has led to each of the Schools, Divisions and Institutes prioritising its targets in their teaching and learning plans/strategies.

3. The [University's Research Framework 2009-2013](#), which aims to provide a rich and stimulating environment for research students. Within the Research Framework 2009-2013, UWS has a goal to support and increase Aboriginal and Torres Strait

Islander staff and student participation in research degree programs.

4. Improving Aboriginal and Torres Strait Islander Higher Education outcomes and providing Indigenous Opportunities is a core business of UWS, particularly through the [Badanami Centre for Indigenous Education](#). Badanami Centre's programs and services address the following objectives and areas of activity:
- Aboriginal and Torres Strait Islander involvement in leadership planning and governance;
  - Aboriginal and Torres Strait Islander student access;
  - Aboriginal and Torres Strait Islander student support;
  - Learning and teaching, including developing Indigenous content in partnership with UWS academics; monitoring the implementation of the Indigenous Graduate Attribute;
  - Managing and delivering block mode degree programs to Aboriginal and Torres Strait Islander students;
  - Aboriginal and Torres Strait Islander research;
  - Aboriginal and Torres Strait Islander community outreach/engagement and advocacy;
  - Indigenous cultural recognition;
  - International/Indigenous higher education;
  - Physical Infrastructure;
  - Employment and professional development; and
  - Marketing.

The [Badanami Centre Strategic Plan 2011- 2013](#) outlines strategies in order to achieve the AEP goals. The overall goals for Badanami Centre are inclusive of students; academic programs; learning and teaching; and research and aim to:

1. Create a superior and engaged learning and teaching experience;
2. Develop focussed Indigenous engaged research; and
3. Build Badanami Centre's organisational strengths and increase its productivity whilst monitoring, measuring and evaluating Indigenous student success through growth, operational efficiencies, sustainability and innovation.

5. The University's [Learning and Teaching Plan 2012-2014](#) sets out University-wide priorities in teaching and learning. It comprises three key objectives, along with implementation strategies, performance measures and indicators of success, inclusive of Aboriginal and Torres Strait Islanders, in the following areas:

**Objective 1:** Students - optimize student access, engagement, retention and success

**Strategy is to:** Ensure that student engagement, retention and success data - particularly in relation to demographic sub-groups including international students, high achievers, students from Aboriginal and Torres Strait Islander backgrounds, Vocational Education and Training (VET) pathways students - inform course and School improvement plans through the Annual Course Review process.

**Key Performance indicator:**

Widening participation – low socioeconomic status and Aboriginal and Torres Strait Islander participation rates.

**Objective 2:** Curriculum and Standards – implement a curriculum characterised by innovation, engagement and excellence

**Strategy is to:** Embed relevant Aboriginal and Torres Strait Islander knowledge in all courses in support of the UWS commitment to the Aboriginal and Torres Strait Islander graduate attribute.

**Performance Measures:**

Proportion of courses with evidence of integration of Aboriginal and Torres Strait Islander knowledge.

**Objective 3:** Quality - build staff capacity to engage in quality teaching

Collaboration with the Office of People and Culture will include strategies for developing teaching capabilities among those in early career academic pathways, including Aboriginal and Torres Strait Islanders and postgraduate students.

## 6. **Engagement with Aboriginal and Torres Strait Islander School Students**

UWS's well respected and sector-leading work on schools engagement is outlined in a comprehensive strategy document and annual action plans, which include improving the educational aspirations and attainment of Aboriginal and Torres Strait Islander students, and their higher education participation, as priority commitments at:

[http://www.uws.edu.au/community/in\\_the\\_community/for\\_schools](http://www.uws.edu.au/community/in_the_community/for_schools)

The UWS three-yearly [Schools Engagement Strategic Plan](#) (2011-2013) includes among its "Strategic Foci": *Build Indigenous school students' skills and confidence, aspirations and attainment, and higher education preparedness and participation.*

The Schools Engagement annual action plans (2008-13) have all included "Indigenous Education" as a priority.

**7. Community engagement**

UWS has a comprehensive community engagement plan which includes engagement with the Indigenous community as a focus of engagement within Greater Western Sydney: [http://www.uws.edu.au/community/in\\_the\\_community/oue](http://www.uws.edu.au/community/in_the_community/oue).

Key to this community engagement is the various Aboriginal and Torres Strait Islander's leadership and participation on the Indigenous Advisory Council (Education) and UWS Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board, the Badanami Centre for Indigenous Education; Badanami Centre Elder-in-Residence; Office of Indigenous Outreach; and Elders on Campus.

**8. Aboriginal and Torres Strait Islander Employment and Engagement:**

The University has comprehensive commitments, strategies and plans outlined in section 2.2.

**SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working
- constraints on your ability to achieve the AEP goals and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

**The AEP goals (paraphrased) relating to higher education are to:**

- 1 Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.
- 2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Indigenous students to higher education.
- 4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.
- 5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.



1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- Your response to this goal needs to address but is not limited to the following points:
- The number of Aboriginal and Torres Strait Islander Australians involved in institutional **decision-making processes** and the nature of their involvement, i.e. memberships on boards, committees etc.
  - If there is **no** Aboriginal and Torres Strait Islander membership on key decision making bodies, please **provide an explanation**.
  - The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

- The number of Aboriginal and Torres Strait Islander Australians involved in institutional **decision-making processes** and the nature of their involvement, i.e. memberships on boards, committees etc.

The number of Aboriginal and Torres Strait Islanders involved in all UWS decision-making cannot be quantified as it would include a wide range of committees such as selection committees where records are not kept. However, in terms of key decision-making committees the numbers include:

Senior University Boards/Committees	Aboriginal and Torres Strait Islander members
Board of Trustees	0
Indigenous Advisory Council to the Board of Trustees	13
UWS Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board	18
UWS Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee	7
Badanami Academic Committee and sub-committee – Alternative Entry Coordinating Committee.	6
Academic Senate	2 = Dean of Indigenous Education, and an Academic staff as a member of the Badanami Academic Committee
Academic Senate’s Education Committee	1 = Dean of Indigenous Education
UWS Strategy and Quality Committee	1 = Dean of Indigenous Education
Groups relevant to Indigenous access, participation and retention	1 = Manager for Indigenous Outreach
Curriculum Quality Committee	1 = Dean of Indigenous Education or nominee
UWS Senior Management Committee	2 = Dean of Indigenous Education or nominee; and Director, Aboriginal and Torres Strait Islander Employment and Engagement

## **GOVERNANCE AND PARTICIPATORY COMMITTEES**

UWS has a range of high level committees and consultative or decision-making bodies to ensure the effective participation of Aboriginal and Torres Strait Islander people in decision-making:

### **UWS Indigenous Advisory Council (IAC)**

The Indigenous Advisory Council (IAC) continues as a standing committee of the University, providing advice on Indigenous matters to the Vice-Chancellor and the Board of Trustees. The [Terms of Reference](#) were endorsed by the UWS Board of Trustees on 27 February 2008.

The Indigenous Advisory Council was chaired internally by the Dean, Indigenous Education in 2012. Its membership includes, in addition to the current Aboriginal and Torres Strait Islander staff and student members, one Aboriginal and Torres Strait Islander alumnus of UWS, one Board of Trustees member and up to ten Aboriginal and Torres Strait Islander community members. Half of the community member positions were allocated to regional and local AECGs in Greater Western Sydney.

The Council meets approximately four times per year. The IAC has provided valuable advice and input into the implementation of Indigenous education, as well as oversight of the activities of the Badanami Centre for Indigenous Education.

### **The University of Western Sydney Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board**

The University of Western Sydney continues to call on the collective expertise of the UWS Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board, to help boost employment and engagement opportunities for Aboriginal and Torres Strait Islander people across UWS and Greater Western Sydney.

Established in 2008, this Board provides strategic advice and input into the University's Aboriginal and Torres Strait Islander employment and engagement initiatives in relation to:

- the content, direction and development of the UWS Office of Aboriginal and Torres Strait Islander employment and engagement initiatives;
- relationships between the University, Industry, Government and the Aboriginal and Torres Strait Islander community;
- the process and course of consultation and communication with Aboriginal and Torres Strait Islander communities, in particular throughout Greater Western Sydney; and
- miscellaneous Aboriginal and Torres Strait Islander matters referred to the Board.

The Board also rigorously interrogates ongoing programs to ensure cultural congruence in services offered by the Office of Aboriginal and Torres Strait Islander Employment and Engagement as well as overseeing the adherence to cultural protocols so that true engagement for Aboriginal and Torres Strait Islander employees at UWS is a real outcome. The University has been fortunate in being able to attract an impressive group of high profile Aboriginal and Torres Strait Islander leaders to serve on this Board.

### Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee (ATSIESCC)

UWS established this Committee to monitor the implementation of the Aboriginal and Torres Strait Islander Employment Strategy. Meeting quarterly, the Committee discusses progress against the Strategy and monitors what is occurring in the higher education sector and the wider community.

The Committee attempts to encompass a full range of interests with its broad membership:

- Executive staff member (Chair)
- Director of the Office of Aboriginal and Torres Strait Islander Employment and Engagement (Secretary)
- Director & Dean of the Badanami Centre for Indigenous Education
- Union Delegate from NTEU
- Union Delegate from CPSU
- Academic staff member
- General staff member
- Aboriginal and Torres Strait Islander community members (two)

The ATSIESCC have overseen the consistent:

- upwards trajectory of staff members who identify as Aboriginal and/or Torres Strait Islander against agreed timeframes;
- growth in the recruitment of Aboriginal and Torres Strait Islander people at UWS in Academic and Professional Staff positions as can be shown by review of the increase in real numbers since UWS established the Office of Aboriginal and Torres Strait Islander Employment and Engagement;
- policy and practice changes across the University which have been referred to in other sections of this report; and the
- application of cultural competency building measures across all Hiring Units aimed at improving understanding and ultimately changing behaviours.

- **The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution.**

The roles and responsibilities of key Aboriginal and Torres Strait Islander leadership positions within the University include:

- ***The Dean, Indigenous Education and Director, Badanami Centre for Indigenous Education*** – the position has an across-University responsibility for the implementation of the UWS Indigenous Education Policy and direct responsibility for the University's multi-functional Aboriginal and Torres Strait Islander education centre. The Dean sits on a number of key university decision-making and advisory committees as outlined above. The Dean's position also subsumed the roles and responsibilities of the Associate Director (Academic), responsible for academic development and delivery of Aboriginal and Torres

Strait Islander specific academic courses and programs offered by Badanami Centre; managing the quality, governance and implementation of Badanami Centre academic programs; and implementing the UWS Indigenous Graduate Attribute. The Dean also represents UWS and Indigenous higher education within the leadership role nationally and internationally through membership on the National Aboriginal and Torres Strait Islander Higher Education Network AC (NATSIHEC AC) and the World Indigenous Nations Higher Education Consortium (WINHEC).

- ***The Director, Office of Aboriginal and Torres Strait Islander Employment & Engagement*** – is responsible for driving the Aboriginal and Torres Strait Islander Employment and Engagement Action Plan. Successful implementation of the Plan across all Schools, Institutes and Divisions will ensure continued growth in Aboriginal and Torres Strait Islander staff numbers, retention and satisfaction. The comprehensiveness of the Plan is a guarantee of success, which will be closely monitored and evaluated. This Director is a Senior Staff member of the University and has responsibility for a Senior Executive portfolio.
- ***The Associate Director (Administration & Student Services), Badanami Centre for Indigenous Education*** – responsible for managing Badanami Centre’s administration and the programs for Aboriginal and Torres Strait Islander student support.
- ***Associate Professor, Badanami Centre for Indigenous Education*** – responsible for development and implementation of the Indigenous Graduate Attribute.
- ***The Manager for Indigenous Outreach*** – responsible for university outreach efforts to schools and community aimed at increasing awareness of and aspirations of Aboriginal and Torres Strait Islanders to attend university and to enrol at UWS. The Manager is a member of various advisory groups relevant to Aboriginal and Torres Strait Islander access, participation and retention.
- ***Medical Indigenous Program Officer*** - The Indigenous Program Officer (IPO) in the School of Medicine is a member of the School of Medicine Indigenous Committee and various advisory committees regarding Indigenous medical students and health advisory committees.
- ***Badanami Elder-in-Residence*** – The [Elder in Residence](#) is responsible as an Elder in the area of education, providing support to Aboriginal and Torres Strait Islander students and staff; providing leadership for Badanami Centre and UWS through the networks established with other Indigenous education leaders locally, nationally and internationally. These networks formally recognise and place value on Indigenous Knowledge. The leadership of the Elder-in-Residence during 2012 was instrumental in representing Badanami Centre and UWS in establishing the National Indigenous Elders Alliance (NIEA). The NIEA is a network of other Indigenous Elders in universities across Australian and who are also committed to working internationally with the World Indigenous Nations Higher Education Consortium.

### The UWS Aboriginal and Torres Strait Islander Elders on Campus Program

The Elders on Campus provide the cultural integrity and link to local communities that UWS requires when dealing with Aboriginal and Torres Strait Islander people. Exposing the UWS community to traditional ceremonies, including 'Welcome to Country' and 'Acknowledgement of Country' creates bonds and understanding by replacing ignorance. As well as having a high profile in the local communities all our Elders on Campus are members of the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board.

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

Your response to this goal needs to address but is not limited to the following points:

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander Australians employed at your university. (Please provide a link to your Employment statement).
- The **number of Aboriginal and Torres Strait Islander-specific positions** at your university, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your institution** and their spread across the university (including numbers in academic and non-academic roles, and by level).

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)

### **The National Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People**

The National Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People Final Report launched in September 2012 highlighted UWS as an exemplar in the following areas for other Universities to adopt:

- building professional pathways and responding to community need (section 11.3.3 UWS Indigenous Graduate Attribute);
- research, research training and university workforce (13.6.3 UWS Aboriginal and Torres Strait Islander Research Strategy); and
- university culture and governance (14.1.3 UWS Office of Aboriginal Torres Strait Islander Employment and Engagement).

This report acknowledged the contribution of the University of Western Sydney Office of Aboriginal and Torres Strait Islander Employment and Engagement (p.223):

*'In 2007, the University of Western Sydney established the Office of Aboriginal and Torres Strait Islander Employment and Engagement to improve outcomes for Aboriginal and Torres Strait Islander employment, engagement and crosscultural awareness. The office's impact extends across the university through the development of language, policies, strategies and workplace agreements (including setting employment targets through the Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee).*

*In its five years of operation, the office has achieved outcomes for Aboriginal and Torres Strait Islander people through a broad range of employment and engagement-related programs including:*

- *an increase in Aboriginal and Torres Strait Islander employment from 15 to more than 50 full-*

- time equivalent employees (representing 2% of the University's staff)
- a 95% completion rate by Trainees and progression to higher study and employment
- creation of a Cadetship brokerage model (with 100% completion by Cadets placed in Industry, Government and Community organisations)
- establishment of an Early Career Academic Recruitment and Retention project plans providing mentoring to take postgraduate candidates through to academic careers
- establishment of an Elders on Campus program that provides leadership in cultural workplace relations
- creation of two annual Vice-Chancellor Scholarships for Aboriginal and Torres Strait Islander staff.

*The Elders on Campus program links the University to Aboriginal and Torres Strait Islander communities across all campuses. It provides role models and mentors for Cadets, Trainees and staff and an avenue for community input into University governance. The leadership program includes university training and invites Elders to become role models for other Aboriginal and Torres Strait Islander people. The University's approach to engagement seeks to address the social, cultural and economic aspects of Aboriginal and Torres Strait Islander higher education and to obtain external community validation. The University's Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board was established to provide strategic advice and input into employment and engagement initiatives. Engagement is identified as a priority in the University's Our People 2020 strategy.'*

### **The UWS Aboriginal and Torres Strait Islander Employment Strategy**

The [Aboriginal and Torres Strait Islander Employment Strategy](#) was conceived, and is now implemented, by the Office of Aboriginal and Torres Strait Islander Employment and Engagement. This strategy recognises and complies with all associated UWS industrial instruments and policies and embraces the fundamental guiding principles of mutual respect and partnership outlined in the United Nations Declaration on the Rights of Aboriginal and Torres Strait Islander Peoples.

With the backing of the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board including Elders on Campus, this Strategy encourages distribution of information and real-time support to UWS Aboriginal and Torres Strait Islander staff on demand while respecting cultural sensibilities. The Strategy also allows for the gathering, analysing and reporting of information pertaining to benchmarking employment criteria. The ultimate objective of the Strategy is to develop the UWS workforce to the stage where all staff develop cultural literacy and competency around interacting with Aboriginal and Torres Strait Islander people in the UWS community associated issues through professional development, the development and distribution of learning aids and other resources.

The UWS Aboriginal and Torres Strait Islander Employment and Engagement Strategy is incorporated into a number of other key University documents:

1. *Our People 2015* – Building the UWS of Tomorrow;
2. Aboriginal and Torres Strait Islander Employment Policy;
3. Two UWS Enterprise Agreements; and
4. Relevant UWS Policies as outlined in more detail below.

These were all developed after extensive consultation and participation of Aboriginal and Torres Strait Islander elders, staff and community.

## 1. ***Our People 2015 – Building the UWS of Tomorrow***

UWS action is guided by the comprehensive UWS Office of People and Culture Strategy and Plan: *Our People 2015*, which has a section on outcomes for Aboriginal and Torres Strait Islander Employment - (efficiency, attraction, retention).

*To develop and implement an Aboriginal and Torres Strait Islander Employment and Engagement Strategy which will embrace the perspectives of staff recruitment and development to increase Aboriginal and Torres Strait Islander staff numbers and embed the Aboriginal and Torres Strait Islander Employment and Engagement Action Plan across the UWS community.*

The *Our People 2015* strategy was developed after consideration of higher education benchmark data and through consultation with staff through an online survey, at open staff forums, with unions and through focus group discussions.

The five key goals of the *Our People 2015* program are:

- **To become an employer of choice;**
- **Workforce alignment;**
- **Workforce continuity;**
- **Rewards and career progression; and**
- **Organisational and leadership culture**

The Aboriginal and Torres Strait Islander Employment and Engagement Staffing Strategy is one of seven strategic projects for *Our People 2015*. This strategy was developed after consultation with staff, key managers, the UWS Aboriginal and Torres Strait Islander Advisory Board, the UWS Aboriginal and Torres Strait Islander Employment Consultative Committee and has since been enhanced through the active steering of the project by the UWS Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board.

The Aboriginal and Torres Strait Islander Employment and Engagement Strategy has the following aims:

- strengthening the University's organisational capability and the capacity of our most important resource - our people;
- removing the barriers to Aboriginal and Torres Strait Islander employment;
- improving the effectiveness of employment communication, providing pre-employment training, education pathways and professional development opportunities for Aboriginal and Torres Strait Islander people; and
- engaging with the community of Western and South Western Sydney.

This Strategy aims to improve the participation and employment of Aboriginal and Torres Strait Islander people through effective recruitment strategies and retention support. UWS aims to be an 'employer of choice' within Greater Western Sydney and beyond for Aboriginal and Torres Strait Islander people and to promote the benefits of inclusiveness and diversity in the workplace to all employees. UWS understands the importance of developing Cultural Workplace relations to create a culturally safe environment for Aboriginal and Torres Strait Islander people. This includes emphasising the knowledge, skills, histories, traditions and cultures of Aboriginal and Torres Strait Islander people, which also assists with fostering an environment that embraces and values people's individual differences.

This Strategy includes commitments to:

- negotiate with Elders and representatives of Aboriginal and Torres Strait Islander communities about relevant matters;
- work to attract, recruit and retain Aboriginal and Torres Strait Islander talent so as to become an



Employer of Choice;

- evolve ever more creative, flexible opportunities so that Aboriginal and Torres Strait Islander communities will choose UWS as a place to work, stay and further their careers;
- develop collaborative networks and commercial partnerships which further opportunities for Aboriginal and Torres Strait Islander people; and
- promote awareness of Aboriginal and Torres Strait Islander cultures across the University community.

## **2. [Aboriginal and Torres Strait Islander Employment Policy](#)**

This policy reflects the UWS Aboriginal and Torres Strait Islander Employment and Engagement Strategy and the UWS commitment to have Aboriginal and Torres Strait Islander staffing levels which reflect their proportion in the broader community (2.5% at 2006 Census). This percentage was endorsed in the Staff Agreements for 2009-2012. (see Point 4 below).

The policy was authored by the Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement in conjunction with senior staff members, various committees and Aboriginal and Torres Strait Islander staff in 2009. The policy was updated in March 2012 to reflect the University's decision to replace the term Indigenous with Aboriginal and Torres Strait Islander following the recommendations from the Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board.

## **3. Enterprise Agreements**

The two University of Western Sydney agreements (the UWS General Staff Agreement 2009 – 2012; and the UWS Academic Staff Agreement 2009 – 2012) both provide for:

- an Aboriginal and Torres Strait Islander Employment Strategy;
- an Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee;
- an ability to use Personal Leave to attend cultural/ceremonial activities; and
- an Aboriginal and Torres Strait Islander Language Allowance.

The Employment Strategy incorporated in General and Academic Staff Agreements also provides for:

- the percentage of Aboriginal and Torres Strait Islander employees across the University; including at senior levels, to be no less than the percentage of Aboriginal and Torres Strait Islander people in the general population, which was 2.5% of the general population (Australian Bureau of Statistics 2006);
- a University-wide cultural awareness training program being delivered as an E-Learning Cultural Appreciation Module to all staff members of the University; and
- a series of scholarships and sponsorships for Aboriginal and Torres Strait Islander employees which progress their professional development and assist them to build rewarding career paths;

Both these agreements recognise that 'Aboriginality' is a genuine occupational qualification and allow for the identification of positions where recruiting of Aboriginal and/or Torres Strait Islander people is advantageous:

- all positions in the Badanami Centre for Indigenous Education to be filled by Aboriginal and Torres Strait Islander employees by 2012; and
- any committee established to select or assess Aboriginal and Torres Strait Islander staff is to be composed of a minimum 50% Aboriginal and Torres Strait Islander membership.

#### 4. Supportive UWS Policies

The Aboriginal and Torres Strait Islander Employment and Engagement Strategy is further supported by:

- Equity and Diversity Policy;
  - Reconciliation Statement;
  - Respect and Inclusion in Learning and Working Policy;
  - Inclusive Language Policy;
  - Indigenous Education Policy;
  - Professional Development Policy;
  - Promotion policies;
  - Recruitment and Selection Policy;
  - Teaching and Learning Plan;
  - Aboriginal and Torres Strait Islander Employment and Engagement Action Plan; and
  - Reconciliation Action Plan (currently under review). This is part of the Launch Plan mentioned as a Performance Measure in the Office of People and Culture Plan Goal 5 'Organisational leadership and culture'.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander Australians employed at your university. (Please provide a link to your Employment statement).

#### Overview of Aboriginal and Torres Strait Islander Employment and Engagement Strategies

The UWS Office of Aboriginal and Torres Strait Islander Employment and Engagement initiates, drives and coordinates Aboriginal and Torres Strait Islander employment and related community engagement. The Office was first created in 2007 and is believed to be the first of its kind in the sector. The Office seeks to maximise employment opportunities and build collaborative networks and commercial partnerships with the region. In our first five years the number of Aboriginal and Torres Strait Islander employees quadrupled. This places the University ahead in the sector and above Government targets. The Office won the prestigious 2010 Australian Human Resources Institute's Fons Trompenaars Award for Cultural Diversity Management. Subsequently our senior staff statistics placed UWS in the top 10% of the 33 universities surveyed in the Australian Higher Education Industrial Association Human Resources Benchmarking Final Report 2012 and we were finalist in the 2012 Australian HR Awards for 'Best Workplace Diversity Strategy'. The Office of Aboriginal and Torres Strait Islander Employment and Engagement strives to embed the [UWS Aboriginal and Torres Strait Islander Employment and Engagement Action Plan](#) across all Divisions, Schools and Institutes within UWS. The Office drives the following key UWS Aboriginal and Torres Strait Islander employment and engagement programs:

#### UWS Aboriginal and Torres Strait Islander Traineeship Program

- Unique, carefully managed and designed to address key barriers to the employment of Aboriginal and Torres Strait Islander people
- Embeds cultural intelligence and awareness in the workplace for all the participating Hiring Units
- Provides opportunities for participating Hiring Units to develop the skills their employees need
- An effective means of identifying the training and professional development requirements needed to support our Trainees which ensures successful employment outcomes through formal, monthly feedback sessions with hiring units and training providers Provides pathways to employment opportunities, rotations and exchanges across the University

- Gives the possibility to Trainees to undertake Certificate III, IV or Diploma qualifications through UWS College and NSW TAFE

#### **UWS Aboriginal and Torres Strait Islander Cadetship Program**

- Provides our Cadets with the ability to earn an income while studying for the duration of their course
- Placements in Industry, Government and Community organisations give our Cadets the opportunity to gain paid, degree-relevant industry experience
- Enables our Cadets and recent graduates to kick-start their careers and open up ongoing and future employment opportunities
- Gives our Cadets the ability to boost their resume, make valuable contacts to gain a competitive edge in the job market
- By employing a Cadet engaged in a relevant undergraduate area of study, employers have flexibility to structure the term as four to five weeks full-time or a longer term part-time resource to suit business requirements
- Cadetships are an economical way for employers to trial the skills and attributes of a student or recent graduate. Over 60% of Cadets gain on-going work from their placement

#### **UWS Aboriginal and Torres Strait Islander Early Career Academic Program**

- Designed to specifically attract and support interested, qualified Aboriginal and Torres Strait Islander people in establishing academic careers
- Creates working relationships between Aboriginal and Torres Strait Islander students and discipline-specific academics, researchers and mentors
- Creates working partnerships with industry, government and community, to address some of the barriers to post-graduate study and academic careers, including building confidence, awareness, support and connections
- Provides a smooth transition pathway from undergraduate to postgraduate study and then academic or research employment
- Students who are successfully transitioning into academia are good examples to the Aboriginal and Torres Strait Islander community that a career in research is a real possibility. This is reflected presently in increased enquiries from Aboriginal and Torres Strait Islander candidates for research places
- In addition, by building community partnerships the program is breaking down traditional barriers between academia and Aboriginal and Torres Strait Islander communities. This flows into research becoming more sensitive to adhering to cultural protocols, acknowledging authorship by the community and thus a more mutually engaging agent of change

#### **Benefits Common to These Programs**

- Mentoring Programs, career planning and buddy systems are inbuilt into all of the above programs to ensure that participants are excelling. Role models, mentors, ambassadors and Elder's all play a vital role in supporting our trainees, cadets, early career academics and staff encouraging them to strive to achieve their personal goals; and
- Employment of Aboriginal and Torres Strait Islander people is considered important for incorporating Aboriginal and Torres Strait Islander perspectives into policy and program development for the benefit of all students and staff; and for providing culturally appropriate service delivery and achieving equitable outcomes for UWS Aboriginal and Torres Strait Islander students and staff.

### UWS Aboriginal and Torres Strait Islander Elders on Campus Program

- Provides UWS cadets, trainees and staff with access to and cultural mentoring from Elders across the six campuses in Greater Western Sydney
- Provides strategic advice and input into the University's Aboriginal and Torres Strait Islander Employment and Engagement initiatives
- Provides UWS with a link to the Aboriginal and Torres Strait Islander communities beginning with Greater Western Sydney

### Aspiration Building Activities for Aboriginal and Torres Strait Islander Staff

- Customised professional readiness training
- Cultural ambassadorship training
- Attend Graduation Ceremonies with relevant key note speakers
- Yarramundi Lecture and NAIDOC Week events, Reconciliation Week Events
- Participate in Advisory Board meetings
- Elders on Campus mentoring
- Professional coaching and mentoring sessions

- **How many Aboriginal and Torres Strait Islander identified positions are there at your university? (Please detail by occupation and level)**

With improved data matching capabilities the following can be reported:

As at 31/3/12 there are 61 Aboriginal and Torres Strait Islander staff employed at UWS. This total includes 46 continuing or fixed term employees and 15 casuals. Of these staff, 47 were in Aboriginal and Torres Strait Islander identified positions.

The Badanami Centre for Indigenous Education employs the greatest number of Aboriginal and Torres Strait Islander academic and general staff in any one unit at UWS (22 staff in permanent and casual positions – this does not include the ITAS tutors). These staff are in key positions of leadership, academic management, academic and general student support and administration.

**TABLE 1 - Total Identified Positions –47 as at 31 March 2012**

PROFESSIONAL STAFF	
Position Title	Level
LIBRARY OFFICER	HEW Level 3/ Trainee
ADMINISTRATION ASSISTANT	HEW Level 4
CULTURAL WORKER	HEW Level 5
EXECUTIVE ASSISTANT	HEW Level 6
INDIGENOUS STUDENT SERVICES OFFICER	HEW Level 6
SENIOR ADMINISTRATION OFFICER - AP	HEW Level 6
INDIGENOUS STUDENT SERVICES OFFICER	HEW Level 6
MARKETING OFFICER (INDIGENOUS)	HEW Level 6
INDIGENOUS STUDENT SERVICES OFFICER	HEW Level 6
PROSPECTIVE STUDENT ADVISER (INDIGENOUS)	HEW Level 6

INDIGENOUS PROJECT OFFICER	HEW Level 7
PROJECT MANAGER, JUMNA WAL	HEW Level 7
PROJECT OFFICER	HEW Level 7
PROJECT OFFICER, INDIGENOUS SSMP	HEW Level 7
PROJECT OFFICER	HEW Level 7
BADANAMI ELDER IN RESIDENCE	HEW Level 7
INDIGENOUS PROGRAM OFFICER	HEW Level 8
MANAGER, INDIGENOUS OUTREACH	HEW Level 9
ASSOCIATE DIRECTOR (ADMIN STUDENT)	Senior Executive
DIRECTOR, OFFICE OF ABORIGINAL & TORRES STRAIT ISLANDER EMPLOYMENT&ENGAGEMENT	Senior Executive
BUSINESS ADMINISTRATION TRAINEE	Trainee
TECHNICAL TRAINEE-BIOMEDICAL SCIENCE	Trainee
INDIGENOUS TECHNICAL APPRENTICE	Trainee
CADET	HEW Level 1
CASUAL	HEW Level 1
CASUAL	HEW Level 1
CASUAL	HEW Level 3
CASUAL	HEW Level 6
CASUAL	HEW Level 6
CASUAL	HEW Level 6
<b>ACADEMIC STAFF</b>	
Position Title	Level
DEAN, INDIGENOUS EDUCATION	Level D / Senior Executive Contract
ARC POSTDOCTORAL FELLOW	Level A
AUSTRALIAN INDIGENOUS FELLOW	Level B
POSTDOCTORAL RESEARCH FELLOW	Level B
INDIGENOUS STUDIES LECTURER CURRICULUM	Level B
LECTURER, INDIGENOUS STUDIES	Level B
LECT EDUC-ABORIGINAL EDUCATION	Level B
LECTURER	Level B
INDIGENOUS STUDIES LECTURER CURRICULUM	Level B
CASUAL ACADEMIC	Level B
CASUAL ACADEMIC	Undefined
HOP/COURSE ADVISOR/LECTC-BCSD	Level C
COORDINATOR INDIGENOUS LEARNING	Level C
ASSOCIATE DIRECTOR (ACADEMIC)	Level D
ADJUNCT FELLOW	Adjunct
ADJUNCT ASSOCIATE PROFESSOR	Adjunct
ADJUNCT PROFESSOR	Adjunct

- **How many Aboriginal and Torres Strait Islander staff are currently employed at your institution? What is their spread across the university? (Please note this includes both academic and general staff by level)**

**Table 2 – All data as at 31 March 2012**

- **Continuing and Fixed term positions = 46 total (13 academics and 33 professional staff)**

Faculty/Institute/Section/School	Staff	Level
<b>Academic Staff (13)</b>		
Badanami Centre for Indigenous Education	DEAN, INDIGENOUS EDUCATION	Level D/Senior Manager
Badanami Centre for Indigenous Education	INDIGENOUS STUDIES LECTURER CURRICULUM	Level B
Badanami Centre for Indigenous Education	HOP/COURSE ADVISOR/LECTC-BCSD	Level C
Badanami Centre for Indigenous Education	LECTURER, INDIGENOUS STUDIES	Level B
Badanami Centre for Indigenous Education	ASSOC. PROF. GRAD. ATTRIBUTE PROGRAM	Level D
Badanami Centre for Indigenous Education	COORDINATOR INDIGENOUS LEARNING	Level C
Badanami Centre for Indigenous Education	LECTURER	Level B
Centre for Educational Research (SoE)	AUSTRALIAN INDIGENOUS FELLOW	Level B
Centre for Educational Research (SoE)	POSTDOCTORAL RESEARCH FELLOW	Level B
Management (SoBus)	ASSOCIATE LECTURER	Level A
School of Natural Sciences	ARC POSTDOCTORAL FELLOW	Level A
Secondary Education (SoE)	LECT EDUC-ABORIGINAL EDUCATION	Level B
School of Humanities	DISTINGUISHED RESEARCH FELLOW	Level D
<b>Professional Staff (33)</b>		
Academic Registrar's Unit	EDM OFFICER	HEW Level 5
Badanami Centre for Indigenous Education	SENIOR ADMINISTRATION OFFICER – AP	HEW Level 6
Badanami Centre for Indigenous Education	INDIGENOUS STUDENT SERVICES OFFICER	HEW Level 6
Badanami Centre for Indigenous Education	ASSOCIATE DIRECTOR (ADMIN STUDENT)	Senior Manager
Badanami Centre for Indigenous Education	INDIGENOUS STUDENT SERVICES OFFICER	HEW Level 6
Badanami Centre for Indigenous Education	EXECUTIVE ASSISTANT	HEW Level 6
Badanami Centre for Indigenous Education	BADANAMI ELDER IN RESIDENCE	HEW Level 7
Badanami Centre for Indigenous Education	INDIGENOUS STUDENT SERVICES OFFICER	HEW Level 6
Campus Operations	RELOCATIONS & EVENTS COORDINATOR	HEW Level 6
Consulting/Commercial	PROJECT OFFICER (CONSULTING)	HEW Level 7
Dean's Unit - School of Medicine	INDIGENOUS PROGRAM OFFICER	HEW Level 8
Dean's Unit - School of Sciences and Health	TECHNICAL TRAINEE-BIOMEDICAL SCIENCE	Trainee
Dean's Unit- School of Social Sciences and Psychology	SENIOR SCHOOL ADMIN OFFICER	HEW Level 7
Indigenous Outreach Unit	MARKETING OFFICER (INDIGENOUS)	HEW Level 6
Indigenous Outreach Unit	MANAGER, INDIGENOUS OUTREACH	HEW Level 9
Indigenous Outreach Unit	PROSPECTIVE STUDENT ADVISER (INDIGENOUS)	HEW Level 6

Information Resources	LIBRARY OFFICER	HEW Level 3
Institute of Infrastructure Engineering	INDIGENOUS TECHNICAL APPRENTICE	Trainee
IT Business Services Unit	BUSINESS ADMIN TRAINEE	Trainee
IT Infrastructure Services Unit	DESKTOP ENGINEER	HEW Level 7
Marketing and Communications	MARKETING COORDINATOR	HEW Level 5
Office of Aboriginal & Torres Strait Islander Employment & Engagement	ADMINISTRATION ASSISTANT	HEW Level 4
Office of Aboriginal & Torres Strait Islander Employment & Engagement	PROJECT OFFICER	HEW Level 7
Office of Aboriginal & Torres Strait Islander Employment & Engagement	DIRECTOR, OFFICE OF ABORIGINAL & TORRES STRAIT ISLANDER EMPLOYMENT & ENGAGEMENT	Senior Manager
Office of Campus Security and Safety	SENIOR SECURITY OFFICER	HEW Level 4
Office of Pro Vice Chancellor (Engagement and International)	ADMINISTRATIVE OFFICER	HEW Level 5
School of Biomedical and Health Sciences	PROJECT MANAGER, JUMNA WAL	HEW Level 7
School of Biomedical and Health Sciences	PROJECT OFFICER	HEW Level 7
School of Biomedical and Health Sciences	CULTURAL WORKER	HEW Level 5
School of Medicine	CURRICULUM SUPPORT OFFICER	HEW Level 6
Schools Engagement Unit	PROJECT OFFICER, INDIGENOUS SSMP	HEW Level 7
Student Services	STUDENT SERVICES OFFICER	HEW Level 6
Student Services	INDIGENOUS PROJECT OFFICER	HEW Level 7

**Table 3 - Casual positions (total of 12 as at 31/3/12)**

<b>Faculty/Institute/Section/School</b>	<b>Level</b>	<b>Type</b>
School of Sciences and Health	Cadet	Professional
Careers & Coop	Cadet	Professional
Careers and Cooperative Education Unit	HEW Level 1	Professional
Schools Engagement	HEW Level 1	Professional
Schools Engagement	HEW Level 1	Professional
Schools Engagement	HEW Level 1	Professional
Badanami Centre for Indigenous Education	HEW Level 6	Professional
Badanami Centre for Indigenous Education	HEW Level 6	Professional
Badanami Centre for Indigenous Education	HEW Level 6	Professional
Badanami Centre for Indigenous Education	Level B	Academic
Badanami Centre for Indigenous Education	Casual Academic	Academic
Badanami Centre for Indigenous Education	Casual Academic	Academic
School of Law	Adjunct Fellow	Academic
Badanami Centre for Indigenous Education	Adjunct Associate Professor	Academic
Badanami Centre for Indigenous Education	Adjunct Professor	Academic
<b>TOTAL</b>		<b>15</b>

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

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2012 (access rate) as compared to 2011 (please provide an all student comparison).
- **Programs run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table).
- Details of Aboriginal and Torres Strait Islander-specific and other **scholarships offered by your university**. (See table).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education Unit's role**.

**Commencing Aboriginal and Torres Strait Islander students**

	2011	2012
Aboriginal and Torres Strait Islander students	190	178
Non Aboriginal and Torres Strait Islander students	15,240	14,978

**Programs to improve access**

Program Name	Target audience	Outline of Program	Outcome
<b>Badanami Alternative Entry Program</b>	Aboriginal and Torres Strait Islander students who do not have a HSC or other qualifications, or who have an ATAR score lower than required for their chosen course, can apply to study at UWS through the Badanami Alternative Entry Program.	<p><b>The Assessment and Testing Program</b> involves a literacy assessment and informal interview to identify if the applicants meet the criteria for the course they have chosen to study. Successful completion of the assessment and testing program will lead to an offer into UWS courses. However, unsuccessful assessment, particularly for literacy, leads to a referral to undertake the Badanami Tertiary Entry Programs (BTEP).</p> <p><b>The Badanami Tertiary Entry Program (BTEP)</b> is a preparation program that develops the essential literacy skills and academic strategies you need to adapt and study at university. The BTEP has three Modules that require 128 hours of study over 16 weeks, or 8 hours a week. Students are assessed throughout the program to determine an offer into UWS courses. The BTEP program is continuously available for entry any time of the year. In 2012 Badanami</p>	In 2012 the program provided direct access to one hundred and sixty-three (163) Aboriginal and Torres Strait Islander students, who historically did not have the opportunity to participate in higher education, to enter a program of their choice. Of this number, one hundred and four (104) applicants were provided offers to UWS courses.



		Centre began work on developing the course for online delivery to assist rural and remote Aboriginal and Torres Strait Islander people to access literacy and academic development pathways to gain access to higher education courses.	
<b>Aboriginal Rural Education Program (AREP)</b>	This block mode model is designed to afford Aboriginal and Torres Strait Islander students the capacity of remaining in their community to fulfill their family, community, career, cultural and social responsibilities. To study a block mode program requires students to attend four to six residential schools per year, each lasting approximately one to two weeks.	<p>Three courses were offered in mixed mode delivery:</p> <ul style="list-style-type: none"> <li>• the AREP Bachelor of Education Primary course;</li> <li>• the Bachelor of Community Welfare (Family and Community) AREP/Metro course;</li> <li>• the Bachelor of Community and Social Development (BCSD) course.</li> </ul>	49 Aboriginal and Torres Strait Islander students were enrolled in 2012 in the AREP Bachelor Education Primary course ; 2 Aboriginal and Torres Strait Islander students continued in 2012 in the Bachelor of Community Welfare (Family and Community); 45 Aboriginal and Torres Strait Islander students commenced in the BCSD program in 2012.
<b>UWS College Ngaramada Indigenous Program and Pathways</b>	UWS College programs are an increasingly important pathway option for UWS with the provision of a range of Foundation and Diploma options that enable Aboriginal and Torres Strait Islander students to progress to UWS who have been unable to gain direct entry.	<p>The University Foundation Studies Course is designed to be completed in eight months. Students may then progress to a UWS Bachelor Course. This course includes orientation, teaching, study and examination weeks.</p> <p>The Diploma Course is designed for students who have not gained direct entry to a UWS Bachelor course and want the opportunity to improve their entry qualifications and become fully prepared for university study. On completion of their Diploma course, students may enter UWS in second year.</p>	In 2011/12 nine Aboriginal and Torres Strait Islander students accepted scholarship offers and commenced in a University Foundation Studies Program. Five of the nine students participating in the program graduated from the program. In 2013 there are currently seven Diploma students and six foundation students participating in the program.

## Outreach activities

### 1. Indigenous Marketing and Outreach

In 2012, the Indigenous Outreach Unit staff contributed to the growth and expansion in the area of Indigenous education. The Unit saw the recruitment of a new Prospective Student Adviser that is dedicated to promoting opportunities at UWS to high school students as well as attending local and rural careers markets. The Indigenous Outreach Unit is committed to building relationships with local Aboriginal and Torres Strait Islander people and communities within Greater Western Sydney and beyond.

### 2. Attendance at Careers Markets and Expo

Ensuring an Aboriginal and Torres Strait Islander presence at Career Markets and in NSW schools has been an effective strategy during 2012. The following events and activities were undertaken to reflect a major scaling up of activities to promote Aboriginal and Torres Strait Islander access and participation. Careers Markets attended include areas such as Forbes, Dubbo, Parkes, Bathurst, Central Coast, Taree, Tamworth, Armidale, Wagga Wagga, Nowra and Maitland. Staff also attended local Aboriginal community organisations whilst travelling to these communities.

The Indigenous Outreach Unit also attended various Indigenous specific Jobs Markets across NSW to help promote the benefits of Indigenous education at UWS to mature age students, job seekers, single mothers, tradesmen, school leavers seeking apprenticeships, and current students at and graduates from TAFE NSW. Jobs Markets included the Central Coast Careers Expo, Western Sydney Apprenticeship and Traineeship Expo, Learn Earn Legends Expos in Wagga Wagga, Mount Druitt and Redfern, Blacktown City Careers and Employment Expo at TAFE NSW Western Sydney Institute, Wollondilly Employment Education and Training Expo, and Macarthur Jobs and Training Expo. By attending these markets, the Indigenous Outreach Unit developed very strong relationships with various organisations, such as MEGT Apprenticeships and Traineeships, National Disability Coordination Officer Program (NDCO), TAFE NSW South West Sydney Institute and Teach NSW.

Attending Indigenous Jobs Markets has been very valuable because it has broadened the market for the Indigenous Outreach Unit and has allowed for members of various communities to become familiar with Indigenous education at UWS. This has been a great way to promote block programs on offer to Indigenous people that are working or living in rural communities or in other cities like Newcastle.

Badanami Centre staff took a more direct promotional focus during in the early half of 2012 with visits to Western Australian, Northern Territory and Queensland communities to promote the block mode programs.

### 3. Schools Visits

The Indigenous Outreach Unit visited approximately 27 schools from the Greater Western Sydney region between July and November 2012, and offered each school a boutique like service. This was done by speaking in small groups or one-on-one with careers advisers and teachers about pathway advice. The following schools were visited:

Ambarvale High School (Campbelltown), Ashcroft High School (Liverpool), Bass High School (Bass Hill), Blacktown Girls High School (Blacktown), Blacktown Youth College (Bidwill - Mt Druitt), Cambridge Park High School (Penrith), Campbelltown Performing Arts High School (Campbelltown), Caroline Chisholm College (Glenmore Park - Penrith), Colo High School (North Richmond), Erskine Park High School (Penrith), Glenmore Park High School (Penrith), Katoomba High School (Katoomba), Kingswood High School, Liverpool Girls High School (Liverpool), Nepean High School (Emu Plains),

Pendle Hill High School (Wentworthville), Plumpton High School (Mt Druitt), Prairiewood High School (Wetherill Park), Seven Hills High School (Seven Hills), Springwood High School (Springwood), St Clair High School (St Clair), St Dominics College (Penrith), Thomas Reddall High School (Campbelltown), Westfields Sports High School (Fairfield), Wycliffe College (Warimoo), and Wyndam College (Blacktown).

These visits were very valuable as the Indigenous Outreach Unit to develop strong relationships with not only the students, but the Careers Advisers. The Indigenous Outreach Unit has also grown very close with the Nepean Careers Advisers Association, with many of its students seeking advice from Indigenous Outreach and enrolling at UWS through UAC and the Badanami Alternative Entry Program.

The Indigenous Outreach Unit also visited Rutherford Technology High School, which is located in Maitland, for a Careers Quest. Universities from across NSW attended the event and informed each high school student about the benefits of tertiary education. Indigenous Outreach spoke to around 100-120 Indigenous students from schools across Maitland at Rutherford Technology High School.

The Indigenous Outreach Unit was also invited to speak at the Jarara Indigenous Education Unit Leadership Workshop in Somersby, Aboriginal Employment Strategy Camp in Redfern and Wellamabami Youth Group in Bligh Park. At each event, the Indigenous Outreach Unit spoke to various high school students about Indigenous education at UWS.

#### **4. Information Sessions**

The Indigenous Outreach Unit hosts a series of Information Sessions toward the end of 2012 to provide advice to parents and prospective students about how accessing higher education, pathways, scholarships, uni life etc. The events are held across a number of our campuses and are often well attended.

#### **5. Website Communication Tool**

The UWS Aboriginal and Torres Strait Islander opportunities web site was further enhanced in 2012, providing points of entry for existing and future staff and students. The website is an essential vehicle for communication, as well as an important cross cultural learning tool. The website for the Badanami Centre for Indigenous Education can be found at:

[http://www.uws.edu.au/indigenous\\_edu/education](http://www.uws.edu.au/indigenous_edu/education)

and the website for the Office of Aboriginal and Torres Strait Islander Employment and Engagement can be found at:

[http://www.uws.edu.au/indigenous\\_opportunities/indigenous\\_employment\\_and\\_engagement](http://www.uws.edu.au/indigenous_opportunities/indigenous_employment_and_engagement)

A dedicated microsite was developed to promote the Indigenous Australian Studies Major as an option for all students at UWS. The site promotes the 11 units on offer to complete a major (8 units of study) or minor (4 units of study) in Indigenous Australian Studies. This opportunity is offered across a range of undergraduate courses at UWS.

#### **6. Other communications tools**

The KooriLife magazine is dedicated to showcasing Aboriginal and Torres Strait Islander achievements across UWS and is published twice a year with 16,000 copies of each edition distributed throughout Australia. For each edition, 14,500 copies are inserted into the Koori Mail newspaper with a further 1500 being distributed to Aboriginal and Torres Strait Islander contacts, target schools and Aboriginal and Torres Strait Islander Alumni.

## **7. On-campus enrichment activities**

### **7.1 School on-campus visits**

The Indigenous Outreach team played host for number of school on-campus visits throughout the year. Several of the workshops involved campus tours, information sessions on alternative entry, scholarships, visits to the Badanami Centre to meet key support staff and lunch. Feedback suggests the Indigenous Outreach team expand this service to afford more schools with higher portion of Indigenous students the opportunity for campus visits as a key motivator in providing higher education aspirations.

### **7.2 UWS Day**

The Indigenous Outreach team run a dedicated workshop to promote opportunities for Aboriginal and Torres Strait Islander students. Attendees are provided with information about opportunities at UWS and the benefits of obtaining further education post secondary school. Sessions are often well attended with many students seeking assistance when completing their alternative entry applications.

### **7.3 Careers Advisers' Day**

The Careers Advisers' Day is a significant event in the annual UWS student recruitment calendar which sees close to 130 Careers Advisers attend a whole day workshop on new initiatives at UWS. Each year, the Indigenous Outreach team presents opportunities for their Indigenous students who play a vital role in motivating a child's education and career prospects.

## **8. UWS Open Day**

The Indigenous Outreach team coordinate with other stakeholders such as the Badanami Centre for Indigenous Education and the Office of Aboriginal and Torres Strait Islander Employment and Engagement to have a significant cultural presence at Open Day. Activities include bush tucker, traditional dance, didgeridoo playing, basket weaving and traditional bush medicine talks.

## **9. Comprehensive Schools Engagement**

The key Schools Engagement Programs that link with Aboriginal and Torres Strait Islander students include:

- a. [Indigenous School Student Mentoring Program](#) – for year 10-12 Aboriginal and Torres Strait Islander students with contact about twice a month all year (students remain in the program for three years unless they leave school earlier than that/change schools etc). In 2012 the program had between 170-180 students regularly participating. Program elements include a year 10 welcome, academic and cultural enrichment workshops usually on a campus, school visits by mentors (UWS students) who help to engage the students in education, a group project devised and implemented by the cohort at each school, and an end-of-year showcase event. As well as raising aspirations, knowledge of options and familiarity with the university environment, the program is helping students to build confidence and skills across a range of areas, thus increasing their preparedness for higher education as well as their general prospects. Strong relationships have been built with participating schools (17 in 2012) and some report they have better relationships with their participating Aboriginal and Torres Strait Islander students, and the students' families, as a result of the program.

The program began in 2009 with a small cohort (year 10s from two schools) increasing to a somewhat larger cohort in 2010, then expanding significantly from 2011. The 2009 and 2010 cohorts are now university age and six are enrolled at UWS (one at UWS College) and at least one at another university, with another two having enrolled then deferred. Only two of these students were considering university when they first joined the program. One gained, and has continued to hold, an Indigenous Achievement Scholarship. Program staff keep in touch with these students during the university enrolment process and as they progress through their courses. Three core UWS scholarships of \$5000 pa will be set aside for Pathways To Dreaming students from 2015 and one donor scholarship from 2014. Other students from the 2009 and 2010 cohorts have gone on to obtain apprenticeships, cadetships and fulltime employment.

- b. **Heartbeat - Engaging Indigenous Primary Students in Health and Medicine** - this program began with year 3 and 4 Indigenous students in 2010. It comprises a series of events and activities focused on health, medicine and related sciences. It aims to raise students' awareness of health issues, inspire some of them to aspire to careers in medicine or health-related fields, and present the university as a place for them. There are new activities each year so the same students can benefit from a range of related learning experiences. Aboriginal and Torres Strait Islander UWS students are involved as guides and role models. It is planned to continue working with the school students as they progress through primary school and into high school. Nearly 500 students had joined the program by November 2012 (years 3-6). The Australian Indigenous Doctors' Association, the Tharawal Aboriginal Medical Service and St John Ambulance (NSW) are partners in the program. The program consistently receives very positive feedback from participants and school staff, including comments that indicate participants are keen to return to campus and some are already considering careers in the health professions.
- c. **Indigenous Rural Students Visit Program** – this residential program provides the opportunity for senior high school students from rural and remote schools to visit UWS, staying on campus and taking part in a series of activities. One visit took place in 2012 with 77 students. Students were accompanied by school staff. The visit was over three days, and the schedule included workshops run by academics (topics such as Indigenous astronomy, music and environmental education); talks by Elders; presentations about getting into university and courses; a dinner with Elders, community members, UWS staff (particularly Aboriginal and Torres Strait Islander staff), and Aboriginal and Torres Strait Islander UWS students; and other social activities mixing with Aboriginal and Torres Strait Islander UWS students. Feedback from participants and teachers indicates the program is encouraging students to consider university, and confirming the plans of those who already intended to apply.
- d. **Parents** are invited to some Indigenous School Student Mentoring Program events and all *Heartbeat* events. A number of parents attend, and they (along with school staff and Department of Education and Communities staff) find out more about university options along the way, for their children but also for themselves.
- e. Schools Engagement supports Aboriginal and Torres Strait Islander **early childhood education initiatives** in the Department of Education and Communities South-Western and Western regions.

- f. Additionally, UWS runs/collaborates in a wide range of mainstream programs to contribute to the educational aspiration and attainment of students in Greater Western Sydney. Aboriginal and Torres Strait Islander students take part in many of these but numbers are not quantified as participants are not generally asked to identify). The University's largest aspiration-building program, Fast Forward, had 67 Aboriginal and Torres Strait Islander students in 2012 (representing about 2.8% from a total of 2400 students, years 9-12).

## 10. Community Events

Examples of events in 2012 include:

- **Reconciliation / NAIDOC Week** was a significant part of the annual UWS staff, student and community engagement calendar, with special events including a commemorative ceremony to mark Sorry Day for UWS staff and students. This was followed by the UWS Yarramundi Lecture. Both events attracted a large contingent of Indigenous organisations and community supporters.
- **Elders Christmas Luncheon** with Badanami and Indigenous Outreach staff playing host to approximately fifty (50) Elders from Greater Western Sydney.
- **National Indigenous Elders Alliance** – Badanami Centre's Elder-in-Residence facilitated meetings of Aboriginal and Torres Strait Islander Elders who are involved at the coalface in education within their local communities and with their Aboriginal and Torres Strait Islander Higher Education Units.

### Scholarships details

Scholarship details	Government/ Private/ University	No. new allocated	Annual Scholarship Value	Max. term of scholarship	Total No. scholarship holders in 2012	Comments
Aboriginal & Torres Strait Islander Achievement	University Funded	10	\$5,000	5 years	23	Designed to encourage Indigenous students to study at a tertiary level
Indigenous Smart Start	University Funded	100	\$2,000	1 year	54	A one off payment to assist Indigenous students commencing University for the first time
Commonwealth Accommodation	Commonwealth	1	\$4,754	4 years	1	Designed to assist students from regional or remote areas to relocate to attend UWS - indexed annually
Commonwealth Education Costs	Commonwealth	23	\$2,377	4 years	30	Designed to assist students with general education costs - indexed annually
Commonwealth Access	Commonwealth	8	\$4,485	1 year	2	Designed to assist students who are enrolling in an undergraduate degree for the first time

In regards to the promotion of scholarships, the following is relevant:

UWS and other scholarships are promoted centrally via the Scholarships and Student Advancement Unit. Information about scholarships are distributed through a number of channels including:

- Dedicated Aboriginal and Torres Strait Islander website presence regarding specific scholarship opportunities;
- Presence in the UWS Scholarships Brochure;
- Brochures and email reminders sent to UWS Badanami Student Centres;
- Promotion via UWS Open Days, UWS Days, and other specifically targeted Aboriginal and Torres Strait Islander promotional workshops and presentations.

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

Your response to this goal needs to address but is not limited to the following points:

- The total number of Aboriginal and Torres Strait Islander student enrolments for 2012, compared to 2011 (please provide an all student comparison).
- Details of your institution's **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education Unit role.**

- The total number of Aboriginal and Torres Strait Islander enrolments for 2011 and 2012 is as follows:

	2011	2012
Aboriginal and Torres Strait Islander students:	440	449
Non Aboriginal and Torres Strait Islander students:	39,021	39,808

### Strategies to address participation

#### Outline of Strategies

In addition to the strategies outlined in relation to Aboriginal and Torres Strait Islander access and support outlined above, the following strategies were applied.

- Course offerings and content – UWS continues to take a targeted approach to increase academic offerings for Aboriginal and Torres Strait Islander students that are culturally appropriate and inclusive.
- Badanami Centre for Indigenous Education offers support to all Aboriginal and Torres Strait Islander students across six campuses of the University, in particular to those from rural and isolated areas who attend AREP/block mode courses. This support is also provided in collaboration with other areas of the University.
- Dedicated space for Aboriginal and Torres Strait Islander students is available on all of the six UWS campuses. Support staff are located in each of these centres, which also house computers and learning spaces for use by Aboriginal and Torres Strait Islander students as well as an informal gathering space.
- The Indigenous Tutorial Assistance Scheme (ITAS) continues to be effective in providing students with academic support provided by qualified casual academic staff. All Aboriginal and Torres Strait Islander students are contacted by letter to inform them of this service. As a result, the participation rate in this scheme has increased.
- Three UWS Schools with high numbers of Aboriginal and Torres Strait Islander students continue to provide a range of additional strategies to maximise the success of the students. These strategies include building community linkages to enable students to continue study and the development of culturally appropriate educational materials.
- Schools Engagement programs for Aboriginal and Torres Strait Islander students (outlined in section 3) have aims including to increase Aboriginal and Torres Strait Islander participation in



higher education by helping school students to develop skills and confidence, raise their awareness of the options open to them, and familiarise them with the university environment so they see it as a place for them.

- In 2011, UWS also hosted the South-Western Sydney Department of Education and Communities' Aboriginal Student Achievement Awards, with 300-400 attendees including students, families, DEC staff, AECG representatives and Elders as well as UWS staff and a UWS student speaker. This event and another DEC ATSI event will be held at UWS in 2012. Bringing students on campus plays a key role in making them feel more comfortable with the notion of university.
- The above programs and on-campus events, as well as connecting with school students, also raise the awareness of parents, school staff and Department of Education and Communities staff of higher education options and benefits, and their familiarity a campus.
- Academic and Student Support Services - Badanami Centre for Indigenous Education has identified individuals within the Schools to establish a support network and to act as the Indigenous Student Mentors. Their role is to provide advice to Badanami Student Support Officers with regards to student's academic concerns; provide pastoral care, academic advice and general guidance at the School course level in relation to their studies; and inform Badanami Centre staff on issues relating to students assessment and participation. Badanami Centre staff also have established networks with the broader UWS student services units in order to improve access to the overall support services available to Aboriginal and Torres Strait Islander students.
- UWS College programs are an increasingly important pathway option for UWS with the provision of a range of Foundation and Diploma options that enable Aboriginal and Torres Strait Islander students to progress to UWS who have been unable to gain direct entry.

### **Constraints**

The main constraint on achieving improved outcomes in access and participation is the small pipeline of Aboriginal and Torres Strait Islander students with the necessary educational attainment to enter university or university pathway programs. Clearly efforts to improve outcomes, as reinforced by numerous reports and research, require comprehensive and long term programs aimed at improving school attendance, retention and academic outcomes and these need to start from literacy and academic programs from pre-school onwards.

In this context of a small pipeline of Aboriginal and Torres Strait Islander school students or mature age potential students who are able to meet entry requirements or pathway requirements, universities are deeply competitive at marketing to and enrolling these students.

A contextual factor or constraint on improving the percentage of UWS students who are Aboriginal or Torres Strait Islander students, is the fact that UWS is increasing its overall number of students in a period of significant growth. UWS has steadily increased its overall student numbers and aims to increase from around 40,000 to 50,000 students by around 2020. In this continuing growth scenario, while UWS is increasing the numbers of Aboriginal and Torres Strait Islander students, increasing the proportion of all students who are Aboriginal and Torres Strait Islander students, is challenging.

Another constraint is the ability to attract Aboriginal and Torres Strait Islander staff in the current competitive environment as all universities are seeking to employ staff with the necessary skills, from a

small pool of potential applicants.

The level of funding and resources available is another constraint, as support for Aboriginal and Torres Strait Islander students, with years of educational disadvantage, is resource intensive.

Funding levels based on a one-campus model are insufficient to support the multi-campus delivery of Aboriginal and Torres Strait Islander support services and programs. UWS is disadvantaged in this respect and the Badanami Centre has five campuses with dedicated staff and facilities that deplete the available funding, not leaving funds available to improve the services and programs needed to improve student success as the ultimate outcomes. This impacts the ability of the Badanami Centre to use the Indigenous Support Program (ISP) funding to provide greater levels of services and programs to assist students; to be engaging with the local GWS community and organisations to promote access to tertiary studies.

### **Outcomes**

Outcomes of services and programs established within Badanami Centre and across UWS are evident in the number of program and services offered in 2012 which improved the performance indicators of access; performance and success of Aboriginal and Torres Strait Islander peoples at UWS during 2012. These have been discussed and documented in all sections of this Report.

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

Your response to this goal needs to address but is not limited to the following points:

- The total number of Aboriginal and Torres Strait Islander completions at Bachelor level and above in 2012, compared to 2011 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education Unit's role.**

The total number of award course completions at Bachelor level and above in 2011 and 2012 are as follows:

#### Number of award course completions by

	2011	2012
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	11	9
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	2,415	2,315
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	2	2
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	429	344
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	34	38
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	5,344	5,335

Note: Please use student numbers that you reported to HEIMS.

#### Support mechanisms

The strategies to support Aboriginal and Torres Strait Islander students to successfully graduate are outlined in responses to 3 and 4 above. Badanami Centre is working to improve the overall support of Aboriginal and Torres Strait Islander students and work with Schools and other UWS Units to improve their retention and participation rates for successful completion.

Through the development and expansion of its support services and academic programs, Badanami Centre has appointed a number of key academic staff. The staffs provide additional academic support and academic advice to Aboriginal and Torres Strait Islander students utilising the resources available for students at UWS.

6. To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your institution.**
- How the University addresses the cultural competency of its staff and students.
- The **Universities involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education Unit's role.**

UWS has a strong commitment to providing students with an understanding of and respect for Aboriginal and Torres Strait Islander culture and issues. Badanami Centre is developing greater awareness among UWS academic staff ([http://www.studyias.com.au/Why\\_study\\_IAS/Indigenous-Graduate-Attribute](http://www.studyias.com.au/Why_study_IAS/Indigenous-Graduate-Attribute)).

### **Indigenous Graduate Attribute**

The UWS [UWS Graduate Attribute](#) was approved by the Board of Trustees and Senate in 2008 with major implementation occurring in 2009 to 2011.

Successful implementation of the Indigenous Graduate Attribute will mean that UWS graduates will appreciate the culture of Aboriginal and Torres Strait Islanders and gain skills for working productively in Aboriginal and Torres Strait Islander communities. Learning outcomes cover: communication, social, cultural, leadership and partnership skills. Flow-on benefits include recognition of Indigenous knowledge in teaching and research programs and improved support for the University's Aboriginal and Torres Strait Islander students from staff and other students.

The strategy and course/unit approval processes require University staff to identify how the Indigenous graduate attribute is implemented in any new or varied course and unit(s).

UWS has a special mission to serve Greater Western Sydney which has one of the largest urban populations of Aboriginal and Torres Strait Islanders in the country. The graduate attribute is a University-wide reform of the traditional discipline approach and the first step towards stronger recognition of the domain of Indigenous knowledge in teaching and research.

### Major 2012 Outcomes of the Project

Major outcomes of the project, "*Embedding an Indigenous Graduate Attribute*" have been reported to the Department of Industry, Innovation Science, Research and Tertiary Education in 2012<sup>1</sup>. UWS believes that the breadth and depth of the implementation of this Attribute places UWS at the forefront of efforts in the sector regarding "cultural competency".

The Report titled, "*Final Report: Embedding an Indigenous Graduate Attribute*", which reports on all the milestones and performance indicators achieved in the project is located on the [Badanami Centre Education website](#) ([http://www.uws.edu.au/indigenous\\_education](http://www.uws.edu.au/indigenous_education)).

<sup>1</sup> Anning, B., Holland, W., Wilson, C., 2012. "*Final Report: Embedding an Indigenous Graduate Attribute*", Badanami Centre for Indigenous Education, University of Western Sydney.

### **Cultural events/actions**

- Badanami employs an Indigenous Elder in Residence. The Elder continues to be engaged internally and externally with Aboriginal and Torres Strait Islander communities and organisations, enhancing the University's profile and course offerings to Aboriginal and Torres Strait Islander people as well as creating greater cross cultural awareness within the University.
- Elders of the Aboriginal and Torres Strait Islander community attended UWS campuses to interact with University staff in a casual and friendly environment throughout the academic year.
- UWS invites an Aboriginal and Torres Strait Islander to be a guest speaker at the Yarramundi lecture, which is held annually as part of reconciliation week. Aboriginal and Torres Strait Islanders and other students and staff of UWS are invited to attend this lecture in addition to members of the Indigenous community. At the 2012 Yarramundi Lecture, the Elders on Campus gave a Welcome and performance and Warren Mundine was invited to provide a guest lecture.
- UWS students and staff from Badanami Centre and the Office of Aboriginal and Torres Strait Islander Employment and Engagement attended the Garma Festival in the Northern Territory as well as the Uni Games.

### **2012 Actions focussed on staff included**

- Continuing to implement the strategies of the Office of Aboriginal and Torres Strait Islander Employment and Engagement and embed the Aboriginal and Torres Strait Islander Employment and Engagement Action Plan;
- Rolling out of the Aboriginal and Torres Strait Islander Employment and Engagement Workplace Relations program for provision to staff across the University;
- Developing Aboriginal and Torres Strait Islander content and units for the Foundations of Teaching course which is a compulsory professional development for academics; and
- Awareness through staff and student participation in the Indigenous Graduate Attribute and in Indigenous school programs.

In addition to systemised initiatives such as the Indigenous Graduate Attribute, the University's Schools Engagement programs for Aboriginal and Torres Strait Islander school students provide opportunities for UWS staff and students to learn more about Aboriginal and Torres Strait Islander culture.

- The **Indigenous School Student Mentoring Program** incorporates Aboriginal and Torres Strait Islander cultural knowledge and skills. The program is supported by both Aboriginal and Torres Strait Islander and other staff. Staff have the opportunity to interact and learn from Aboriginal and Torres Strait Islander Elders and educators as well as Aboriginal and Torres Strait Islander school students and parents, and NSW Department of Education and Communities' Aboriginal staff. Mentors in the program (80-90 in 2012) are all UWS students and can be Aboriginal and Torres Strait Islander or other. They mentor for at least a year. The program includes aims linked to the mentors (as well as to the school students):
  - Raise UWS students' awareness of Aboriginal and Torres Strait Islander culture and barriers in education, and
  - Give UWS students learning experiences that benefit their personal and professional development.

Non-Indigenous mentors often say they volunteer for the program because they wish to learn more about Indigenous/ Aboriginal and Torres Strait Islander cultures and the situation of Aboriginal and Torres Strait Islander. In some cases Aboriginal and Torres Strait Islander mentors have also said participating in the program has raised their awareness of their own culture. Mentors receive training including Indigenous Cultural Awareness sessions and are invited to Indigenous Cultural Awareness workshops run for the school students as well as other workshops relating to Indigenous knowledge/culture. The cohort of students at each school devises and implements a group project each year, with their mentors facilitating these processes. Group projects have an Indigenous theme or themes. The projects are showcased at South-Western and Western end-of-year events with the mentors and mentees from all the participating schools in those regions attending.

The **Heartbeat** program and the **Indigenous Rural Students Visit Program** also incorporate opportunities for UWS staff and students to meet and work with Aboriginal and Torres Strait Islander school students, parents, Aboriginal Education Support staff, Elders and community members.

All the University's Schools Engagement programs for Aboriginal and Torres Strait Islander school students involve Aboriginal and Torres Strait Islander Elders and community members, as well as Department of Education and Communities Aboriginal and Torres Strait Islander staff and in-school Aboriginal and Torres Strait Islander staff. Elders are invited to speak at key events as well as delivering Welcomes to Country/Acknowledgements of Country. Elders and community members conduct or contribute to workshops each year on topics such as Aboriginal and Torres Strait Islander Cultural Awareness, Aboriginal Science, Aboriginal Dance, Health Awareness etc. These are run for the school students participating in the programs but are also attended by the UWS students who are involved in the programs. Elders and community members are invited to events and functions and they also take part in program review/planning activities.

***Section 2 must also include information that demonstrates the following conditions of eligibility for ISP funding:***

- Implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Information in section 2 should focus on key developments and be concise (dot points are acceptable).

### SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

From 2013, Universities will be advised of their full year ISP entitlement at the start of the year, and will be expected to plan for its expenditure accordingly. The carry forward of unexpended funds will only be considered in exceptional circumstances.

Please provide a report on the expenditure of the provider's ISP grant for 2012. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2012 provided under section 19-10 of *Higher Education Support Act 2003*, please provide an reconciliation.

This ISP report is a legislated requirement, through the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008*.

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 below.

#### Indigenous higher education expenditure 2012

##### INCOME for Indigenous Support Program for 2012

1	2012 ISP grant	\$ 1,397,000
2	Unspent 2012 ISP funds, to be carried over to 2013 – as reported in your providers 2012 audited annual financial statements. <b>(Report expenditure separately)</b>	\$ -
3	<b>TOTAL ISP income for 2012</b>	<b>\$ 1,397,000</b>

4	<b>EXPENDITURE of <u>Indigenous Support Program</u> (ISP) 2012 (from Item 1)</b>	
4a	Operating costs, including salaries, for Indigenous support services. <b>(Itemise each line item please)</b>	
	*Salaries and Oncosts	\$ 1,188,005
	*Computer and Equipment Leases	\$ 37,592
	*Non Salary Items	\$ 162,595
	<b>*Total Operating Costs</b>	<b>\$ 1,388,192</b>
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – <b>(e.g. New computers in the ISU)</b> .	
	<i>Office Equipment and Computer Related Equipment</i>	\$ 8,808

4c	Higher education provider overheads.	\$ -
4d	Other Indigenous Support Program expenditure ( <b>list major items conferences, school visits, publications and program costs</b> ).	\$ -
4e	<b>Total Indigenous Support Program expenditure for 2012</b>	<b>\$ 1,397,000</b>

*\* Funds managed by the Badanami Centre for Indigenous Education*

<b>5</b>	<b>EXPENDITURE of <u>Indigenous Support Program carry over funds 2012</u> (from Item 2)</b>	
5a	Operating costs, including salaries, for Indigenous support services. ( <b>Itemise each line item please</b> )	\$ -
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – ( <b>e.g. New computers in the ISU</b> ).	\$ -
5c	Higher education provider overheads.	\$ -
5d	Other Indigenous Support Program expenditure ( <b>list major items conferences, school visits, publications and program costs</b> ).	\$ -
5e	<b>Total expenditure of carry over funds.</b>	<b>\$ -</b>

**\* Item 4**

Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.



#### **SECTION 4 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 IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

##### **University Officer**

Name: Trish Mullins

Position Title: Director, OHEPP

Phone Number: 9678 7800

Email: [t.mullins@uws.edu.au](mailto:t.mullins@uws.edu.au)

##### **Indigenous Education Unit Officer**

Name: Berice Anning

Position Title: Dean, Indigenous Education and Director Badanami Centre

Phone Number: 61 2 4736 0695

Email: [B.Annings@uws.edu.au](mailto:B.Annings@uws.edu.au)

#### **SECTION 5 PUBLICATION OF THE STATEMENT**

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