

**INDIGENOUS STUDENT SUCCESS PROGRAM
2018 Performance Report**

Organisation

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| Western Sydney University |
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INTRODUCTION

Greater Western Sydney has the largest population of Aboriginal and Torres Strait Islander Peoples in Australia. With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University continues to acknowledge the Darug, Tharawal (also historically referred to as Dharawal), Cabrogal and Wiradjuri peoples and thanks them for their support of its work in their lands (Greater Western Sydney and beyond).

ENROLMENTS

Aboriginal and Torres Strait Islander Students Equivalent Full-Time Student Loads (EFTSL)

The University continues to perform strongly in undergraduate enrolment of Aboriginal and Torres Strait Islander students. Enrolments at undergraduate level have trended upwards since 2015 from 407.3 in that year to 475.4 in 2018.

Postgraduate student load has remained relatively constant, though small in total. It is expected that the number Aboriginal and Torres Strait Islander Peoples enrolling in postgraduate courses will increase over the next three years due to a restructure of enabling programs and the potential engagement of post graduate support officers into Badanami.

From a low base, enabling enrolments have declined significantly. This decline appears to be linked to a broader tailing off of total enrolments in enabling programs.

Table 1: Course Load (EFTSL): Domestic vs Aboriginal and Torres Strait Islander Students, 2015-2018

| Course Load(EFTSL) | | 2015 | | 2016 | | 2017 | | 2018 | |
|---------------------|-------------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|
| | | 2015 | Domestic | 2016 | Domestic | 2017 | Domestic | 2018 | Domestic |
| Postgraduate | Commencing | 16.3 | 1,342.7 | 17.4 | 1,372.1 | 11.4 | 1,255.1 | 22.0 | 1,344.9 |
| | Continuing | 18.3 | 1,436.0 | 22.8 | 1,612.6 | 24.6 | 1,666.5 | 18.0 | 1,629.4 |
| | Total | 34.6 | 2,778.7 | 40.1 | 2,984.7 | 36.0 | 2,921.5 | 40.0 | 2,974.3 |
| Undergraduate | Commencing | 194.9 | 10,934.8 | 185.7 | 10,352.4 | 181.4 | 9,749.7 | 183.1 | 10,384.1 |
| | Continuing | 212.4 | 15,835.9 | 247.0 | 15,674.5 | 270.4 | 15,394.4 | 292.2 | 16,111.3 |
| | Total | 407.3 | 26,770.7 | 432.7 | 26,026.9 | 451.7 | 25,144.1 | 475.4 | 26,495.4 |
| Non-Award Course | Commencing | 0.4 | 101.5 | 0.4 | 87.9 | 0.3 | 102.0 | 0.5 | 118.4 |
| | Continuing | 0.0 | 13.9 | 0.1 | 16.8 | 0.0 | 15.3 | 0.0 | 23.5 |
| | Total | 0.4 | 115.4 | 0.5 | 104.6 | 0.3 | 117.3 | 0.5 | 141.9 |
| Enabling | Commencing | 15.1 | 636.9 | 10.0 | 518.6 | 6.9 | 393.5 | 10.0 | 533.9 |
| | Continuing | 0.8 | 37.1 | 1.2 | 47.1 | 0.3 | 42.9 | 0.0 | 42.5 |
| | Total | 15.9 | 674.1 | 11.2 | 565.7 | 7.1 | 436.4 | 10.0 | 576.4 |
| Cross-Institutional | Commencing | 0.1 | 8.6 | 0.3 | 9.4 | 0.0 | 8.4 | 0.3 | 5.1 |
| | Continuing | 0.0 | 0.5 | 0.0 | 0.9 | 0.0 | 0.4 | 0.0 | 1.0 |
| | Total | 0.1 | 9.1 | 0.3 | 10.3 | 0.0 | 8.8 | 0.3 | 6.1 |
| All Courses | Commencing | 226.8 | 13,024.5 | 213.7 | 12,340.4 | 199.9 | 11,508.7 | 215.9 | 12,386.5 |
| | Continuing | 231.5 | 17,323.4 | 271.1 | 17,351.8 | 295.2 | 17,119.3 | 310.3 | 17,807.7 |
| | Total | 458.3 | 30,347.9 | 484.8 | 29,692.2 | 495.1 | 28,628.0 | 526.2 | 30,194.2 |

Aboriginal and Torres Strait Islander Students (remote and regional) Equivalent Full-Time Student Loads (EFTSL)

The data sets available to extract EFTSL reports do not contain the field that identifies students as "remote" or "regional". The table provided below shows the breakdown of EFTSL by Aboriginal and Torres Strait Islander Student Permanent Residence for the years 2015-18.

Table 2: EFTSL by Aboriginal and Torres Strait Islander Student Permanent Residence, 2015-18

| EFTSL - Perm Residence | 2015 | 2016 | 2017 | 2018 |
|------------------------|-------|-------|-------|-------|
| GWS | 353.5 | 364.3 | 385.1 | 421.1 |
| Inner Sydney | 18.2 | 24.2 | 19.5 | 18.0 |
| Sydney Surrounds | 7.8 | 9.8 | 8.2 | 6.6 |
| Outer Sydney | 12.6 | 10.7 | 12.9 | 7.8 |
| Hunter | 8.9 | 5.8 | 6.5 | 7.2 |
| Illawarra | 13.1 | 15.2 | 10.1 | 10.8 |
| Central West | 10.4 | 22.8 | 16.9 | 14.0 |
| Mid-North Coast | 3.5 | 4.5 | 1.1 | 1.9 |
| Murray | 0.8 | 0.4 | 0.0 | 0.0 |
| Murrumbidgee | 0.6 | 0.8 | 1.4 | 1.4 |
| North-Western Region | 13.5 | 13.6 | 18.3 | 14.5 |
| Northern Region | 1.5 | 1.3 | 2.0 | 5.0 |
| Richmond-Tweed | 1.1 | 1.0 | 1.5 | 1.4 |
| South-Eastern Region | 3.6 | 4.0 | 4.6 | 3.5 |
| Far West | 0.9 | 0.0 | 0.3 | 2.5 |
| ACT | 1.3 | 0.9 | 0.8 | 1.3 |
| NT | 1.0 | 1.5 | 1.5 | 1.9 |
| QLD | 3.6 | 2.8 | 2.0 | 2.6 |
| SA | 0.0 | 0.0 | 0.1 | 0.8 |
| TAS | 2.0 | 0.0 | 1.0 | 1.5 |
| VIC | 0.4 | 1.5 | 1.4 | 1.9 |
| WA | 0.0 | 0.0 | 0.0 | 0.5 |
| Interstate | 8.3 | 6.7 | 6.8 | 10.4 |
| Unknown | 0.0 | 0.0 | 0.0 | 0.3 |
| Total | 458.3 | 484.8 | 495.1 | 526.2 |

Aboriginal and Torres Strait Islander Students Headcount

The number of Aboriginal and Torres Strait Islander student enrolments has increased year on year from 2012 to 2018. In 2018 Aboriginal and Torres Strait Islander student headcount was 1.77% of total Domestic student enrolments.

Table 3: Aboriginal and Torres Strait Islander Student Headcount, 2012-18

| Student Headcount | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|--------|--------|--------|--------|--------|--------|--------|
| Aboriginal and Torres Strait Islander Students | 448 | 488 | 544 | 597 | 636 | 665 | 733 |
| Total Students (Domestic Students only) | 35,976 | 37,607 | 39,210 | 40,315 | 39,638 | 38,855 | 41,374 |
| Aboriginal and Torres Strait Islander Student (%) | 1.25% | 1.30% | 1.39% | 1.48% | 1.60% | 1.71% | 1.77% |

Based on permanent residence of students, enrolment numbers have increased year on year in the Greater Western Sydney for 2012-2018. Overall, regional, rural and remote enrolment numbers are gradually increasing as 'away-from-base' programs continue to attract students.

Table 4: Aboriginal and Torres Strait Islander Student Headcount, Permanent Residence, 2012-18

| Headcount - Perm Residence | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|----------------------------|------------|------------|------------|------------|------------|------------|------------|
| Sydney | 375 | 409 | 460 | 505 | 540 | 567 | 623 |
| Central West | 6 | 7 | 13 | 15 | 27 | 21 | 21 |
| Far West | 1 | 1 | 1 | 1 | 0 | 1 | 3 |
| Hunter | 6 | 7 | 9 | 13 | 9 | 10 | 13 |
| Illawarra | 8 | 13 | 17 | 19 | 20 | 15 | 14 |
| Mid-North Coast | 6 | 5 | 4 | 7 | 5 | 3 | 3 |
| Murray | 2 | 0 | 1 | 1 | 1 | 0 | 0 |
| Murrumbidgee | 2 | 0 | 1 | 1 | 1 | 3 | 3 |
| North-Western Region | 15 | 13 | 9 | 14 | 15 | 22 | 19 |
| Northern Region | 6 | 5 | 3 | 2 | 1 | 3 | 7 |
| Richmond-Tweed | 5 | 6 | 5 | 1 | 1 | 2 | 2 |
| South-Eastern Region | 0 | 1 | 3 | 5 | 5 | 6 | 6 |
| Interstate | 16 | 21 | 18 | 13 | 11 | 12 | 18 |
| Unknown | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Total | 448 | 488 | 544 | 597 | 636 | 665 | 733 |

Supporting Strategies, Policies and Activities: Aboriginal and Torres Strait Islander Student Access

Western Sydney University has a number of strategies to improve access to tertiary education for Aboriginal and Torres Strait Islander Peoples.

During 2018, the University's Schools Engagement Strategic Plan 2017-2019 was developed in consultation with the secondary school sector. The focus of the plan is to increase the educational opportunities and lift the aspirations of Aboriginal and Torres Strait Islander Peoples in Greater Western Sydney. It is underpinned by annual Action Plans making Aboriginal and Torres Strait Islander Education a priority. These programs build Aboriginal and Torres Strait Islander school students' knowledge, skills and confidence; educational aspirations, engagement and attainment; higher education participation; and career prospects. Aboriginal and Torres Strait Islander programs run in 2018 have resulted in positive impacts including:

- Increased interest in higher education
- Increased number of secondary students seeing higher education as a viable option
- Increased motivation to explore tertiary options
- Increased confidence and personal growth
- Increased engagement and networking opportunities.

Key Aboriginal and Torres Strait Islander outreach programs targeting school students include:

- Pathways to Dreaming
- Heartbeat: Aboriginal and Torres Strait Islander students exploring health and medicine
- Western Sydney University Rural Aboriginal and Torres Strait Islander Student Visits program.

These programs join other initiatives such as "Bring Your Mob" days which provide an opportunity for Aboriginal and Torres Strait Islander students to invite family and friends to experience a day, on campus, in the life of a student. During 2017, the event was launched in collaboration with Badanami, with Aboriginal and Torres Strait Islander students, their families and community members, participating in the event. The University's initiatives, their reach and impact, are described in the table below.

Table 5: Aboriginal and Torres Strait Islander Access Program Summary

| Program Name | Target audience | Outline of Program | Outcome |
|--|---|---|--|
| Aboriginal and Torres Strait Islander Future Students Information Evenings | Aimed at Aboriginal and Torres Strait Islander Prospective students and respective parents (both current school students and mature age). | <p>The Aboriginal and Torres Strait Islander Education Information Evenings is a key program designed to provide comprehensive information on educational opportunities available at Western Sydney University. The evenings are designed to create an informative experience that meets the needs of prospective Aboriginal and Torres Strait Islander students. This event provides a broader engagement opportunity that targets prospective students, their families and sector stakeholders including Aboriginal and Torres Strait Islander Peoples and their communities.</p> <p>The program includes presentations on</p> <ul style="list-style-type: none"> • Courses on offer; • Entry Pathway programs; • Scholarships; • Student Support Services | <p>Two events were held in 2018, September. Campbelltown campus & Penrith Campus</p> <p>The evenings were well received in 2018 with over 60% of attendees applying to study at Western Sydney University in 2019.</p> |
| Aboriginal and Torres Strait Islander Alternative Entry Program | Applications are open to all Aboriginal and Torres Strait Islander Peoples interested in studying at Western Sydney University. | <p>The Aboriginal and Torres Strait Islander Alternative Entry Testing and Assessment Program is a two-day program held three times per year. Upon successful completion of the required Academic Literacy Assessment tasks and Numeracy examination applicants are assessed for suitability in their chosen course.</p> <p>Three testing and assessment sessions were held</p> <ul style="list-style-type: none"> • January 2018 – entry 2018; • June 2018 - mid-year entry or 2019; • November 2018 -entry 2019. <p>Literacy assessment</p> <ul style="list-style-type: none"> • Comprehension task 90 min; • Essay writing task 60 min; • Interviews. <p>Numeracy</p> <ul style="list-style-type: none"> • Numeracy revision workshop; • Numeracy examination. | <p>Alternative Entry Offers were made as follows:</p> <p>November:</p> <ul style="list-style-type: none"> • 2018 offers made 80; • 2017 offers made 61. <p>January:</p> <ul style="list-style-type: none"> • 2018 offers made 32; • 2017 offers made 45. <p>June:</p> <ul style="list-style-type: none"> • 2018 offers made 78; • 2017 offers made 74. |

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| <p>Western Sydney University Rural Indigenous Student Visits Program</p> | <p>Aboriginal and Torres Strait Islander high school students in years 9 to 12 from rural and remote schools in NSW. Schools engaged in the program Include:</p> <ul style="list-style-type: none"> • Blayney High School; • Bourke High School; • Brewarrina Central School; • Canobolas Technology High; • Casino High School; • Collarenebri Central School; • Condobolin Central School; • Coonabarabran High; • Coonamble High School; • Denison College – Bathurst High campus; • Denison College – Kelso High campus; • Gilgandra High School; • Gulargambone Central; • Hunter River High; • Kadina High School; • | <p>Rural Indigenous high school students were invited to apply for a five-day excursion to visit Western Sydney University. Students were provided the opportunity to visit WSU campuses, find out more about what university can offer, meet staff and Aboriginal Elders and community members.</p> <p>Students travelled to several campuses to attend workshops and other activities included in the visit. For a visit held in 2018, 22 workshops were on offer for students to select for participation. Workshops included academic enrichment, discipline based, cultural awareness and career choice selection, along with guest speaker sessions.</p> <p>Workshops included:</p> <ul style="list-style-type: none"> • Engineering, Industrial Design and Technologies; • Environmental and Animal Sciences; • Nursing and Allied Health; • Medicine; • Law; • Sports Sciences; • Teaching; • Policing; • Business; • Social Sciences. <p>Cultural activities included in the program are an important element with a powerful influence on students' education engagement, motivation, self-awareness and identity.</p> <p>Current Western Sydney Aboriginal and Torres Strait Islander students acted as guides and mentors throughout the visit. This provided participants with a unique opportunity to engage with current university students and gain a greater understanding and appreciation of university life and study.</p> | <p>One visit was held in 2018 Monday 26 to Friday 30 November involving:</p> <ul style="list-style-type: none"> • 6 schools; • 648 Aboriginal and Torres Strait Islander Students years 10 to 12; • 9 Teachers; • 8 Aboriginal and Torres Strait Islander students acted as guides and role models; • 342 WS schools Professional and Academic staff. <p>97% of school students and 100% of accompanying teachers expressed satisfaction with the visits.</p> <p>96% of students reported they had gained a better knowledge of university.</p> <p>90% now consider university as an option after attending the visit compared to 55% prior to</p> |
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| | <ul style="list-style-type: none"> • Kurri Kurri High School; • Leeton High School; • Lightning Ridge Central; • Lismore High School; • Merriwa Central School; • Mt View High School; • Mudgee High School; • Muswellbrook High School; • Nyngan High School; • Orange High School; • Richmond River High; • Rutherford Technology High; • Scone High School; • Scone Grammar School; • Singleton High School; • Singleton Christian College; • St Catherine's Singleton; | <p>This engagement opportunity provided current students with an opportunity to enhance their individual experience and gain further personal and professional development relating to engaging with Aboriginal and Torres Strait Islander Peoples and communities.</p> <p>This experience extended to accompanying teachers who were able to gain information on alternative entry pathways that will assist Aboriginal and Torres Strait Islander students.</p> <p>Objectives of the program include</p> <ul style="list-style-type: none"> • Provide a unique university experience that encourages higher education and furthers career aspirations; • Familiarise students with the campus environment and the opportunities university offers; • Enhance student learning and participant knowledge; • Provide long-term and sustainable relationships with communities; • Strengthen reciprocal relationships with target high | <p>All schools have expressed their high regard for and appreciation of the program and their desire to continue to afford their students the opportunity to attend the visits.</p> <p>Schools engaged in 2018:</p> <ul style="list-style-type: none"> • Brewarrina Central School; • Coonabarabran High School; • Gilgandra High School; • Kurri Kurri High School; • Nyngan High; • St Joseph's High School Aberdeen. |
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| | <ul style="list-style-type: none"> • St Joseph's High School – Aberdeen; • Trangie Central School; • Walgett Community College; • Warren Central School; • Wellington High. | <p>schools;</p> <ul style="list-style-type: none"> • Enhance current Western Sydney Aboriginal and Torres Strait Islander students' learning. <p>The program provides students with a learning experience that assists them to make informed decisions about their career choices and allows them to see university as a real option.</p> | |
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| <p>Pathways to Dreaming</p> | <p>This program is open to year 8-12 Aboriginal and Torres Strait Islander students at participating schools. Year 11 students are asked to apply to continue in the program in senior high school, with their applications requiring the support of their school.</p> | <p>The program aims to:</p> <ul style="list-style-type: none"> • Encourage Aboriginal and Torres Strait Islander school students to complete year 12 and consider tertiary study; • Raise their awareness of educational and career options; • Help them to gain skills and confidence; • Raise Western Sydney University students' awareness of Aboriginal and Torres Strait Islander culture and barriers in education, and give them learning experiences that benefit their personal and professional development. <p>Aboriginal and Torres Strait Islander elders, educators and community workers, and the experience and knowledge they bring to the program, is a key defining factor. As well as delivering Welcomes to Country, elders and other educators tell their stories, discuss history and politics, demonstrate cultural skills, outline traditional knowledge and promote the value of education. The program includes: On-campus workshops and field trips. Subjects include Aboriginal cultural awareness and knowledge, the sciences, engineering, creative writing, mathematics, marketing, law, nursing and financial</p> | <p>In 2018 the program operated in 30 schools across Greater Western Sydney and over 560 students participated. Four new schools joined the program. 96% of participants reported that the program was of benefit to them. 100% reported they'd gained greater knowledge of Aboriginal culture. Over 45% of the 2018 year 12 cohort gained offers into university or TAFE for 2019. Nearly all of the former participants who've gone on to study at Western Sydney University have maintained or exceeded the required grade point average. At least 12 former participants have now graduated from university, most of them from Western. Students are gaining greater confidence and self-esteem, pursuing more ambitious educational goals, feeling more pride in their Aboriginal and Torres Strait Islander identity and increasing their knowledge, skills and prospects. Strong and ongoing relationships have been built with Aboriginal and Torres Strait Islander elders, educators and community workers and</p> |
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| | | <p>literacy and many more.</p> <p>Mentoring. The mentors (university students and some alumni) visit the students at school to discuss educational goals, exchange news and views and assist with the delivery of structured learning activities.</p> <p>Group projects. The students at each school devise and implement a project to benefit to their school or community. Projects have an Aboriginal theme. The mentors facilitate group sessions where the project is designed and developed. At the end of each year there is a celebratory event where the group projects are showcased.</p> <p>As the students reach year 12 they are offered one-on-one or small group advice and help in applying for university. Students who go on to enrol at WSU are given transitional (non-financial) assistance and support.</p> | <p>These stakeholders are very positive about the program.</p> <p>The program has contributed to teacher professional development through teachers taking part/observing workshops run by academics, elders and other experts.</p> |
| Heartbeat | <p>Open to Aboriginal and Torres Strait Islander Students from participating schools. In 2018 the program involved students from year 3 to year 11. Aboriginal and Torres Strait Islander Elders and educators are also involved in program activities. Parents/guardians are invited to events.</p> | <p>Heartbeat aims to contribute to positive Aboriginal and Torres Strait Islander health, educational and social outcomes by:</p> <ul style="list-style-type: none"> • Raising Aboriginal and Torres Strait Islander school students' awareness of health issues and healthy lifestyle choices; • Inspiring students to aspire to careers in health, medicine and related sciences; • Encouraging students to see university as a place for them. <p>The University believes that optimal outcomes will be achieved by linking with the students from a young age and continuing to connect with them. Students visit the University for a day of enjoyable educational experiences. The first visit is in year 3 or</p> | <p>In 2018 48 schools took part in the program with 729 students participating across seven school student events. There are over 1,600 students "on the books" overall. 97% of students positively rated the event they attended. 100% of accompanying school staff positively rated the event they attended. 100% of accompanying teachers agreed or strongly agreed that the event they attended increased student knowledge/learning. 59% of students indicated they were interested in careers in health.</p> |

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| | | <p>year 4, and then the same students are invited back each year for learning experiences that build on knowledge gained in earlier years. Activities focus on the spectrum of health, medicine and related sciences.</p> <p>Illustrated educational workbooks linked to all the days' activities are given to students at each event, and show bags are provided. There is also a health resource booklet for parents. Year 9 students undertake an excursion to a Department of Health site (in 2018 it was Blacktown Hospital) where they hear from Aboriginal health professionals and take part in interactive educational workshops linked to health industry roles.</p> <p>University students enrolled in courses across health, medicine and related sciences act as guides and role models at events.</p> <p>External partners include:</p> <ul style="list-style-type: none">• Australian Indigenous Doctors' Association;• Tharawal Aboriginal Medical Service;• St John Ambulance (NSW);• Western Sydney Local Health District;• South-Western Sydney Local Health District. <p>Heartbeat has its own website featuring an engaging game "Lightning Runners" which links to Heartbeat's themes and draws significantly upon traditional Aboriginal knowledge, particularly in regard to sustainability. The site also contains information for teachers and parents. It was developed through Australian Government "Bridges to Higher Education" funding in 2015. See heartbeat.westernsydney.edu.au.</p> | |
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Indigenous Outreach Unit

The Indigenous Outreach Unit is responsible for marketing Western Sydney University to the broader Aboriginal and Torres Strait Islander communities, positioning Western Sydney University as a place of choice for further study. The strategic commitment of the Outreach Unit aligns to Securing Success 2016-2020, the University's strategic plan, with the aim to:

- Increase the number of Aboriginal and Torres Strait Islander Peoples applying to study and enrol in degree programs at WSU
- Promote pathways to WSU
- Engage schools, communities and industries
- Contribute to the development of new opportunities to support and engage students
- Manage existing and develop new collaborative partnerships.

In 2018, the activities undertaken by the Indigenous Outreach unit included:

- Development and/or coordination of Aboriginal and Torres Strait Islander specific print media
- Development and management of Aboriginal and Torres Strait Islander future student website pages
- Coordination of Aboriginal and Torres Strait Islander photoshoots, social media and content development relating to student recruitment objectives
- Management of Aboriginal and Torres Strait Islander student recruitment advertising (radio & papers), mail campaigns, media releases
- Attendance at school visits, career markets and expos, cultural events and ceremonies
- Contributing to University marketing events and activities to drive Aboriginal and Torres Strait Islander student recruitment
- Community and schools engagement activities
- Management of student recruitment for targeting camps – rural student visits for Aboriginal and Torres Strait Islander students attending rural and remote schools
- Management of the WSU Aboriginal and Torres Strait Islander Future Students Information Evenings
- Driving applications and awareness of Aboriginal and Torres Strait Islander specific scholarships through all events, social media, website, publications, student recruitment and engagement activities
- Coordinating WSU campus visits for Aboriginal and Torres Strait Islander Peoples
- Program support and recruitment presentations for:
 - Pathways to Dreaming, Aboriginal and Torres Strait Islander school mentoring program
 - AIME & Career Trackers
 - NRL School to Work
 - NASCA – National Aboriginal Sporting Chance Academy
 - KARI – Education program participants
 - Koori Kids Health Program
 - Open Day, Mid-Year Information Day & On Campus Visits
 - School Visits, Career Expos & Markets
- Marketing and recruitment campaigns

Scholarships

In 2018, a total of \$17,394 was awarded by the university to remote or regional students. This included 3 students from rural and remote areas, and 4 undergraduate students.

Table 6: 1a Aboriginal and Torres Strait Islander Scholarships Breakdown

| Student category | Education Costs | | Accommodation Costs | | Reward | | Total/ Students Assisted (headcount) | |
|---|-----------------|------------|---------------------|-----|--------|-----|--------------------------------------|------------|
| | \$ | No. | \$ | No. | \$ | No. | No. | \$ |
| From Regional/ Remote-undergraduate | \$6690 | 3 students | | | | | \$6690 | 3 students |
| From Regional/ Remote-postgraduate | | | | | | | | |
| Undergraduate (non-regional/remote students) | \$10,704 | 4 students | | | | | \$10,704 | 4 students |
| Post-graduate (non-regional/remote students) | | | | | | | | |
| Other | | | | | | | | |
| TOTAL | \$17,394 | 7 students | | | | | \$17,394 | 7 students |

| | |
|--|--------------------|
| Value of Scholarships <u>awarded</u> by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers) | \$7,854.00 |
| Value of Scholarships <u>offered</u> by the university to remote or regional students in the 2018 academic year (Section 21(3) in the Guidelines refers) | \$17,394.00 |

Western Sydney University has a proud tradition of broadening access to education for the residents of Western Sydney and offers \$22 million in undergraduate scholarships every year.

The University is committed to providing scholarship opportunities to support students who demonstrate academic potential and community and leadership skills. The University also supports motivated students from disadvantaged backgrounds to ensure they succeed in their studies.

A range of University, donor and Commonwealth funded scholarships were available to Australian Aboriginal and/or Torres Strait Islander students across the 2018 Autumn and Spring sessions. 16 identified scholarships were offered in total, valued at between \$2,000 and \$12,650 each per year. During 2018, 8 scholarships were provided by donors and partners valued between \$6,000 and \$10,000.

Australian Aboriginal and/or Torres Strait Islander students have the opportunity to apply for non-identified scholarships. During 2018 a total of 71 students who identified as being of Australian Aboriginal and/or Torres Strait Islander descent were awarded scholarships.

Academic

12% of scholarships offered rewarded academic performance. The Aboriginal and Torres Strait Islander Achievement Scholarship required new students to have a minimum ATAR of 65 and continuing students to have achieved a minimum GPA of 4 (Pass). The Pathways to Dreaming Indigenous Achievement Scholarship required new students to have a minimum ATAR of 75.

Industry

31% of scholarships were provided by industry organisations, including: NRMA Insurance, Western Sydney Wanderers, Department of Planning and Environment, KPMG, AW Edwards and GE Healthcare.

In addition to scholarships funds, three paid internships were offered by the Department of Planning and Environment, KPMG and AW Edwards, respectively. These internships offered real life experience in a corporate environment for recipients.

Equity

37% of scholarships were available to support Australian Aboriginal and/or Torres Strait with demonstrated equity considerations including financial or other hardship, based on the University's [Opportunity and Equity criteria](#).

More details regarding these scholarships are provided in the table below.

Table 7: Aboriginal and Torres Strait Islander Scholarships, Breakdown

| Scholarship details | Government / Private/ University | Qty | Cost | Awarded | Comments |
|--|---|------------|------------------------------------|----------------|---|
| Aboriginal and Torres Strait Islander Achievement Scholarship | University | 3 | \$5,000 p.a. for up to five years | 3 | Designed to encourage Aboriginal and Torres Strait Islander students to study at a tertiary level. |
| Indigenous Smart Start | University | 112 | \$2,000 | 55 | A one-off payment to assist Aboriginal and Torres Strait Islander students commencing University for the first time. |
| Pathways to Dreaming Scholarship | University | 2 | \$5,000 p.a. for up to four years | 2 | Designed to support students who have been active participants in the Pathways to Dreaming program throughout high school including attending mentoring sessions, contributing in group projects and attending university workshop days. Must achieve ATAR of 75 or equivalent. |
| School of Medicine Aboriginal and Torres Strait Islander Accommodation Scholarship | University | 3 | \$10,000 p.a. for up to five years | 3 | Designed to assist students studying Medicine with accommodation costs. |
| Enid Helen Hort and Family Scholarship | Donor | 3 | \$6,000 p.a for up to four years | 3 | Benefits: \$6,000 per year for the duration of the degree; Eligibility: New or continuing students; Courses: Any undergraduate degree at Western Sydney University; Criteria: Demonstrate disadvantage by reason of Indigenous status, single parent or carer responsibilities or disability circumstances. |

| | | | | | |
|--|-------|---|---|---|---|
| Rotary Club of Carlingford Nursing Scholarship | Donor | 1 | \$7,500 p.a for up to three years | 1 | Benefits: \$7,500 per year for up to three years; Eligibility: New students; Course: Bachelor of Nursing; Criteria: Applicants must identify as Aboriginal or Torres Strait Islander. |
| GE Healthcare Scholarship*Preference only | Donor | 1 | \$10,000 p.a for the duration of the degree | 1 | Benefits: \$10,000 per year for the duration of the degree; Eligibility: New and continuing students; Courses: Graduate Diploma in Cardiac Sonography; Criteria: Preference may be given to applicants who identify as Aboriginal or Torres Strait Islander. |
| GPT ATSI Scholarship | Donor | 1 | \$10,000 p.a for the duration of the degree | 1 | Benefits: \$10,000 per year for the duration of the degree; Eligibility: New and continuing students; Courses: Bachelor of Accounting, Bachelor of Business, Bachelor of Business (Property), Bachelor of Building Design Management, Bachelor of Construction Management, Bachelor of Information and Communications Technology, Bachelor of Information Systems, Bachelor of Communication; Criteria: Applicants must identify as Aboriginal or Torres Strait Islander. |

| | | | | | |
|-----------------------------------|-------|---|--------------|---|--|
| Walter and Eliza Hall Scholarship | Donor | 2 | \$10,000 p.a | 2 | Benefits: \$10,000 for one year; Eligibility: Continuing students; Course(s): Any undergraduate degree at Western Sydney University; Criteria: Available to students with a physical disability only, demonstrated through formal diagnosis and eligibility for a Disability Support Benefit, and at least one scholarship will be available to an Aboriginal or Torres Strait Islander student with a physical disability who meets all other criteria. |
|-----------------------------------|-------|---|--------------|---|--|

PROGRESSION

Progression Data

Total undergraduate progression rates declined marginally by 3.2% between 2015 to 2018 whilst post graduate decline over the same period from 94.6% in 2015 to 87.1% in 2018. Continuing post graduate student progression rates decreased by 6.7% between 2015 - 2018.

Table 8: Aboriginal and Torres Strait Islander Progression Rates, 2015-2018

| Progress Rate | | 2015 | | 2016 | | 2017 | | 2018 (provisional) | |
|----------------------------|-------------------|---------------|---|--------------|---|---------------|---|--------------------|---|
| | | 2015 | Total Students (Domestic Students only) | 2016 | Total Students (Domestic Students only) | 2017 | Total Students (Domestic Students only) | 2018 | Total Students (Domestic Students only) |
| Postgraduate | Commencing | 92.9% | 93.3% | 88.5% | 93.4% | 84.7% | 93.1% | 85.8% | 92.3% |
| | Continuing | 96.3% | 92.9% | 92.9% | 92.6% | 86.6% | 93.0% | 89.6% | 92.0% |
| | Total | 94.6% | 93.1% | 90.5% | 93.0% | 85.9% | 93.1% | 87.1% | 92.2% |
| Undergraduate | Commencing | 70.2% | 75.9% | 74.3% | 76.8% | 75.3% | 78.7% | 67.0% | 76.1% |
| | Continuing | 85.5% | 83.6% | 81.9% | 82.8% | 81.4% | 83.1% | 80.0% | 83.0% |
| | Total | 78.1% | 80.4% | 78.6% | 80.4% | 78.9% | 81.4% | 74.9% | 80.3% |
| Non-Award Course | Commencing | 100.0% | 77.1% | 66.7% | 73.5% | 100.0% | 80.5% | 25.0% | 80.9% |
| | Continuing | /0 | 82.6% | 100.0% | 74.4% | /0 | 88.9% | /0 | 78.9% |
| | Total | 100.0% | 77.8% | 75.0% | 73.7% | 100.0% | 81.6% | 25.0% | 80.6% |
| Enabling | Commencing | 67.4% | 82.8% | 70.0% | 82.3% | 75.5% | 83.7% | 100.0% | 100.0% |
| | Continuing | 23.1% | 52.4% | 78.9% | 72.5% | 0.0% | 70.1% | /0 | 98.0% |
| | Total | 65.1% | 81.1% | 70.9% | 81.5% | 72.7% | 82.4% | 100.0% | 99.8% |
| Cross-Institutional | Commencing | 100.0% | 91.3% | 50.0% | 89.3% | /0 | 86.6% | 100.0% | 92.7% |
| | Continuing | /0 | 100.0% | /0 | 100.0% | /0 | 66.7% | /0 | 100.0% |
| | Total | 100.0% | 91.8% | 50.0% | 90.2% | /0 | 85.7% | 100.0% | 93.9% |
| Course: All Courses | Commencing | 71.3% | 77.9% | 75.1% | 78.7% | 75.8% | 80.4% | 69.1% | 78.1% |
| | Continuing | 85.9% | 84.1% | 82.5% | 83.5% | 81.6% | 83.8% | 80.3% | 83.6% |
| | Total | 78.6% | 81.4% | 79.2% | 81.5% | 79.2% | 82.4% | 75.7% | 81.4% |

Total Commencing/Continuing retention rates have increased year on year for 2014-2017. During the 2017-2018 period there had been a minor decrease of 0.6% whilst undergraduate Continuing rates showed a slight increase for the same period.

Table 9: Aboriginal and Torres Strait Islander Retention Rates, 2014-2018

| Retained (%) | | 2014-2015 | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|---------------|---|--------------|---|--------------|---|--------------|---|--------------|---|
| | | 2014-2015 | Total Students (Domestic Students only) | 2015-2016 | Total Students (Domestic Students only) | 2016-2017 | Total Students (Domestic Students only) | 2017-2018 | Total Students (Domestic Students only) |
| Postgraduate | Commencing | 80.0% | 80.8% | 88.0% | 84.6% | 68.0% | 81.6% | 62.5% | 81.3% |
| | Continuing | 76.9% | 71.0% | 73.3% | 71.1% | 79.2% | 71.3% | 72.0% | 73.0% |
| | Enrolment: All Commencing/Continuing | 78.9% | 76.8% | 82.5% | 78.5% | 73.5% | 76.8% | 68.3% | 77.1% |
| Undergraduate | Commencing | 70.3% | 78.5% | 73.8% | 76.7% | 78.8% | 77.5% | 77.9% | 81.0% |
| | Continuing | 76.1% | 80.3% | 76.1% | 78.5% | 75.6% | 78.5% | 75.8% | 79.1% |
| | Enrolment: All Commencing/Continuing | 73.3% | 79.6% | 74.9% | 77.7% | 77.0% | 78.1% | 76.7% | 79.9% |
| Total | Commencing | 71.4% | 78.8% | 75.2% | 77.6% | 77.7% | 78.0% | 76.9% | 81.0% |
| | Continuing | 76.1% | 79.6% | 75.9% | 77.9% | 75.9% | 77.9% | 75.5% | 78.5% |
| | Enrolment: All Commencing/Continuing | 73.8% | 79.3% | 75.5% | 77.8% | 76.7% | 77.9% | 76.1% | 79.6% |

Supporting Strategies, Policies and Activities: Aboriginal and Torres Strait Islander Progression

Badanami Centre for Aboriginal and Torres Strait Islander Education

Badanami provides high quality holistic support for Aboriginal and Torres Strait Islander students studying at Western Sydney University. With sites across the University's campus network, Badanami provides an opportunity for all Aboriginal and Torres Strait Islander students at Western Sydney University to build their sense of belonging, achieve their academic goals, and successfully complete their studies. This is achieved through the provision of:

- Cultural educational and knowledge spaces
- Engaging with and creating opportunities for Aboriginal and Torres Strait Islander Peoples to build cultural connections, strengthen cultural identity, and develop a rich sense of belonging
- Holistic support services and programs that are tailored to meet the needs of Aboriginal and Torres Strait Islander students.

Western Sydney University values the contributions made by Aboriginal and Torres Strait Islander students and recognises the importance of a flexible and supportive study environment. This requires more than just providing an opportunity to access education; it also needs insight into each individual student, their life experience and cultural background, and an understanding of culturally appropriate service delivery models. To travel with a student across their educational life cycle calls for patience and commitment from all involved in the journey. The Centre and staff have the commitment and professional experience to ensure Aboriginal and Torres Strait Islander students are provided with every opportunity to succeed in their studies.

Key programs offered by Badanami are described below.

The Badanami Elder in Residence:

The Elder in Residence is a unique position which recognises the special place of Elders within Aboriginal and Torres Strait Islander society and in our work at Western Sydney University. This position is also formal recognition of the value placed upon Aboriginal and Torres Strait Islander knowledge at Western. The primary role of the Elder in Residence in the Badanami Centre is to provide cultural advice and support for Aboriginal and Torres Strait Islander students.

The Tutoring for Success Program (TFS):

TFS is designed to assist Aboriginal and Torres Strait Islander students in their course and provides individual or group tuition with qualified tutors in specific subject areas. During 2018, 92 students participated in the TFS programs. 155 Casual Employment Contracts (CEA) were issued in the 2017 calendar year.

Table 10: TFS Summary: Number of Aboriginal and Torres Strait Islander Students receiving TFS 2017-2018

| TFS Summary: Number of Aboriginal and Torres Strait Islander Students receiving TFS 2017-2018 | | |
|--|-------------|-------------|
| School / Commencing / Continuing | 2017 | 2018 |
| Commencing | 47 | 24 |
| ADMINISTRATIVE | | 1 |
| Law | 1 | |
| SCHOOL OF BUSINESS | 1 | |
| SCHOOL OF COMPUTING, ENGINEERING AND MATHEMATICS | 3 | 1 |
| SCHOOL OF EDUCATION | 14 | 7 |
| SCHOOL OF HUMANITIES AND COMMUNICATION ARTS | 3 | 4 |
| SCHOOL OF LAW | 1 | |
| SCHOOL OF MEDICINE | 7 | 2 |
| SCHOOL OF NURSING AND MIDWIFERY | 2 | |
| SCHOOL OF SCIENCE AND HEALTH | 11 | 5 |
| SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY | 5 | 4 |
| Continuing | 78 | 68 |
| Law | 1 | |
| SCHOOL OF BUSINESS | 3 | 2 |
| SCHOOL OF COMPUTING, ENGINEERING AND MATHEMATICS | 1 | 2 |
| SCHOOL OF EDUCATION | 15 | 15 |
| SCHOOL OF HUMANITIES AND COMMUNICATION ARTS | 4 | 5 |
| SCHOOL OF LAW | 2 | 6 |
| SCHOOL OF MEDICINE | 10 | 12 |
| SCHOOL OF NURSING AND MIDWIFERY | 3 | |
| SCHOOL OF SCIENCE AND HEALTH | 13 | 15 |
| SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY | 25 | 11 |
| Grand Total | 125 | 92 |

Table 11: TFS Summary: Breakdown - TFS tutors and Approved TFS Contracts issues 2017-2018

| | 2017 | 2018 |
|---|-------------|-------------|
| No of TFS tutors | 66 | 69 |
| No of TFS contracts issued (full year) | 241 | 256 |
| Commencing Student Contracts Issued (full year) | 91 | 65 |
| Continuing Student Contracts Issued (full year) | 150 | 191 |

Away From Base Residential Programs

Working closely with the School of Social Sciences and Psychology and the School of Education, Badanami administers the funding for Away from Base (AFB) programs. AFB Residential Programs provide the opportunity for Aboriginal and Torres Strait Islander students to study and complete approved courses via block-mode study. Western Sydney University currently offers the following programs:

- Bachelor of Community and Social Development (1689)
- Bachelor of Education (Primary) – Aboriginal and Torres Strait Islander Education (1717).

Table 12: AFB Participation, LGA, Program and Total

| LGA Location (Permanent Home address) | Bachelor of Education (Primary) | Bachelor of Community and Social Development | Grand Total |
|--|--|---|------------------------|
| Central West | 13 | 2 | 15 |
| Greater Western Sydney | 42 | 9 | 51 |
| Hunter | 3 | 1 | 4 |
| Illawarra | 3 | | 3 |
| Inner Sydney | 1 | 1 | 2 |
| Interstate | 1 | 6 | 7 |
| Northern Region | 4 | | 4 |
| North-Western Region | 2 | | 2 |
| Outer Sydney | 7 | | 7 |
| Richmond-Tweed | 1 | 1 | 2 |
| South-Eastern Region | 3 | 1 | 4 |
| Sydney Surrounds | 1 | 1 | 2 |
| Far West | 2 | 1 | 3 |
| Murray | | 1 | 1 |
| Grand Total | 83 | 24 | 107 |

School of Education

The School of Education has worked to implement a number of strategies to improve the retention and success of Aboriginal and Torres Strait Islander students in a context where increasing regulation of the teaching profession continues to have significant impact on the operation of all facets of teacher education programs. The School has:

- Integrated a range of curriculum features into initial Teacher Education programs to ensure that teachers are well prepared to teach all facets of the curriculum including the requirement for Primary teachers to complete a sequence of specialist studies;
- Employed a dedicated Professional Staff member to provide support to students across all facets of their study leading to accreditation as a graduate teacher;
- Employed Aboriginal colleagues into identified leadership positions for the Bachelor of Education program;
- Expanded opportunities for Aboriginal and Torres Strait Islander colleagues from the profession to contribute to teaching in units across the undergraduate primary and post graduate teacher education programs;
- Engaged with a partner public school to deliver the Healthy Culture, Healthy Country professional learning program which emphasises the development of cultural capabilities to work with Aboriginal and Torres Strait Islander communities; and

- Appointed a dedicated Literacy and Numeracy Coordinator to support students to attain successful completion of the LANTITE.

The trend in commencing attrition and retention for the specialist Aboriginal and Torres Strait Islander Education program in the School over the past four years has been consistently positive. The intensive, block-mode of program delivery contributes to students’ development of a professional identity and a sense of connectedness which extends beyond the classroom into their workplaces and communities. Staff in the School work closely with colleagues from the Badanami Centre for Aboriginal and Torres Strait Islander Education to ensure students receive advice and support on matters including access to Away from Base and Tutoring for Success services to support their learning.

Table 13: Education Programs, Attrition Rates, 2013-2018

| Commencing – Bachelor Education | | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |
|--|---------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | Retained in WS (%) | 81.3% | 94.1% | 78.3% | 88.2% | 90.9% | 83.3% |
| | Attrition WS (%) | 18.8% | 5.9% | 21.7% | 11.8% | 9.1% | 16.7% |

Aboriginal Cultural Responsive Pedagogy Unit

The School of Education hosts 102085 Aboriginal and Culturally Responsive Pedagogies, a unit that was first offered in 2015. This is a unit that better supports pre-service secondary teachers entering their profession with a greater understanding of Aboriginal students and the pedagogical shifts which can be used to improve engagement, retention and progression of all students, and in particular, Aboriginal students. In this unit students are introduced to research in the field; perspectives and practices associated with culturally appropriate curriculum; and pedagogy for teaching Aboriginal and Torres Strait Islander adolescent students. The unit is informed by current research practices, policy developments and curriculum approaches that require culturally appropriate, responsive, respectful and informed teaching and learning practices that will benefit all education participants. Students gain knowledge, insight, skills and appreciation of the importance and implications of consultation, negotiation and two-way partnerships with local Aboriginal communities in schools. It focuses on empowering students to effectively reflect on all aspects of inquiry-based teaching with respect to Aboriginal perspectives and the delivery of lessons and effective support to all secondary students.

Aboriginal Studies Secondary Teaching Methods

The School of Education developed Secondary Methods 7-10 and 11-12 101398 and 101401 as a direct result of the Indigenous Studies Major pool of units, and began offering them in 2014. This pathway of Aboriginal and Torres Strait Islander specific units allows a direct link to the recognition and accreditation opportunities to the teaching of Aboriginal studies 7-12. This is significant in itself as similar units were on offer up until 2004 at UWS before being retired. The reinvigoration of the new Majors units and the Indigenous Graduate Attribute requirements in the School of Education can be seen as having flow-on benefits. Many Schools in Western Sydney have relied on a pool of older teachers who have kept the subject alive without accredited status. Now, these subjects can be offered again on an accredited basis. Consultation and collaboration with both the Aboriginal and Torres Strait Islander community and elders, staff in WSU colleges and schools were able to establish mechanisms and a broad level of support within WSU to develop units with

appropriate Aboriginal and Torres Strait Islander knowledge embedded within them.

Community Engagement

The School of Education works with its Alumni as well as a number of key Aboriginal and Torres Strait Islander networks. The School maintains strong partnerships with the public and catholic education sectors and the NSW AECG. The School has initiated a global initiative in partnership with Vancouver Island University which provides the opportunity for Aboriginal and Torres Strait Islander students from the Bachelor of Education to undertake an overseas professional experience in Canada. The School is also a part of the MURAMA Education Consortium which links Aboriginal and Torres Strait Islander students and schools in Western Sydney. In addition to the impact of the Indigenous Graduate Attribute, the following actions address cultural competency for staff:

- Implementation of the Aboriginal and Torres Strait Islander Employment and Engagement Workplace Relations program for 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 activity for academics;
- The Elders on Campus program and Elder in Residence;
- Providing resources and events aimed at increasing cultural competency such as:
 - o Yarramundi Annual Lecture
 - o Networking Lunches
 - o Graduate Attribute.

Aboriginal and Torres Strait Islander Teacher Education Committee

This Committee leads the development and support of a range of new collaborations and relationships in and around Aboriginal and Torres Strait Islander Education. The work of the Committee is strongly linked to Aboriginal principals, teachers, alumni and Elders and their wider communities to more effectively build partnerships with this network to support our programs.

School of Medicine

The School of Medicine is proud to see its Aboriginal and Torres Strait Islander graduates moving into their preferred speciality training programs, including two undertaking speciality training in Dermatology.

The admission pathway for Aboriginal and Torres Strait Islander students involves panel interviews with academic staff from the School and Badanami and a Community Elders. The School's Rural Engagement Officer, based in Bathurst, works closely with the University Indigenous Outreach team in promoting interest in health careers and the opportunities available at Western Sydney University.

The School works closely with Badanami to ensure that all students have access to Tutoring for Success support, as graduates have commented on the importance of early and appropriate support, particularly in the first two years of the program. Students are also supported during their studies to participate in the annual Australian Indigenous Doctors' Association conference. In 2018, 3 students presented a poster at the PRIDOC (Pacific Region Indigenous Doctors Congress) outlining their experience in establishing Australia's First Indigenous Medical Students Council.

The entire student cohort continued the tradition of attending a Cultural Awareness Day in week 1 of their medical degree at the Tharawal Aboriginal Medical Service in Airds in a program developed with the Tharawal management and medical staff. Those students undertaking a 12 month long stay in either Bathurst or Lismore as part of the Department of Health funded Rural Health Multidisciplinary Training Program (approx. 28%) participate in local cultural awareness with Aboriginal staff employed in those sites. All other students undertake a 5 week immersive placement with a community controlled Aboriginal Medical Service in rural New South Wales.

An appointment to the role of Professor of Aboriginal and Torres Strait Islander Health was made in late 2018, and Dr Aunty Kerry Doyle will be taking up the position in early 2019.

School of Nursing and Midwifery

The School has progressively implemented strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students.

The School has:

- An Aboriginal and Torres Strait Islander Liaison academic to support students throughout their program of studies. The liaison academic presents at all School Orientation sessions and invites students to make contact
- A core unit, 401206 Aboriginal and Torres Strait Islander Health, in both the Bachelor of Nursing, Bachelor of Midwifery and Bachelor of Nursing Advanced programs. This unit was developed in collaboration with the Elders on campus and the Office of Aboriginal and Torres Strait Islander Engagement and Employment. Advice was also sought from local Community Elders
- Commenced developing a further unit on Aboriginal health for the Graduate Diploma in Midwifery to be on offer in 2020
- Four Aboriginal and Torres Strait Islander community academics employed on a sessional basis to team teach in the unit 401206
- Embedded Aboriginal and Torres Strait Islander content in all units in the Bachelor programs
- Four students selected through an EOI process bi-monthly to attend and engage in a Health Outreach Day at Mearrin Weejali Healing Centre Emerton. This is recognised as part of students' required clinical placement experience. This program is hosted by

the CATSINaM Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework orientation and consultation workshop, with eight staff attending.

School of Social Sciences and Psychology

The School of Social Sciences and Psychology (SSAP) continues to develop and implement strategies across both education and research to further Indigenous content and inclusion, enhance opportunities for pathways into University and improve graduate outcomes for Aboriginal and Torres Strait Islander students. The School promotes progression into PhD and research opportunities and dissemination of research on and by Aboriginal and Torres Strait Islander Peoples.

Relevant activities within the School of Social Sciences and Psychology are detailed below.

The Bachelor of Community and Social Development (Course #1689) was redesigned and relaunched in 2018 for a first year cohort in 2019, with 22 students commencing in the program in March 2019. This program is designed for Aboriginal and Torres Strait Islander students who wish to contribute to building sustainable capacity in Aboriginal and Torres Strait Islander communities. Graduates from the degree will be skilled to work with Aboriginal and Torres Strait Islander families and communities in a range of settings and capacities and to contribute to the leadership and sustainability of Aboriginal and Torres Strait Islander communities. In particular, the degree provides three different strands of skills and knowledge: skills in working directly with families in providing welfare advocacy; skills and knowledge in community development; and skills and knowledge in community leadership and sustainability. The program is delivered in block mode to enable Aboriginal and Torres Strait Islander Peoples from regional areas across Australia to study at Western. The School of Social Sciences and Psychology have 10 students eligible to Graduate from the program in April 2019.

A Deans Advisory Committee for Aboriginal and Torres Strait Islander Advancement was formed in 2018. Its members include:

- Dean, School of Social Sciences and Psychology
- The Nagle Senior Lecturer in Social Work and Community Development
- Professor of Social Work
- Professor of Anthropology
- Aboriginal and Torres Strait Islander Peoples Education Officer

The inaugural Nagle (Senior) Lecturer in Social Work/Community Development has been appointed. The position holder will be looking to make a substantial contribution to:

- Embedding the Aboriginal and Torres Strait Islander Graduate Attribute
- Contributing to Aboriginal and Torres Strait Islander ambassadorship
- Teaching, curriculum development and quality improvement
- The research direction of the School, including regular publication in high impact national and international journals and the acquisition of competitive external research funding. This will include a strong focus on Aboriginal and Torres Strait Islander Peoples research.

An Aboriginal and Torres Strait Islander Peoples Education Officer (HEW 6) has been appointed and will be responsible for liaising directly with Aboriginal and Torres Strait Islander students, and engagement with the wider Aboriginal and Torres Strait Islander community, whilst at the same time ensuring the School complies with the objectives of its Aboriginal and Torres Strait Islander education plan.

The School hosts bi-annual Aboriginal and Torres Strait Islander Peoples research symposiums (2016 and 2018) in collaboration with the Institute of Culture and Society and other research clusters within the University. Planning for 2020 is currently underway.

The 2018 School Planning Day encouraged broader discussion of the School's Aboriginal and Torres Strait Islander Education and Research Plan, resulting in commitment to a 2019 workshop on Indigenising and Decolonising the Curriculum.

The College

The College offers students a pathway to university study through its comprehensive range of University Foundation Studies, Diploma programs and English Language courses for domestic and international students. The College is constantly working to provide new study options, pathways programs and support services to ensure all students in the Western Sydney region have access to a world-class education, and works with local businesses and industry leaders to develop courses that focus on preparing graduates for the global workforce.

(https://www.westernsydney.edu.au/thecollege/study_with_us/about_our_organisation)

In 2018 a total of fifteen Aboriginal and Torres Strait Islander students transitioned into their chosen field of study at Western Sydney University.

Table 14: Commencing Aboriginal and Torres Strait Islander students in College Foundation and Academic Literacy who have transitioned to WSU by Year (these students commenced at The College as at May 2018)

| College Course | WSU Course Level | Commencing Year at College | | | | | | |
|--------------------------------------|---|----------------------------|----------|-----------|-----------|-----------|-----------|-----------|
| | | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018* |
| Academic Literacy (WSTC) | (No enrolment record yet at WSU) | | | | 3 | 3 | 1 | 4 |
| | Bachelor (Graduate Entry; Pass; Honours) | | | 2 | 2 | 11 | 6 | 8 |
| | HDC (Master's by Coursework; Doctorate by Coursework) | | | | | 1 | 2 | 2 |
| | Other PG (Graduate Diploma; Graduate Certificate; Qualifying or Preliminary) | | | | | | 1 | |
| | Total | | | 2 | 5 | 15 | 10 | 14 |
| University Foundation Studies - WSTC | (No enrolment record yet at WSU) | 2 | 5 | 13 | 8 | 9 | 3 | 6 |
| | Bachelor (Graduate Entry; Pass; Honours) | 1 | 3 | 7 | 9 | 1 | 4 | 5 |
| | Total | 3 | 8 | 20 | 17 | 10 | 7 | 11 |
| Total | (No enrolment record yet at WSU) | 2 | 5 | 13 | 11 | 12 | 4 | 10 |
| | Bachelor (Graduate Entry; Pass; Honours) | 1 | 3 | 9 | 11 | 12 | 10 | 13 |
| | HDC (Master's by Coursework; Doctorate by Coursework) | | | | | 1 | 2 | 2 |
| | Other PG (Graduate Diploma; Graduate Certificate; Qualifying or Preliminary) | | | | | | 1 | |
| | Total | 3 | 8 | 22 | 22 | 25 | 17 | 25 |

2018 data is provisional and as of 8 Jan 2019.*

Western Sydney University Aboriginal and Torres Strait Islander Cadetship Program

The University's cadetship program provides a number of benefits to Aboriginal and Torres Strait Islander students wishing to combine relevant work experience with their course of study. These benefits include:

- Providing students with the great incentive of earning an income while studying for the duration of their course
- Providing placements in industry, government and community organisations to give Aboriginal and Torres Strait Islander students the opportunity to gain paid, degree-relevant industry experience
- Enabling students and recent graduates to kick start their careers and open up ongoing and future employment opportunities
- Giving students the opportunity to boost their resume, make valuable contacts and gain a competitive edge in the job market
- Ensuring each cadetship relates to the student's field of study to enable them to practically apply the knowledge they have acquired.

The success and retention rates for cadet or trainee programs with other providers are typically only 40-60%, according to Western Sydney Regional Organisation of Councils (WSROC). The success rate for the Western Sydney University programs has been excellent by comparison, with 98% completion and employment rates since the program launched in 2008.

Tutoring for Success Program (TFS)

TFS is designed to assist Aboriginal and Torres Strait Islander students in their chosen field of study. This program provides individual or group tuition with qualified tutors in specific subject areas to meet the academic learning needs of Aboriginal and Torres Strait Islander Students.

During 2018, 94 students participated in the TFS programs which resulted in 256 Casual Employment Contracts (CEA) being issued for the calendar year. The highest demand for tuition during 2018 had been within the fields of Education, Society & Culture, and Health.

Table 15: Tutorial and Other Assistance Provided

| Assistance type | Level of study | Number of Students | Number of CEA Issued | Hours of assistance allocated | \$ |
|----------------------------|----------------|--------------------|----------------------|-------------------------------|-----------|
| Tutorial assistance | Undergraduate | 91 | 249 | 14517 | \$660,554 |
| | Post graduate | 4 | 7 | 340 | \$15, 640 |
| | Other | | 0 | 0 | |
| | Total | 94 | 256 | 14857 | \$676,194 |

Aboriginal and Torres Strait Islander Traditional and Contemporary Cultures

All University students at Western Sydney have the opportunity to volunteer to mentor Aboriginal and Torres Strait Islander high school students. This increases their knowledge of Aboriginal culture, history, traditional knowledge and contemporary perspectives. Students become aware of the barriers that may face Aboriginal and Torres Strait Islander people in regard to education. Aboriginal and Torres Strait Islander students employed and volunteering in Schools Engagement programs boost their professionally-relevant skills and networks, as well as forming strong friendship and support groups.

Graduate Attribute

The Attribute comprises a set of generic skills and descriptors (see table below). All courses are required to include the Attribute and new courses are assessed against it as part of the course approval process. Successful implementation of the Attribute means that Western Sydney University graduates will appreciate the cultures of Aboriginal and Torres Strait Islander people and gain skills for working productively in Aboriginal and Torres Strait Islander communities. Flow-on benefits include recognition of Aboriginal and Torres Strait Islander knowledge in teaching and research programs and improved support for the University's Aboriginal and Torres Strait Islander students from staff and other students.

Table 16: Aboriginal and Torres Strait Islander Graduate Attribute

| | | | |
|---|----------------------------|---|---|
| "Indigenous Australian Knowledge" – demonstrate knowledge on Indigenous Australia through cultural competency and professional capacity. | Knowledge base | Appreciates the culture, experiences and achievements of Indigenous Australians, thereby encouraging an Australian identity inclusive of Indigenous Australians. | A premise from which to begin with the students' knowledge base is to present the historical facts of Aboriginal and Torres Strait Islander peoples of 'why we are where we are'. |
| | Communication | Communicates ethically and effectively within Indigenous Australian contexts. | Set formative assessments where students can demonstrate their communication skills in relation to the action for communication in 1 above. |
| | Social and cultural | Understands and engages effectively with the culturally and socially diverse world in which they live and will work. | Set formative assessments where students can demonstrate their communication skills in relation to the action for communication in 1 above. |
| | Leadership and partnership | Understands the circumstances and needs of Indigenous Australians, thereby encouraging responsibility in raising the standard of professional service delivery to Indigenous Australians: possesses a capacity to engage and partner with Indigenous Australians. | Set formative assessment to demonstrate students' capacity to raising the standard of professional service delivery to Aboriginal and Torres Strait Islander peoples. |

Supporting Strategies, Policies and Activities: Cultural Competency

Cultural Competency Policy Framework

Western Sydney University's Professional Staff Agreement 2017-2020, Academic Staff Agreement 2017-2020 and Aboriginal and Torres Strait Islander Peoples Employment Policy outlines the University's strategic intent to improve the cultural competency of staff and to ensure the University offers a culturally safe and enriching environment.

| | |
|---|---|
| Professional Staff Agreement 2017-2020 | https://policies.westernsydney.edu.au/download.php?id=402&version=7&associated |
| Academic Staff Agreement 2017-2020 | https://policies.westernsydney.edu.au/download.php?id=425&version=4&associated |

Part D – Aboriginal and Torres Strait Islander Peoples Employment

16.1 During the nominal term of this Agreement, the University will:

- (a) increase the employment of Aboriginal and Torres Strait Islander Peoples; and
- (b) increase the development opportunities for Aboriginal and Torres Strait Islander Peoples Employees; as part of its commitment to reconciliation with Aboriginal and Torres Strait Islander Peoples.

16.2 The University will further develop and implement an Aboriginal and Torres Strait Islander Peoples Employment Strategy (**Employment Strategy**) with the aim of improving the employment and participation of Aboriginal and Torres Strait Islander Peoples at all levels of the University, both within the Badanami Centre for Indigenous Education and across the University, through:

- (a) effective measures for recruitment, ongoing professional development, support and retention;
- (b) participation of Aboriginal and Torres Strait Islander Peoples Employees in cultural/ceremonial activities;
- (c) recognition of Aboriginal and Torres Strait Islander Peoples culture; and
- (d) the existence of the Badanami Centre for Indigenous Education within the University.

16.3 The Employment Strategy will incorporate:

- (a) employment initiatives with the objective of the University employing 71 Aboriginal and Torres Strait Islander Peoples Employees by the end of the nominal term of this Agreement. Aboriginal and Torres Strait Islander Peoples engaged as trainees will not be included when assessing whether the University has met this objective;
- (b) a series of performance indicators for the Employment Strategy that address:
 - (i) professional and career development opportunities for Aboriginal and Torres Strait Islander Peoples Employees;
 - (ii) the classification and levels of positions occupied by Aboriginal and Torres Strait Islander Peoples Employees as compared to positions (iii) occupied by non-Aboriginal and Torres Strait Islander Peoples Employees; and
 - (iv) appropriate employment retention and promotion of Aboriginal and Torres Strait Islander Peoples Employees into identified and (v) non-identified roles;
- (c) annual review of the numbers of Aboriginal and Torres Strait Islander Peoples Employees compared to the objective in order to assess progress and develop further measures to give effect to the Employment Strategy;
- (d) a definition of "self-determination" for Aboriginal and Torres Strait Islander Peoples and how it will apply to Aboriginal and Torres Strait Islander Peoples Employees, developed by the members of the Aboriginal and Torres Strait Islander Peoples Employment Strategy Consultative Committee for approval by the Board of Trustees;
- (e) a University-wide cultural awareness training program giving priority to the delivery of training in academic units with existing Aboriginal and Torres Strait Islander Peoples Employees and in conjunction with the appointment of Aboriginal and Torres Strait Islander Peoples Employees;
- (f) a program of Aboriginal and Torres Strait Islander Peoples traineeships, scholarships, and sponsorships to cultural events relevant to position and career-related personal development;
- (g) individual professional development plans for Aboriginal and Torres Strait Islander Peoples Employees, developed in consultation with their Supervisor and, where requested, the Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement; and
- (h) supplementary funding for development programs, to be provided by the Employment Strategy.

Aboriginal and Torres Strait Islander Peoples Employment Policy

[Aboriginal and Torres Strait Islander Peoples Employment Policy / Document / Policy DDS](#)

<https://policies.westernsydney.edu.au/document/view.current.php?id=261&version=5>

SECTION 4 - PROCEDURES

(17) The University takes the following actions to achieve the objectives of this policy.

Aboriginal and Torres Strait Islander Peoples Employment Strategy

(18) The Aboriginal and Torres Strait Islander Peoples Employment Strategy (the Strategy) outlines the University's objectives, areas of focus and implementation plan for Aboriginal and Torres Strait Islander Peoples employment at the University.

(19) The Strategy promotes the benefits of Aboriginal and Torres Strait Islander Employment and Engagement. The University will promote and implement the Strategy, including by:

- a) incorporating the Strategy into its employment policies;
- b) supporting all employees to respect and work within its guiding principles and be culturally capable in University Aboriginal and Torres Strait Islander Workplace Relations; and
- c) publishing the Strategy on its website.

Aboriginal and Torres Strait Islander Employment and Engagement Action Plan

(20) The Aboriginal and Torres Strait Islander Employment and Engagement Action Plan 2014-2017 is the University's organisational framework for achieving current and future strategies. The plan sets out detailed actions, timeframes and performance indicators to achieve its objectives.

(21) The University seeks advice from the following bodies which assist with monitoring activity and progress in providing opportunities for employment and for engaging with Aboriginal and Torres Strait Islander Peoples:

- a) The Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee, which:
 - i. monitors and reviews the implementation of the Aboriginal and Torres Strait Islander Peoples Employment Strategy; and
 - ii. is chaired by the Pro Vice-Chancellor Engagement and Aboriginal and Torres Strait Islander Leadership.
- b) The Aboriginal and Torres Strait Islander Elders on Campus who:
 - i. provide strategic advice and input into the University's Aboriginal and Torres Strait Islander employment and engagement initiatives;
 - ii. include external community leaders and University representatives.

Improving Employment and Career

(22) To improve the participation rate and employment outcomes of Aboriginal and Torres Strait Islander Peoples, the University will:

- a) develop innovative employment programs to attract and recruit Aboriginal and Torres Strait Islander Peoples to all levels and types of employment at the University, including for all identified programs. These programs will include trainee or cadetships, graduate-entry, early career, middle and senior level programs in professional and academic positions across the University;
- b) develop programs to provide employment opportunities for Aboriginal and Torres Strait Islander Peoples, including transition from study to employment or entry into the workforce - such as traineeships, cadetships, career coaching, mentoring and skill development workshops;
- c) provide increased opportunities for the appointment of Aboriginal and/or Torres Strait Islander Peoples as Adjunct or Visiting Professors and Fellows;
- d) provide strategic advice to managers and supervisors in the process of recruiting and selecting Aboriginal and Torres Strait Islander employees, and managing and supervising Aboriginal and Torres Strait Islander Peoples on traineeships, cadetships or internships, or other employment programs, including support in undertaking career development planning, performance and review processes, and reward and recognition;

- e) Provide targeted orientation programs for Aboriginal and Torres Strait Islander employees;
- f) provide a University-wide Aboriginal and Torres Strait Islander Peoples workplace relations program giving priority to the delivery of the training in units with existing Aboriginal and Torres Strait Islander Peoples;
- g) offer career development programs such as training, education, mentoring, job exchange, and other professional learning initiatives to build individual skills and leadership capacity;
- h) work with external partners to develop scholarships and support for work placements;
- i) work to provide research funding for projects with oversight or participation by Aboriginal and Torres Strait Islander employees;
- j) provide other development mechanisms and networks for Aboriginal and Torres Strait Islander employees, including conferences, seminars and forums;
- k) create identified positions and provide guidance on how to conduct a targeted recruitment strategy for positions where applicants must be an Aboriginal and /or Torres Strait Islander Person. Being an Aboriginal and/or Torres Strait Islander Person is a genuine occupational qualification as authorised under Section 14(D) of the NSW Anti-Discrimination Act, 1977 NSW. See section 5 of the Western Sydney University Recruitment and Selection policy for further information;
- l) adopt government initiatives that promote increased Aboriginal and Torres Strait Islander employment participation, for example the NSW Aboriginal Participation in Construction Policy;
- m) include provision in contracts (for example with construction or maintenance suppliers) for the participation of Aboriginal and Torres Strait Islander Peoples in the relevant workforce;
- n) undertake an annual review of the numbers of Aboriginal and Torres Strait Islander employees compared to the target and assess progress and development of further measures to assist in exceeding the target;
- o) provide an environment where Aboriginal and Torres Strait Islander employees are encouraged to achieve their full potential;

- p) facilitate and encourage direct involvement of Aboriginal and Torres Strait Islander employees in determining their own career strategies, goals and objectives, in consultation with their supervisors;
- q) attribute Aboriginal and Torres Strait Islander Peoples' cultural IP in University goods and services.

(23) The University recognises the importance of Aboriginal and Torres Strait Islander participation in University research projects and an Aboriginal Participation Plan must be incorporated into projects which relate to Aboriginal research or communities and where possible for other research projects.

(24) The Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement must be consulted before recruitment commences for Aboriginal and/or Torres Strait Islander persons to fill Identified positions and /or appointments to Adjunct or Visiting Professors and Fellows.

Recognising Aboriginal and/or Torres Strait Islander Status

(25) The University provides for the confirmation of Aboriginal and Torres Strait Islander status for employees under the Recruitment and Selection Policy.

(26) Aboriginal and Torres Strait Islander employees who have not previously identified as an Aboriginal and Torres Strait Islander person in their employment records, can update their details through Staff Online by completing the Equal Opportunity Survey in the personal details section. Refer to the Recruitment and Selection Policy for guidelines on providing confirmation of Aboriginal and Torres Strait Islander status.

Engaging Aboriginal and Torres Strait Islander Peoples

(27) The University will build mutually beneficial partnerships based on respect through the participation and contribution of Aboriginal and Torres Strait Islander employees in employment-related decision-making processes. This will include membership of certain selection panels, and involvement in staffing strategy development.

(28) The University will actively involve Aboriginal and Torres Strait Islander Peoples in university governance, management, administration, teaching and research.

(29) The University will develop and deliver Aboriginal and Torres Strait Islander Peoples Workplace Relations and Cultural Appreciation training to ensure cultural competency, the participation of which will be a prerequisite in any recruitment, selection and promotion processes for staff.

(30) The University will partner with Aboriginal and Torres Strait Islander communities to become an employer of choice and help disseminate culturally recognised employment practices to the wider community.

(31) The University encourages Aboriginal and Torres Strait Islander employees to participate in cultural diversity programs and services such as activities, committees and networks organised by the Office of Aboriginal and Torres Strait Islander Employment and Engagement and the Badanami Centre for Indigenous Education; University-wide activities such as the Yarramundi Lecture series; and School-based programs.

Entering Alliances with External Organisations

(32) The University will engage with external organisations (community, businesses, industries and government) to:

- a) foster alliances and partnerships, and develop programs that improve Aboriginal and Torres Strait Islander employment opportunities; and
- b) raise awareness of cultural diversity within employment, including developing and providing training programs in cultural diversity within the workplace.

University Policies

(33) To ensure cultural diversity is embedded within the University, all University-wide employment or staff-related strategies or policies will address the cultural diversity of the community in which the University operates, as appropriate.

(34) The University will incorporate into its policies and procedures the opportunity for Aboriginal and Torres Strait Islander employees to participate in cultural activities and events, such as national days of observance etc.

Networking Lunch

Networking lunches are held three times a year for all Western Sydney staff who work on projects and programs aimed at assisting Aboriginal and Torres Strait Islander students to enter higher education. The lunches are designed to bring all staff together and are an opportunity for non- Aboriginal and Torres Strait Islander Western Sydney staff to engage in a meaningful dialogue with Aboriginal and Torres Strait Islander Western Sydney staff, community and elders through presentations and keynote speakers. These lunches assist in building cultural competency for staff who work directly with Aboriginal and Torres Strait Islander projects, programs, students and community.

Western Sydney University Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board

The Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board plays a key role in Western Sydney University's consultation and communication with Aboriginal and Torres Strait Islander communities across Australia, with a particular focus on the Greater Western Sydney region. The Board comprises Western Sydney University staff members as well as respected Aboriginal and Torres Strait Islander Elders and local community leaders. Information on members can be found on

http://www.uws.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/about_us/advisory_board

The Board provides advice to Western Sydney University on:

- Relationships between the University, industry, government and the Aboriginal and Torres Strait Islander community;
- The direction and development of Aboriginal and Torres Strait Islander employment and engagement initiatives;
- Other matters of importance to the Aboriginal and Torres Strait Islander community of Western Sydney University.

The Board has a published engagement plan which can be downloaded here: [http://www.Western Sydney University.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/action_plan_2014-17](http://www.WesternSydneyUniversity.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/action_plan_2014-17)

Western Sydney University Elders on Campus Program

The Elders on Campus Program is supported by the Office of Aboriginal and Torres Strait Islander Employment and Engagement. The Elders Program provides Western Sydney University with a link to the Aboriginal and Torres Strait Islander communities in Western Sydney and beyond; provides cadets, trainees and staff of Western Sydney University with access and cultural mentoring from Elders across the six campuses in Western Sydney; and provides strategic advice and input into the University's Aboriginal and Torres Strait Islander Employment and Engagement initiatives.

COMPLETIONS

Aboriginal and/or Torres Strait Islander undergraduate student completions decreased between 2016-2017 whilst postgraduate completions increased for the same period. Overall, total completions for all courses undertaken by Aboriginal and Torres Strait Islander students have increased year on year between 2015-2017.

Table 17: Aboriginal and Torres Strait Islander Program Completions, Headcount, 2015-2018

| Completions (Count) | 2015 | | 2016 | | 2017 | | 2018 | |
|------------------------|------------|--------------|------------|--------------|------------|--------------|------------|--------------|
| | Indigenous | Domestic | Indigenous | Domestic | Indigenous | Domestic | Indigenous | Domestic |
| Undergraduate | 73 | 6,197 | 88 | 6,594 | 84 | 6,403 | 89 | 5,907 |
| Postgraduate | 17 | 1,610 | 13 | 1,427 | 19 | 1,481 | 11 | 1,477 |
| All Courses | 90 | 7,807 | 101 | 8,021 | 103 | 7,884 | 100 | 7,384 |

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION STRATEGY

Aboriginal and Torres Strait Islander Education Policy

<https://policies.westernsydney.edu.au/document/view.current.php?id=229&version=1>

Section 3 - Policy Statement

(8) The University will work to establish itself as a site of exemplary practice in Aboriginal and Torres Strait Islander Peoples' education and research.

Principles

(9) The following principles underpin the University's approach to Aboriginal and Torres Strait Islander Peoples' learning, teaching and research:

- a) A whole-of-University and equitable approach across the student life-cycle;
- b) Accountability of all members of the University, senior staff and educators across Schools, University Research Institutes and Divisions;
- c) Embedding Aboriginal and Torres Strait Islander perspectives, knowledge's and voices in all that we do;
- d) Student retention, completion, growth and success at all levels of education and research;
- e) Recognition and valuing of traditional and contemporary histories, values, languages, culture and knowledge;
- f) Respect and civility among and between staff and students;
- g) Opportunities for engaging in the governance, decision making, planning, delivery and evaluation of education and research; and
- h) Proactive support of students and staff through co-creation, collaboration, consultation and inclusion.

Commitments

(10) The University makes the following commitments in relation to Aboriginal and Torres Strait Islander Peoples' education and research:

a) Education and research governance:

- i. recognising the right of Aboriginal and Torres Strait Islander Peoples to self--determination and engagement in decision making that impacts on their own lives and maintaining, controlling, protecting and developing their heritage and culture;
- ii. engaging Aboriginal and Torres Strait Islander Peoples to lead and contribute to the direction of education and implementation of the University's education and research, including participation on decision making bodies;
- iii. ensuring Aboriginal and Torres Strait Islander education is specifically included in all major strategies and plans;
- iv. acknowledging that a greater understanding and appreciation of Aboriginal and Torres Strait Islander perspectives, knowledges, skills, values and contemporary issues will advance our communities;
- v. identifying research that has been designed and conducted in accordance with international and national requirements for Aboriginal and Torres Strait Islander peoples; and
- vi. embedding lead practice and collaboration with government and higher education providers to improve support for Aboriginal and Torres Strait Islander Peoples' education, training and research.

b) Transition to higher education:

- i. enabling Aboriginal and Torres Strait Islander Peoples in urban, regional and remote areas to access, grow and succeed in higher education;
- ii. providing University admission pathways to Aboriginal and Torres Strait Islander students;
- iii. building on partnerships with schools and vocational educational institutions to encourage Aboriginal and Torres Strait Islander Peoples to transition to university;
- iv. working with professional associations and employers to support Aboriginal and Torres Strait Islander employees to undertake higher education.

c) Student success:

- i. providing socio-economic, cultural and academic support to achieve parity in the access, participation, retention, completion and success of Aboriginal and Torres Strait Islander students.

d) Cultural competences and capabilities for all students:

- i. promoting understanding and appreciation of Aboriginal and Torres Strait Islander traditional and contemporary perspectives, knowledge, spirituality, skills, values and culture across the University;

- ii. assisting Aboriginal and Torres Strait Islander students to develop positive identities that are supported by their knowledge of, and pride in, their own cultural heritage and academic, technological and social skills;
- iii. producing graduates who demonstrate cultural capability and have the skills and knowledge to provide genuinely competent services to Aboriginal and Torres Strait Islander Peoples.

e) Teaching and learning programs

- i. supporting and mentoring staff to ensure that learning environments, curricula, resources and assessments enable students to achieve the required Aboriginal and Torres Strait Islander graduate attributes;
- ii. building the capacity for Aboriginal and Torres Strait Islander students to progress into teaching, learning and research positions within the university;
- iii. recognising the importance of Aboriginal and Torres Strait Islander Peoples' identified roles in developing and contributing to teaching, learning and research programs;
- iv. responding to issues that impact Aboriginal and Torres Strait Islander Peoples' socio-economic and cultural priorities;
- v. ensuring the University has the ability to meet the needs of Aboriginal and Torres Strait Islander Peoples as an education provider of choice;
- vi. ensuring Aboriginal and Torres Strait Islander content is appropriately attributed when developing and delivering to students; and
- vii. ensuring teachers graduate with the qualifications, training and cultural competence to promote excellence and the aspirations, skills and academic achievements of Aboriginal and Torres Strait Islander students.

f) Knowledge and research

- i. recognising Aboriginal and Torres Strait Islander Peoples' systems of knowledge and worldviews are vital to shaping Aboriginal and Torres Strait Islander Peoples' education and research;
- ii. preserving, promoting, protecting and appropriately attributing Aboriginal and Torres Strait Islander Peoples' knowledge;
- iii. supporting Aboriginal and Torres Strait Islander research and research projects that improve the lives of Aboriginal and Torres Strait Islander Peoples and address the Aboriginal and Torres Strait Islander Peoples graduate attributes;
- iv. ensuring Aboriginal and Torres Strait Islander research and research with Aboriginal and Torres Strait Islander people is culturally safe and ethical;
- v. providing appropriate supervision to Aboriginal and Torres Strait Islander students, including co-supervision arrangements where appropriate; and
- vi. designing and conducting research in accordance with the United Nations Declaration on the Rights of Indigenous Peoples and the Australian Institute of Aboriginal and Torres Strait Islander Studies, Ethical Research: Guidelines for Ethical Research in Australian Indigenous Studies.

g) Cultural and pastoral support

- i. providing dedicated staff and services to support Aboriginal and Torres Strait Islander students' experience at the University through the Badanami Centre for Indigenous Education;
- ii. ensuring the University's campuses and study locations are welcoming, respectful, supportive, non-discriminatory and free of harassment for Aboriginal and Torres Strait Islander students and staff, and provide Aboriginal and Torres Strait Islander students with study spaces where they feel culturally safe; and
- iii. equipping all University members with critical skills to recognise and counter prejudice in all its forms.

h) Educational funding

- i. ensuring Aboriginal and Torres Strait Islander government-specific funding supports Aboriginal and Torres Strait Islander Peoples' success;
- ii. providing other financial support to those who have established Aboriginal and/or Torres Strait Islander status to support their education, where possible.

i) Career transition

- i. supporting Aboriginal and Torres Strait Islander students' career choices and employment opportunities both within and beyond their communities;
- ii. working with Aboriginal and Torres Strait Islander communities, government, industry, professional associations, employer groups, and other non-government organisations in Greater Western Sydney, and the University's Office of Aboriginal and Torres Strait Islander Employment and Engagement to meet workforce requirements and grow the number of employed Aboriginal and Torres Strait Islander graduates;
- iii. encouraging Aboriginal and Torres Strait Islander membership of professional bodies; and
- iv. encouraging Aboriginal and Torres Strait Islander Peoples to undertake post-graduate education.

ABORIGINAL AND TORRES STRAIT ISLANDER WORKFORCE STRATEGY

The Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement (OATSIEE) is the first Office of its kind in the tertiary education sector. In 2016 OATSIEE moved under the Office of the Pro Vice Chancellor Engagement and Aboriginal and Torres Strait Islander Leadership portfolio and is responsible for the provision of quality advice and input to Senior Management within People and Advancement and the University's Executive management team, ensuring that the University acts at all times in a manner consistent with relevant legislative requirements. The role provides clear, high quality, equitable policies and procedures ensuring effective communication to all staff; assists in recruitment to administrative and academic positions across all levels University-wide; and, in conjunction with the University's Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee, leads the development and implementation of the University's Aboriginal and Torres Strait Islander Employment Strategy. OATSIEE works to adjust Western Sydney University employment policies and support structures, and provides on-going monitoring of Aboriginal and Torres Strait Islander Employment to manage information in relation to Aboriginal and Torres Strait Islander employment, including data analysis and benchmarking against best practice. OATSIEE also conducts research relating to Aboriginal and Torres Strait Islander employment issues.

Supporting Strategies, Policies and Activities: Aboriginal and Torres Strait Islander Workforce

Aboriginal and Torres Strait Islander Employment Policy

| | |
|--|---|
| Aboriginal and Torres Strait Islander Peoples Employment Policy | https://policies.westernsydney.edu.au/download.php?id=261&version=4 |
| Section 4 - Procedures Improving Employment and Career (22) To improve the participation rate and employment outcomes of Aboriginal and Torres Strait Islander Peoples, the University will: <ul style="list-style-type: none">a) develop innovative employment programs to attract and recruit Aboriginal and Torres Strait Islander Peoples to all levels and types of employment at the University, including for all identified programs. These programs will include trainee or cadetships, graduate-entry, early career, middle and senior level programs in professional and academic positions across the University;b) develop programs to provide employment opportunities for Aboriginal and Torres Strait Islander Peoples, including transition from study to employment or entry into the workforce - such as traineeships, cadetships, career coaching, mentoring and skill development workshops;c) provide increased opportunities for the appointment of Aboriginal and/or Torres Strait Islander Peoples as Adjunct or Visiting Professors and Fellows; | |

- d) provide strategic advice to managers and supervisors in the process of recruiting and selecting Aboriginal and Torres Strait Islander employees, and managing and supervising Aboriginal and Torres Strait Islander Peoples on traineeships, cadetships or internships, or other employment programs, including support in undertaking career development planning, performance and review processes, and reward and recognition;
- e) Provide targeted orientation programs for Aboriginal and Torres Strait Islander employees;
- f) provide a University-wide Aboriginal and Torres Strait Islander Peoples workplace relations program giving priority to the delivery of the training in units with existing Aboriginal and Torres Strait Islander Peoples;
- g) offer career development programs such as training, education, mentoring, job exchange, and other professional learning initiatives to build individual skills and leadership capacity;
- h) work with external partners to develop scholarships and support for work placements;
- i) work to provide research funding for projects with oversight or participation by Aboriginal and Torres Strait Islander employees;
- j) provide other development mechanisms and networks for Aboriginal and Torres Strait Islander employees, including conferences, seminars and forums;
- k) create identified positions and provide guidance on how to conduct a targeted recruitment strategy for positions where applicants must be an Aboriginal and /or Torres Strait Islander Person. Being an Aboriginal and/or Torres Strait Islander Person is a genuine occupational qualification as authorised under Section 14(D) of the NSW Anti-Discrimination Act, 1977 NSW. See section 5 of the Western Sydney University Recruitment and Selection policy for further information;
- l) adopt government initiatives that promote increased Aboriginal and Torres Strait Islander employment participation, for example the NSW Aboriginal Participation in Construction Policy;
- m) include provision in contracts (for example with construction or maintenance suppliers) for the participation of Aboriginal and Torres Strait Islander Peoples in the relevant workforce;
- n) undertake an annual review of the numbers of Aboriginal and Torres Strait Islander employees compared to the target and assess progress and development of further measures to assist in exceeding the target;
- o) provide an environment where Aboriginal and Torres Strait Islander employees are encouraged to achieve their full potential;

- p) facilitate and encourage direct involvement of Aboriginal and Torres Strait Islander employees in determining their own career strategies, goals and objectives, in consultation with their supervisors;
- q) attribute Aboriginal and Torres Strait Islander Peoples' cultural and intellectual property in University goods and services.

Engaging Aboriginal and Torres Strait Islander Peoples

(27) The University will build mutually beneficial partnerships based on respect through the participation and contribution of Aboriginal and Torres Strait Islander employees in employment-related decision-making processes. This will include membership of certain selection panels, and involvement in staffing strategy development.

(28) The University will actively involve Aboriginal and Torres Strait Islander Peoples in university governance, management, administration, teaching and research.

(29) The University will develop and deliver Aboriginal and Torres Strait Islander Peoples Workplace Relations and Cultural Appreciation training to ensure cultural competency, the participation of which will be a prerequisite in any recruitment, selection and promotion processes for staff.

(30) The University will partner with Aboriginal and Torres Strait Islander communities to become an employer of choice and help disseminate culturally recognised employment practices to the wider community.

(31) The University encourages Aboriginal and Torres Strait Islander employees to participate in cultural diversity programs and services such as activities, committees and networks organised by the Office of Aboriginal and Torres Strait Islander Employment and Engagement and the Badanami Centre for Indigenous Education; University-wide activities such as the Yarramundi Lecture series; and School-based programs.

Aboriginal and Torres Strait Islander Employment Reporting and Monitoring

OATSIEE provides regular reports on employment metrics to Divisions, Schools and Institutes via the Office of Quality and Performance. Tracking performance against the strategy is the responsibility of the Office of the Pro Vice-Chancellor Engagement and Pro Vice-Chancellor Aboriginal and Torres Strait Islander Leadership. Performance is measured using employment metrics against the Strategy's key objectives. An evaluation of the cost effectiveness of transitioning to employment programs was completed in December 2016
https://www.westernsydney.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/transition_to_employment.

OATSIEE Action Plan

This action plan reflects the Western Sydney University commitment to have Aboriginal and Torres Strait Islander staffing levels which reflect their proportion in the broader community (2.2% as per the Federal Government's National Review: Access and Outcomes for Aboriginal and Torres Strait Islander people in higher education; 2.5% as per the OATSIEE Action Plan launched by the Vice Chancellor in 2015.
http://www.uws.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/action_plan_2014-17

All of the Action Plan's overarching objectives are tracked and monitored, with specific employment programs such as transition to employment, which includes Aboriginal and Torres Strait Islander Traineeships and Cadetships, evaluated at 98% retention rates.

In summary, this University-wide Action Plan focuses on six objectives.

- Objective 1:* Increase the participation rate and employment outcomes of Aboriginal and Torres Strait Islander People across all levels of Western Sydney University.
- Objective 2:* Ensure the University has the ability to meet the needs of Aboriginal and Torres Strait Islander People as an 'Employer of Choice'.
- Objective 3:* Develop leading strategies and help shape the national agenda in Aboriginal and Torres Strait Islander People Employment and Engagement.
- Objective 4:* Redress, through affirmative action in employment, the past disadvantages experienced by Aboriginal and Torres Strait Islander People.
- Objective 5:* 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.
- Objective 6:* 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.

Staff numbers are reported each year at census date 31 March by the Office of Quality and Performance and vetted by Office of Aboriginal and Torres Strait Islander Employment and Engagement. This report is extracted for the University's Executive and advisory committees. Enterprise Agreements.

The two previous Western Sydney University agreements (the UWS Professional Staff Agreement 2014 and the Western Sydney University Academic Staff Agreement 2014), both include comprehensive commitments to:

- An Aboriginal and Torres Strait Islander Employment Strategy
- A target of employing 62 Aboriginal and Torres Strait Islander staff by 31/1/17
- The development of other performance indicators
- An Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee
- An ability to use additional Personal Leave to attend cultural/ceremonial activities
- An Aboriginal and Torres Strait Islander Language Allowance
- Professional and career development opportunities
- Ensuring levels of positions occupied by Aboriginal and Torres Strait Islander Peoples employees and those positions occupied by non-Aboriginal and Torres Strait Islander Peoples employees are commensurate
- Appropriate employment, retention and promotion of Aboriginal and Torres Strait Islander Peoples employees into identified and non-identified roles
- Quarterly and annual review of the numbers of Aboriginal and Torres Strait Islander Peoples employees
- Compared to the objective in order to assess progress and develop further measures to give effect to the Aboriginal and Torres Strait Islander Peoples Employment Strategy.

https://www.uws.edu.au/people_and_culture/opc/uws_enterprise_agreements

Securing Success 2020

This overarching Western Sydney University strategy includes a commitment to Aboriginal and Torres Strait Islander Employment, to having a diverse workforce which attracts, retains and develops Aboriginal and Torres Strait Islander staff and supports and develops current Aboriginal and Torres Strait Islander staff.

The University focuses particular attention on supporting the aspirations of Aboriginal and Torres Strait Islander Peoples and celebrates the diverse and rich cultural communities that give Greater Western Sydney its energy and vibrancy. The University works with Aboriginal and Torres Strait Islander communities in Greater Western Sydney to improve educational and employment outcomes.

https://www.westernsydney.edu.au/data/assets/pdf_file/0004/844672/BRND1582_Securing_Success_Strategic_Plan_2015-2020_v05.pdf

Outcomes

In its six years of OATSIEE's operation, it has achieved significant 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 in 2007 to 74 employees in 2017 (representing 1.7% of the university's staff for FFT/FT only)
- A 98% completion rate by trainees and cadets in progression to higher study and employment
- Establishment of an early career academic and researcher pilot project providing mentoring to take postgraduate candidates through to academic careers
- establishment of an Elders on Campus program that provides leadership in cultural workplace relations.

Aboriginal and Torres Strait Islander Peoples Workforce Data

There was a total of 55 Aboriginal and Torres Strait Islander Staff in 2018.

Table 18: 5a Aboriginal and Torres Strait Islander Staff, Total, 2015-2018

| Division | Section | Unit | Academic | Professional | Board Members | Grand Total |
|--|---|--|----------|--------------|---------------|-------------|
| Academic Division | Client Services | Information Services - Hawkesbury Campus (Library) | | 1 | | 1 |
| | | Lending Services - Bankstown Campus (Library) | | 1 | | 1 |
| Academic Division Total | | | | 2 | | 2 |
| Deputy Dean Student Success | Office of Senior Manager, Student Success | Office of Senior Manager, Student Success | | 1 | | 1 |
| Deputy Dean Student Success Total | | | | 1 | | 1 |
| Engagement and International Division | Badanami Centre for Indigenous Education | Badanami Centre for Indigenous Education | | 5 | | 5 |
| | Office of ATSI Employment & Engagement | Office of ATSI Employment & Engagement | | 3 | | 3 |

| | | | | | | |
|--|--|--|----------|-----------|----------|-----------|
| | Office of PVC, Engagement & ATSI Leadership | Office of PVC, Engagement & ATSI Leadership | 1 | 4 | | 5 |
| | Office of PVC, Global Development | Office of PVC, Global Development | | 1 | | 1 |
| | Office of the Senior Deputy Vice-Chancellor | Office of the Senior Deputy Vice-Chancellor | | 1 | | 1 |
| | Partnerships | Partnerships | | 1 | | 1 |
| Engagement and International Division Total | | | 1 | 15 | | 16 |
| Finance & Resources Division | Infrastructure Services | Campus Delivery | | 1 | | 1 |
| | IT Operations | Services Portfolio - Consumer | | 1 | | 1 |
| Finance & Resources Division Total | | | | 2 | | 2 |
| People & Advancement Division | Contact Service Centre | Contact Service Centre | | 2 | | 2 |
| | Office of Engagement Marketing | Indigenous Outreach | | 2 | | 2 |
| | Office of Governance Services | Director's Unit, Office of Governance Services | | | 1 | 1 |
| | School Engagement | School Engagement | | 3 | | 3 |
| | Student Administration | Admissions | | 1 | | 1 |
| | Widening Participation | Indigenous Outreach | | 1 | | 1 |
| People & Advancement Division Total | | | | 9 | 1 | 10 |
| Research and Innovation Division | Graduate Research School | Graduate Research School | | 1 | | 1 |
| | MARCS Institute for Brain, Behaviour & Development | MARCS Institute for Brain, Behaviour & Development | | 1 | | 1 |
| | Office of Research, Engagement, Devpt & Innovation | Office of Research, Engagement, Devpt & Innovation | | 2 | | 2 |

| | | | | | | |
|---|---|---|----------|----------|--|----------|
| | Translational Health Research Institute | Translational Health Research Institute | | 1 | | 1 |
| Research and Innovation Division Total | | | | 5 | | 5 |
| School of Business | Human Resources and Management | Human Resources and Management (SoBus) | 1 | | | 1 |
| School of Business Total | | | 1 | | | 1 |
| School of Education | Dean's Unit - School of Education | Dean's Unit - School of Education | 1 | 1 | | 2 |
| | Primary Education | Primary Education (SoE) | 1 | | | 1 |
| | Research and Higher Degree | Research and Higher Degree (SoE) | 1 | | | 1 |
| School of Education Total | | | 3 | 1 | | 4 |
| School of Law | School of Law | School of Law | 1 | | | 1 |
| School of Law Total | | | 1 | | | 1 |
| School of Medicine | Dean's Unit - School of Medicine | Dean's Unit - School of Medicine | | 2 | | 2 |
| | School of Medicine | School of Medicine | 1 | 2 | | 3 |
| School of Medicine Total | | | 1 | 4 | | 5 |
| School of Nursing and Midwifery | Dean's Unit - School of Nursing and Midwifery | Dean's Unit - School of Nursing and Midwifery | | 1 | | 1 |
| School of Nursing and Midwifery Total | | | | 1 | | 1 |
| School of Science and Health | Men's Health Information and Resource Centre | Men's Health Information and Resource Centre | | 2 | | 2 |
| School of Science and Health Total | | | | 2 | | 2 |
| School of Social Sciences and Psychology | Professional Team | Professional Team (SSAP) | | 3 | | 3 |
| | Social Work and Community Welfare | Social Work and Community Welfare (SSAP) | 1 | | | 1 |

| | | | | | | |
|---|-----------------------------------|---|----------|-----------|----------|-----------|
| School of Social Sciences and Psychology Total | | | 1 | 3 | | 4 |
| Western Sydney University Casuals | Western Sydney University Casuals | Western Sydney University Casual Academic | 1 | | | 1 |
| Western Sydney University Casuals Total | | | 1 | | | 1 |
| Grand Total | | | 9 | 45 | 1 | 55 |

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES INVOLVEMENT IN DECISION-MAKING

Western Sydney University has a range of high-level consultative and decision-making bodies to ensure the effective participation of Aboriginal and Torres Strait Islander people in decision-making.

Prior to 2017 the current mechanisms were sufficient to meet the requirements of ISSP funding; however, with the new changes introduced in 2017, and enacted in 2018, an Indigenous Governance Mechanism was formed per s11 of the Guidelines.

The First Peoples Governance Mechanism (FPGM) (the University's preferred title for the Indigenous Governance Mechanism required by the ISSP Guidelines) met once during 2018.

Table 19: Current 2018 Membership, FPGM (to be reviewed annually)

| Role | Name | Duration of Service |
|--|-------------------------------|----------------------------|
| Pro Vice-Chancellor Engagement, Pro Vice-Chancellor Aboriginal and Torres Strait Islander Leadership | Professor Lisa Jackson Pulver | 2018 –June 2018 |
| Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement | Melissa Williams | 2018 – June 2018 |
| Director, Badanami Centre for Aboriginal and Torres Strait Islander Education | Fiona Towney | September 2018 -Current |
| Executive Officer, Office of the PVC Engagement, PVC Aboriginal and Torres Strait Islander Leadership | Zeita Davis | 2018 - Current |

Participation of Aboriginal and Torres Strait Islander Peoples in University Committees

The exact number of Aboriginal and Torres Strait Islander people involved in all Western Sydney University decision-making processes cannot be quantified as it includes a wide range of committees, such as selection committees, where records are not kept. However, the known involvement in key decision-making committees is presented in the table below.

Table 20: Aboriginal and Torres Strait Islander Participation in University Committees, 2017

| Senior University Boards/Committees | Aboriginal and Torres Strait Islander members |
|---|--|
| Western Sydney University Board of Trustees | 1 |
| Western Sydney University Aboriginal and Torres Strait Islander Advisory Council to the Board of Trustees | 7 |
| Western Sydney University Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board | 21 |
| Executive Committee | 1 |
| Western Sydney University Senior Management Forums | 2 |
| Badanami Academic Committee (BAC) | 8 |
| Alternative Entry Coordinating Committee (AECC) | 7 |

| | |
|---|----|
| Academic Senate | 1 |
| Academic Senate's Education Committee | 1 |
| Elders on Campus Advisory Group * Voluntary group | 23 |

Governance and Participatory Committees

Western Sydney University has a range of high-level consultative or decision-making bodies to ensure the effective participation of Aboriginal and Torres Strait Islander people in decision-making. Following the appointment of the inaugural position of Pro Vice-Chancellor Engagement and Pro Vice-Chancellor Aboriginal & Torres Strait Islander Leadership (in 2016), existing arrangements have been maintained and are the subject of review as required. Any review will maintain strong external community relationships, and incorporate Aboriginal and Torres Strait Islander perspectives and advice on all of our work. In order to increase Aboriginal and Torres Strait Islander Peoples knowledge systems, access, participation, retention and success in education and employment, the University is committed to developing partnerships with Aboriginal and Torres Strait Islander communities to advance Aboriginal and Torres Strait Islander Peoples education and employment outcomes.

Aboriginal and Torres Strait Islander Advisory Council

The Aboriginal and Torres Strait Islander Advisory Council continues as a standing committee of the University, providing advice on Aboriginal and Torres Strait Islander matters to the Vice-Chancellor and the Board of Trustees. The Aboriginal and Torres Strait Islander Advisory Council provides valuable advice and input into the implementation of Aboriginal and Torres Strait Islander education strategy, as well as oversight of the activities of the Badanami Centre for Indigenous Education.

[The Terms of Reference](#) were endorsed by the University Board of Trustees on 27 February 2008. The Council includes Western Sydney University members and respected external Aboriginal and Torres Strait Islander Elders and leaders.

Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board

This Advisory Board provides advice to Western Sydney University on:

- Relationships between the University, industry, government and the Aboriginal and Torres Strait Islander community;
- The direction and development of Aboriginal and Torres Strait Islander employment and engagement initiatives;
- Aboriginal and Torres Strait Islander matters referred to the Board.

The Board plays a key role in Western Sydney University's consultation and communication with Aboriginal and Torres Strait Islander communities, in particular, in Western Sydney.

The Advisory Board has Western Sydney University members and respected external Aboriginal and Torres Strait Islander Elders and leaders.

http://www.uws.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/action_plan_2014-17

Elders on Campus Advisory Group

The Elders on Campus Advisory Group is supported by the Office of Aboriginal and Torres Strait Islander Employment and Engagement. The Elders Advisory Group:

- Provides Western Sydney University with a link to the Aboriginal and Torres Strait Islander communities beginning with Greater Western Sydney
- Provides cadets, trainees and staff of the University of Western Sydney with access 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.

The Five Critical Components of the Elders on Campus Program include:

1. Leadership – attend and participate in engagement meetings and events
2. Mentoring – the provision of cultural support and safety
3. Aboriginal and Torres Strait Islander Workplace Relations – passing on knowledge through storytelling, demonstrations, workshops
4. Advisory Board participation – in meetings and other significant events
5. Research and teaching – advisory capacity with the potential to develop into projects.

The Elders on Campus attended 100 engagement appointments across three Institutes, six Schools, three Divisions and five community events.

http://www.uws.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/elders_on_campus

Aboriginal and Torres Strait Islander Leadership

In January 2016, Western Sydney University appointed the first Pro Vice-Chancellor Engagement and Aboriginal and Torres Strait Islander Leadership in the tertiary education sector. This appointment placed Aboriginal and Torres Strait Islander Leadership firmly on the table at the executive level. The role has a senior executive portfolio in Aboriginal and Torres Strait Islander Leadership to provide overall direction in related employment, educational experiences, and research and engagement initiatives across the University.

Since the departure of the Pro Vice-Chancellor Aboriginal and Torres Strait Islander Leadership in 2018 the University has adjusted the role to focus on the educational outcomes of Aboriginal and Torres Strait Islander Peoples. The re-titled Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation will be filled by Professor Michelle Trudgett, starting mid 2019.

Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation (commencing Mid 2019)

This position arises from the University's commitment to provide opportunity and access to Aboriginal and Torres Strait Islander peoples within, and external to our community. The Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation provides leadership in Aboriginal and Torres Strait Islander employment, education and engagement across the University and leads the University's engagement with industry and the broader community in line with the University's Securing Success strategic plan. This position is a member of the University Executive.

Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement

This position is responsible for providing thought leadership and driving the Aboriginal and Torres Strait Islander Employment and Engagement Strategies, Policies and Action Plans. The comprehensiveness of the Plan is a guarantee of success, which will be closely monitored and evaluated. The Office focuses on Aboriginal and Torres Strait Islander affairs and contributes to enhancing both the staff and student University experience. OATSIEE is a representative voice for Aboriginal and Torres Strait Islander employees and potential employees at all levels as well as 'rising stars', trainees, cadets, academics, professionals and alumni. This position is a member of the University's senior leadership group.

Executive Officer

This position was recruited in 2016 within the Office of the Pro Vice-Chancellor Engagement and Pro Vice-Chancellor Aboriginal and Torres Strait Islander Leadership. The Executive Officer is responsible for overseeing key projects on behalf of the Office and providing strategic and operational advice and support through conducting research analysis on a broad range of governance, policy and operational issues across the portfolio. The position also prepares complex reports, submissions, briefings, presentations and associated correspondence and coordinates and liaises with senior management staff across Schools, units and Divisional offices.

Badanami Elder-in-Residence

This position is responsible as an Elder within the Badanami Centre for providing strategic and policy advice through the Office of the Pro Vice-Chancellor Aboriginal and Torres Strait Islander Leadership. The Badanami Elder-in-Residence provides support to Badanami Aboriginal and Torres Strait Islander students. The Badanami Elder in Residence is a unique position that recognises the special place of Elders within Aboriginal and Torres Strait Islander society. This position is also formal recognition of the value placed upon Aboriginal and Torres Strait Islander knowledge at Western Sydney University.

Director of Badanami

The Director is responsible for the effective planning and implementation of a range of services to support Aboriginal and Torres Strait Islander student success. The Director provides advice and leadership in the area of Aboriginal and Torres Strait Islander peoples academic progression and is responsible for the University's compliance with legislative, funding contracts and reporting on Aboriginal and Torres Strait Islander student retention and completion.

Reporting to the Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation, the Director is a member of the University's senior team, with responsibility for the effective and efficient provision of Aboriginal and Torres Strait Islander education services to enable a positive and productive student experience for Aboriginal and Torres Strait Islander peoples.

Badanami Centre Co-ordinator (position upgraded to Director of Badanami during 2018)

This position is responsible for managing the administrative functions of the five Badanami Centres on Western Sydney University campuses and providing leadership for the professional support staff and students of the Centre. In addition, the position manages the government funded Tutorial for Success (TFS) and Away from Base (AFB) programs. The Badanami Centre Co-ordinator fosters strong relationships and partnerships with Schools and support areas of the University in order to deliver high quality, culturally appropriate support for Aboriginal and Torres Strait Islander students across all campuses. In April 2018, this position was reviewed and replaced by the Director of Badanami role which commenced in June 2018.

Manager for Indigenous Outreach

This position is responsible for University outreach efforts to schools and community aimed at increasing the awareness and aspirations of Aboriginal and Torres Strait Islander People to attend university and to enrol at Western Sydney University. The Manager is a member of various advisory groups relevant to Aboriginal and Torres Strait Islander access, participation and retention.

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.

Senior Research Fellow

Reporting to the Director of the Health Research Institute (THRI), the position is responsible for Aboriginal Health and Wellbeing Research in the school of Medicine (under the funding arrangement with the Sydney Partnership for Health, Education, Research and Enterprise/SPHERE) and its associated research institute.

Director of Academic Program

Reporting to the Dean of Education, the position is responsible for the development and delivery of the Bachelor of Education (Primary) – Aboriginal and Torres Strait Islander Education.

6a Statement by the Indigenous Governance Mechanism

The new ISSP guidelines were discussed at the Western Sydney University Elders on Campus Advisory Committee meeting after its official launch in April 2017. The First Peoples Governance Mechanism (FPGM) was established and the first meeting scheduled to take place early 2018.

The 2017 performance report proved an opportunity to identify capabilities and gaps in Western Sydney Universities ability to monitor, track and report against ISSP fund allocations. During 2018, discussions continued to improve the operational and decision making capabilities relating to the allocation and reporting of ISSP funding.

APPENDIX

Table 20: Major Activity and Funding Summary

| DOMAIN | MAJOR ACTIVITY | FUNDING |
|---------------------|--|----------------|
| Enrolments (Access) | Pathways to Dreaming | HEPP |
| Enrolments (Access) | Heartbeat: Aboriginal and Torres Strait Islander students exploring health and medicine | HEPP |
| Enrolments (Access) | Western Sydney University Rural Aboriginal and Torres Strait Islander Student Visits program | HEPP |
| Enrolments (Access) | Aboriginal and Torres Strait Islander Alternative Entry Program | HEPP |
| Progression | Badanami Centre for Aboriginal and Torres Strait Islander Education | ISSP |
| Progression | Badanami Tutoring for Success Program | ISSP |
| Progression | Badanami 'Mixed-Mode" Away From Base | AFB Funding |
| Progression | Western Sydney University Aboriginal and Torres Strait Islander Cadetship Program | University |