



Indigenous Student Success Program 2019 Performance Report

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UPDATE

In July 2019 Western Sydney University appointed Professor Michelle Trudgett as Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation. An immediate priority was the development of a comprehensive Indigenous Strategy to guide the University in Indigenous education and ensure, as a minimum, parity of representation of Indigenous knowledge and people in undergraduate and postgraduate student load, employment, and research. After widespread consultation which included 22 presentations to key stakeholder groups during the latter part of 2019, Western Sydney University's Indigenous Strategy 2020 – 2025 (the Strategy) was established.

The Strategy:

- establishes how Western will position itself as a national leader in Indigenous higher education through providing opportunities for Indigenous Australian students to learn and succeed in an environment that promotes Indigenous excellence;
- offers a suite of unique resources designed to empower the Indigenous community to undertake higher education in greater numbers; and
- outlines seven key areas with action items and key measures in each.

Strategic Objective One of the Strategy is centred on Indigenous students and outlines nine strategic actions in order to attract, retain and graduate more Indigenous students at Western, as follows:

01. Develop a set of strategies to ensure that the proportion of enrolled domestic Indigenous students reflects population parity.
02. Develop a set of strategies to ensure that domestic Indigenous students have the same retention outcomes as non-Indigenous students.
03. Ensure all Indigenous students have knowledge about academic, cultural and pastoral support available to them.
04. Ensure there is a clear pathway for Indigenous students to progress through the University at undergraduate and postgraduate study.
05. Establish an Indigenous Student Network.
06. Encourage Indigenous students to undertake international experiences.
07. Build a comprehensive cadetship and internship program with opportunities internal and external to the University.
08. Establish an Indigenous Australian pathway program in conjunction with The College¹.
09. Develop a unique program to support and promote high achieving Indigenous students in conjunction with The Academy².

The key success measures accompanying this strategic pillar are:

- by 2025, 3% of all enrolled domestic students are Indigenous;
- by 2025, 3% of all completing students are Indigenous;
- Indigenous students engage with outbound opportunities at the same rate as non-Indigenous domestic students;
- Increase in the number of Indigenous students undertaking cadetships and internships;
- Establishment of new programs for Indigenous students in collaboration with The College and The Academy.

¹ The College at Western Sydney University provides an Academic Pathway Program to a bachelor's degree

² The Academy at Western Sydney University gives high-achievers an added edge preparing leaders of the future.

1. ENROLLMENTS

DATA SUMMARY

Western Sydney University is deeply committed to serving the Indigenous community. We are an institution that recognises and values Indigenous knowledge in our business. Importantly, the Indigenous student cohort at Western is dynamic and engaged. We provide outstanding pathway programs to attract students to the University. Once enrolled, Indigenous students have a suite of support mechanisms available to them ranging from scholarships through to pastoral and cultural support. Our student enrolment numbers remain one of the highest nationally, a fact of which we are certainly very proud and on which we will look to build in the years to come.

Postgraduate student load has remained relatively constant in 2019, although the Strategy is focused on lifting this area in line with building an Indigenous Academic pipeline to mentor and support undergraduate and postgraduate students. Greater Western Sydney has the largest population of Aboriginal and Torres Strait Islander People in Australia and the majority of our Indigenous students permanently reside in Greater Western Sydney. There has, however, been an increase in the number of Indigenous students attending the University from Tasmania, Queensland, ACT and Victoria.

STUDENT ACCESS PROGRAMS

Western Sydney University has Indigenous specific student access and awareness programs, as outlined below.

Heartbeat

The program aims to increase young Aboriginal and Torres Strait Islander students' awareness of health issues as individuals and in their families and communities, and hopefully inspire them to aspire to future careers in medicine, health and related sciences. Heartbeat also aims to familiarise students with the university environment from an early age, as the program is available in Years 3-6 and gives them the sense that higher education study is attainable for them. The program consists of on-campus workshops with hands-on activities and in-school components.

In 2019 there were 29 schools participating with 635 students, 58 teachers and 5 parents.

Pathways to Dreaming

The *Pathways to Dreaming* program offers year 8-12 Indigenous students access to, and awareness of, educational and career opportunities throughout their high school journey. Through educational and cultural activities and skill-building workshops, Pathways to Dreaming offers students a chance to develop academic confidence and supports students with the tools and resources necessary to make informed decisions about their education and career options. Students are also supported through the transition to higher education or the workforce after completion of high school. Students who successfully transition into higher education at Western Sydney University (including The College) are offered continued and ongoing support where required. The program is delivered as a mixed mode of campus events and in-school initiatives. In 2019 there were 15 campus events for 30 schools, with 664 students and 60 teachers participating from the schools.

Future Students Information Evenings

Two evenings held in 2019 provided details of opportunities, entry pathways, scholarships and courses available at Western to prospective students and answered questions that families, teachers and community members had. The attendance was up 20% on 2018, and over 65% of attendees applied to WSU for 2020.

Pathways Program

The Indigenous Pathways program is a two-day event held four times during 2019 in which applicants are assessed in academic literacy and numeracy followed by an interview from the relevant School of the University. In 2019 there were 226 offers made, up 16% on the previous year.

Aboriginal and Torres Strait Islander Engagement Marketing Unit

This unit provides management and delivery of the above described projects, and many more, and program support for Indigenous people and communities to position Western Sydney University as a place of choice for further study.

Project/Program name	Type	2019 Expenditure
Heartbeat Program	HEPPP	\$61,000.00
Pathways to Dreaming Program	HEPPP	\$114,000.00
Aboriginal and Torres Strait Islander Pathway Program	University	\$12,000.00
Aboriginal and Torres Strait Islander Engagement Marketing	University	\$32,000.00
Rural Indigenous Student visit program* (section 4)	HEPPP	\$65,000.00
TOTAL		\$284,000.00

EVOLVING SUPPORT STRATEGIES

Strategic Objective Four of the Strategy focuses on Teaching and Learning. The strategic actions located within this pillar include:

- Establish diverse learning spaces that support Indigenous ways of learning and are accessible to a diverse range of stakeholders including the community.
- Introduce an Indigenous Teaching and Learning Award at the University Annual Teaching and Learning Awards.
- Appoint a Director of Indigenous Teaching and Learning at the Professoriate level.
- Establish positions to assist the Director of Indigenous Teaching and Learning in the implementation of Indigenous graduate attributes.

Key measurable outcomes will include outdoor learning spaces and yarning circles created across Western's campuses. All students will have the opportunity to engage with, and learn from, Indigenous Knowledge. All academics will have the opportunity to develop their understanding of Indigenous Knowledge and the ability to apply to their teaching practices. Notably, we are committed to build Indigenous capacity across the University in order to effectively address gaps in attracting, retaining and progressing students throughout their life cycle.

Table 1: Course Load (EFTSL): Domestic vs Aboriginal and Torres Strait Islander Students, 2015-2019

Course Type	Commencing Status	2015		2016		2017		2018		2019	
		Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic
Postgraduate	Commencing	16.3	1,342.7	17.4	1,372.1	11.4	1,255.1	21.9	1,342.7	18.7	1,308.6
	Continuing	18.3	1,436.0	22.8	1,612.6	24.6	1,666.5	18.0	1,627.9	26.4	1,718.2
	Total	34.6	2,778.7	40.1	2,984.7	36.0	2,921.5	40.0	2,970.7	45.1	3,026.8
Undergraduate	Commencing	194.9	10,934.8	185.7	10,352.4	181.4	9,749.7	183.0	10,378.6	174.7	9,621.5
	Continuing	212.4	15,835.9	247.0	15,674.5	270.4	15,394.4	292.2	16,109.4	295.6	16,955.4
	Incorrect Comm Date									0.0	1.7
	Total	407.3	26,770.7	432.7	26,026.9	451.7	25,144.1	475.2	26,488.0	470.3	26,578.6
Non-Award Course	Commencing	0.4	101.5	0.4	87.9	0.3	102.0	0.5	117.6	0.0	118.2
	Continuing	0.0	13.9	0.1	16.8	0.0	15.3	0.0	23.5	0.0	31.3
	Total	0.4	115.4	0.5	104.6	0.3	117.3	0.5	141.1	0.0	149.5
Enabling	Commencing	15.1	636.9	10.0	518.6	6.9	393.5	10.0	533.9	6.5	513.1
	Continuing	0.8	37.1	1.2	47.1	0.3	42.9	0.0	42.5	0.1	27.1
	Total	15.9	674.1	11.2	565.7	7.1	436.4	10.0	576.4	6.6	540.1
Cross-Institutional	Commencing	0.1	8.6	0.3	9.4	0.0	8.4	0.3	5.1	0.0	4.4
	Continuing	0.0	0.5	0.0	0.9	0.0	0.4	0.0	1.0	0.0	0.3
	Incorrect Comm Date									0.0	0.4
	Total	0.1	9.1	0.3	10.3	0.0	8.8	0.3	6.1	0.0	5.0
Grand Total		458.3	30,347.9	484.8	29,692.2	495.1	28,628.0	526.0	30,182.3	522.1	30,300.0

Table 2: Aboriginal and Torres Strait Islander Student Headcount, 2012-19

	2012	2013	2014	2015	2016	2017	2018	2019
Aboriginal and Torres Strait Islander Students	448	488	544	597	636	665	732	732
Total Students (Domestic Students only)	35,976	37,607	39,210	40,315	39,638	38,855	41,352	41,333
Aboriginal and Torres Strait Islander Student (%)	1.25%	1.30%	1.39%	1.48%	1.60%	1.71%	1.77%	1.77%

Table 3: ETFSL by Aboriginal and Torres Strait Islander Student Permanent Residence, 2015-19

Permanent Home	2015	2016	2017	2018	2019
GWS	352.2	361.7	383.1	419.4	408.6
Central Coast	7.8	9.8	8.2	6.6	8.1
Central West	10.4	21.0	16.1	13.5	12.3
Far West	0.9	0.0	0.3	2.5	2.9
Hunter	8.9	6.8	6.5	7.1	8.9
Illawarra	13.1	15.2	10.1	10.8	11.5
Inner Sydney	19.7	26.1	20.7	19.0	19.1
Mid-North Coast	3.5	3.5	1.1	1.9	2.0
Murray	0.8	0.4	0.0	0.0	0.8
Murrumbidgee	0.6	0.8	1.4	1.4	1.9
North-Western Region	13.5	15.3	19.0	15.0	13.8
Northern Region	1.5	1.3	2.0	5.0	3.8
Outer Sydney	12.3	11.5	13.6	8.3	9.9
Richmond-Tweed	1.1	1.0	1.5	1.4	2.9
South-Eastern Region	3.6	4.0	4.6	3.5	2.0
ACT	1.3	0.9	0.8	1.3	2.0
NT	1.0	1.5	1.5	1.9	0.8
QLD	3.6	2.8	2.0	2.6	4.8
SA	0.0	0.0	0.1	0.8	0.0
TAS	2.0	0.0	1.0	1.5	3.8
VIC	0.4	1.5	1.4	1.9	2.6
WA	0.0	0.0	0.0	0.5	0.0
Interstate Total	8.3	6.7	6.8	10.4	13.9
Unknown		0.0	0.0	0.0	0.0
Grand Total	458.3	484.8	495.1	525.7	522.1

SCHOLARSHIPS

Western Sydney University has a range of scholarships available to Indigenous students commencing and continuing in their academic pursuits. In 2019 the following scholarships were awarded.

Table 4: Aboriginal and Torres Strait Islander Scholarships, Breakdown

Scholarship details	Government/ Private/ University	Qty	Cost	Awarded	Comments
Aboriginal and Torres Strait Islander Achievement Scholarship	University	4	\$5,000 p.a. for up to five years	4	Designed to encourage Aboriginal and Torres Strait Islander students to study at a tertiary level.
Indigenous Smart Start	University	84	\$2,000	36	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.

Scholarship details	Government/ Private/ University	Qty	Cost	Awarded	Comments
Eucharistic Community Scholarship for Aboriginal Women	Donor	2	\$8,000 p.a. for two years	2	Benefits: \$8,000 per year for up to two years; Eligibility: continuing students; Course: Any undergraduate degree; 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
Hawkesbury Foundation Aboriginal Nursing Scholarship	Donor	1	\$5,000 p.a. for one year	1	Benefits: \$5,000 per year for one year; Eligibility: Continuing students; Courses: Bachelor of Nursing; Criteria: Applicants must identify as Aboriginal or Torres Strait Islander.
NRMA Insurance Aboriginal and Torres Strait Islander Scholarship	Donor	1	\$12,650 p.a. for duration of degree plus paid internship	1	Benefits: \$12,650 per year for duration of degree plus paid internship; Eligibility: New and continuing students; Courses: Any undergraduate degree; Criteria: Applicants must identify as Aboriginal or Torres Strait Islander.
The Western Sydney Wanderers Scholarship	Donor	1	\$12,650 p.a. for one year	1	Benefits: \$12,650 for one year; Eligibility: New students; Course(s): Any undergraduate degree Criteria: Applicants must identify as Aboriginal or Torres Strait Islander.

The College

<https://www.westernsydney.edu.au/future/study/application-pathways/the-college.html>

The College at Western Sydney University is the perfect bridge for domestic and international students transitioning from secondary school to the degree programs offered at Western or into a postgraduate program. Successfully completing one of our Academic Pathway Programs guarantees the student a place at Western Sydney University and the highly-qualified staff will make sure graduates from The College have the necessary skills to take on a bachelor degree. The College is aware of the social and historic disadvantage experienced by Aboriginal communities and as a result is committed to providing access to education in a safe and supportive space through The Ngaramada Indigenous Student Centre.

The College RTO (90319) at Western Sydney University provides quality ASQA accredited programs to enterprises, community organisations and university stakeholders to help build the workforce capability requirements of Australia.

Table 5: Commencing Aboriginal and Torres Strait Islander students in College Foundation course who have transitioned to WSU by Year

Latest Enrolled WSTC Course	WSTC Transition - Highest Subsequent WS Course Level	2012	2013	2014	2015	2016	2017	2018	2019
Diploma (Extended/Standard/Integrated)	03. Masters			2	3				
	08. Bachelor (Honours)				1		2		1
	10. Bachelor (Pass)	3	3	4	16	11	16	8	5
	(No record yet)	1	2	10	25	15	8	27	15
	Total	4	5	16	45	26	26	35	21
University Foundation Studies	06. Graduate Diploma			1					
	10. Bachelor (Pass)	1	2	3	9	2	5	5	
	(No record yet)	2	5	11	7	7	2	6	6
	Total	3	7	15	16	9	7	11	6
Grand Total		7	12	31	61	35	33	46	27

2. Progression (access and outcomes)

Data summary

Total progression rates improved marginally between 2018 (75.8%) to 2019 (76.4%). One area in which Western takes pride is the progression rate of our Indigenous postgraduate students (91.9%), which is close to on par with the progression rate of domestic students (92.1%).

Table 6: Aboriginal and Torres Strait Islander Progression Rates, 2016-2019

Course Type	Commencing Status	2016		2017		2018		2019	
		Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic
Postgraduate	Commencing	88.5%	93.4%	84.7%	93.1%	87.5%	92.5%	91.1%	91.8%
	Continuing	92.9%	92.5%	86.6%	93.1%	86.3%	92.2%	92.8%	92.4%
	Total	90.6%	93.0%	85.9%	93.1%	87.1%	92.4%	91.9%	92.1%
Undergraduate	Commencing	74.3%	76.8%	75.4%	78.7%	67.5%	76.4%	66.1%	78.2%
	Continuing	81.9%	82.8%	81.6%	83.2%	79.9%	83.1%	81.0%	83.6%
	Incorrect Comm Date								81.5%
	Total	78.6%	80.4%	79.1%	81.4%	75.1%	80.5%	75.4%	81.7%
Non-Award Course	Commencing	66.7%	73.5%	100.0%	80.3%	25.0%	81.2%		81.3%
	Continuing	100.0%	74.4%		89.3%		77.8%		75.8%
	Total	75.0%	73.7%	100.0%	81.5%	25.0%	80.6%		80.1%
Enabling	Commencing	70.0%	82.3%	75.5%	83.7%	80.3%	82.1%	59.5%	81.1%
	Continuing	78.9%	72.5%	0.0%	70.1%		79.9%	100.0%	69.4%
	Total	70.9%	81.5%	72.7%	82.3%	80.3%	81.9%	60.5%	80.5%
Cross-Institutional	Commencing	50.0%	89.3%		86.6%	100.0%	92.7%		91.4%
	Continuing		100.0%		66.7%		100.0%		50.0%
	Incorrect Comm Date								33.3%
	Total	50.0%	90.2%		85.7%	100.0%	93.9%		85.0%
Grand Total		79.2%	81.5%	79.4%	82.4%	75.8%	81.5%	76.4%	82.5%

Table 7: Aboriginal and Torres Strait Islander Retention Rates, 2015-2019

Course Type	Commencing Status	2015		2016		2017		2018		2019	
		Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic
Postgraduate	Commencing	73.9%	76.7%	85.0%	81.8%	68.0%	77.5%	62.5%	77.6%	76.7%	75.6%
	Continuing	71.4%	69.6%	75.0%	69.4%	82.6%	69.9%	70.8%	70.4%	81.8%	70.5%
	Total	73.0%	73.6%	80.6%	75.8%	75.0%	73.7%	67.5%	73.8%	78.8%	73.1%
Undergraduate	Commencing	63.6%	66.1%	59.7%	60.6%	64.2%	62.5%	62.4%	61.9%	57.2%	60.9%
	Continuing	69.4%	73.0%	71.6%	71.1%	67.9%	70.8%	69.2%	71.0%	69.3%	70.6%
	Total	66.7%	70.3%	65.7%	66.5%	66.2%	67.3%	66.2%	67.1%	64.1%	66.4%
Grand Total		67.2%	70.6%	66.7%	67.3%	67.0%	67.9%	66.3%	67.8%	65.2%	67.1%

PROGRESSION STRATEGIES

Cultural Competency

Western introduced a number of strategic initiatives to improve the cultural competency of our staff in 2019. We have contracted a company called Boomalli Consulting to facilitate a comprehensive cultural exchange program, which will continue to be rolled out across the University to build the cultural proficiency of our professional and academic staff.

There are also future plans to include all new staff in an online module 'Introduction to Indigenous Western Sydney' to continue building knowledge and cultural competencies. This is in line with Strategic Objective Seven of the Strategy which aims to build Indigenous cultural viability and knowledge across Western Sydney University. One example of how this will be developed is through the incorporation of Indigenous language throughout all campuses along with visual Acknowledgement of Country identifiers on each campus through signage and art.

Building an Inspirational Pipeline

The *WSU Indigenous Strategy 2020 – 2025* highlights our aspiration to build an academic pipeline of Indigenous Early Career academics and Indigenous Researchers. They will assist in mentoring and inspiring students to further their academic pathway in higher education.

Western is also in the process of establishing an Indigenous Alumni chapter to increase the availability of role models and opportunities available to the students to support progression through their university life cycle. Further, the Schools and Institutes within Western Sydney University support students to gain knowledge, understanding and life skills.

Badanami Centres for Aboriginal and Torres Strait Islander Education

The Badanami centres are ISSP funded and provide support and facilities to Indigenous students studying at Western. The centres provide a place where students can build cultural connections in a safe environment. Staff are available to provide cultural, pastoral and academic support to Indigenous students. The centres also house a number of facilities for students to utilise free of charge including printing, computer labs, food and drink. The Centres operate under a premise that nurtures and supports the academic journeys of students while embracing their cultural identity.

Key programs offered by Badanami

- Elder in Residence – a unique and formal position which recognises the special place of Elders within Indigenous society to provide cultural advice and support to students and is ISSP funded.
- Tutoring for Success Program (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 at no cost to the students. It is ISSP funded and \$471,941 was spent in 2019 down slightly on 2018.

Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance ¹	Expenditure ¹ (\$)
Enabling	3	590	24,190
Undergraduate	99	10858	447,751
Post graduate	0		
Other			
Total	102	11,448	\$471,941

Indigenous Support Activities provided in 2019¹

Activity^{1 1}	Number of student participants	Expenditure (\$)
Film Screening of The Australian Dream 28.11.19	108	3,385
Graduation Ceremony Heritage sashes 2019	30	1,025
NAIDOC Week celebrations & activities	535	22,100
UATSIS conference in Canberra	7	5,600
Printing, faxing, stationery and consumables	711	38,543
Parramatta Council NAIDOC Event	200	3,000
Indigenous Nationals	15	6,800
Western Fairs x 10	325	3,000
Diversity Day	120	400
National Reconciliation Week	63	1,400

SCHOOL OF BUSINESS

The School of Business has engaged with, and contributed to, a number of Indigenous initiatives at Western in 2019. Some examples are:

- Continued its long-standing involvement with Indigenous engagement activities through the Heartbeat program and Pathways to Dreaming.
- Many staff from the School were active participants in the Indigenous Research Forum held in late 2019.
- Gold sponsor for the Inaugural Indigenous Finance and Business Conference (iFAB) – further involvement included one of the School's academics acting as panel chair and having other academics as panel participants. The conference was attended by over 100 delegates from around Australia, Canada and New Zealand. Feedback suggests that the conference successfully met the needs of delegates as a forum for Indigenous Business professionals.
- To celebrate NAIDOC week, the School of Business engaged Dalmarri, a 100 per cent owned Indigenous company, providing cultural immersion programs to facilitate the creation of a collaborative art work (pictured below). Throughout the day members of the School community came together to complete an impressive mural, telling the story of the place where our campus is located, the lands of the Buramatta people of the Darug Nation. The mural has the Buramatta River (now known as the Parramatta River) running through it, plentiful with eels, and shows the many clans that lived along the river. Not only is the mural a beautiful artwork of which the staff are very proud, its creation was a means of fostering and celebrating diversity, inclusiveness and teamwork. The final hanging and unveiling of the work was timed to coincide with the School's RUOK afternoon tea.
- The School also started talks with Dalmarri to provide the School with corporate gifts.



SCHOOL OF MEDICINE

The School of Medicine (SoM) continues to support Indigenous health and students. There is a dedicated pathway for entry for prospective Indigenous students. These students are mentored by Indigenous staff to assist their transition to tertiary study. Working closely with the team at Badanami, students are paired with appropriate tutors, and helped with AIDA scholarships. In concert with the local Land Council, students are offered accommodation scholarships close to the University.

The Rural School at Bathurst continues to identify and mentor potential rural students into the new MD program. The Rural School also manages the SoM's relationships with the Aboriginal Medical Students (AMSs) across the state, where all our fifth year students are attached for five weeks. Students also get the opportunity to work with Aunty Kerrie Doyle, RN, PhD Professor for Indigenous Health on research projects with the summer scholarship programs. This year three students were awarded the scholarships and joined the team researching cultural proficiency in health systems, motivational interviewing, and parenting programs for Aboriginal families.

Aunty Kerrie was awarded Pro Vice-Chancellor's Research Development Support and went to New Zealand to undertake field work to examine responses to communities with measles outbreak. She visited three rural clinics, and the results formed part of the University of Washington's Global Burden of Disease project. A journal article has been accepted by the Lancet.

The School produces a regular newsletter highlighting achievements of all including the four Indigenous Higher Degree Research Students <http://createsend.com/t/t-E11291C91A4E30532540EF23F30FEDED?fbclid=IwAR1uCL9QAsvf92-BF6ITAp1ASTo0S5Pg1uBDIohf2BNXwzxRg9ifbpWLxt0>.

The ISSP funding sponsor, Dr Ryan Dashwood, is an integral part of the Indigenous team in the SoM. He facilitates years three to five students on their clinical placements in the AMSs across NSW. He actively mentors Aboriginal students and is WSU's representative on the LIME network (Leaders in Indigenous Medical Education), and attends interstate and international meetings where his contributions are valuable and valued. He is an active member of AIDA (Australian Indigenous Doctors' Association) and was integral in forming Australia's first Aboriginal Medical Students council. Additionally, Dr Ryan is one of the first Indigenous doctors to be accredited as an Emergency Specialist. He is currently working clinically in Emergency Departments in Liverpool and the South Coast, and is especially interested in reducing the burden of disease in Aboriginal elders.

INDIGENOUS RESEARCH DEVELOPMENT SUPPORT

The Indigenous Research Development Scheme was an initiative of the Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation to support our higher degree research students and academics. As part of the suite of emerging support mechanisms, the University funded a one-off scheme where Indigenous academics could apply for up to \$3,000 in 2019 to support a meaningful research initiative – for example conference attendance or support with fieldwork activities. In 2019, three staff and one higher degree research student were awarded \$3000 each through this scheme.

SCHOOL OF NURSING AND MIDWIFERY

The School of Nursing and Midwifery continue to implement strategies to improve unit success rates and retention of Indigenous 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 various Indigenous units and advisory bodies across the University as well as local Community Elders.
- Continued 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.

SCHOOL OF EDUCATION

The School of Education continues to implement a number of strategies to improve the retention and success of Indigenous 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.

SCHOOL OF SOCIAL SCIENCES AND PSYCHOLOGY

The School of Social Sciences and Psychology (SoSSAP) continues to develop and implement strategies across both education and research to:

- further Indigenous content and inclusion,
- enhance opportunities for pathways into university,
- improve graduate outcomes for Aboriginal and Torres Strait Islander students,
- promote progression into PhD, and
- research opportunities in, and dissemination of research on and by, Aboriginal and Torres Strait Islander Peoples.

Relevant activities within the SoSSAP are detailed below.

A Dean's Advisory Committee for Aboriginal and Torres Strait Islander Advancement was formed in 2018 and has continued into 2019. Its members include

- The chair, who is the Dean of the School
- Professor of Social Work
- Professor of Anthropology
- Senior Lecturer (Indigenous) Social Work and Community Development
- The School's Indigenous Education Officer.

The committee has worked toward ensuring Indigenous student success and furthering Indigenous employment within the School. In 2019 the School achieved 3% parity of total Indigenous students enrolled.

The School also appointed a full-time tenured Indigenous (Level B) lecturer to the Social Work and Community Development team.

The School continues to work toward our commitment to the Indigenous Graduate Attribute, a Master's unit was developed by our Indigenous Senior Lecturer. The unit 'Indigenous Australia: History, Knowledge and Professional Practice' will be piloted within our Master Social Work (Qualifying) in 2020. We have also committed to appoint an inaugural Associate Dean (Indigenous Education), as part of the University's broader Indigenous Strategy. The Strategy, led by Professor Michelle Trudgett, underscores our School's commitment to increase Indigenous employment, education, research and engagement

In 2019, the SoSSAP offered the Bachelor of Community and Social Development or BCSD program with Badanami Centres providing administrative support and Away from Base funding.

SCHOOL OF LAW

The School of Law celebrated a successful year with its Indigenous students making it to the final for 2019 First Nations Mooting Competition at UNSW. Jessie Robinson took out Rising Star Award as a first year student, as well as joint finalist. Peter Rumble was runner up at the October event. This is the first time that WSU School of Law has participated in the event and it is now a permanent fixture where all Indigenous Law students can participate. The School also conducted two consultation lunches with all Indigenous students to ensure the School, curriculum and environment was conducive to Indigenous learning. A reconciliation morning tea was held by the School to bring Indigenous knowledge and appreciation to a unified and understanding cohort of lecturers, professional staff and students. The School of Law is now working on a new text book scheme to provide free textbooks to all students.

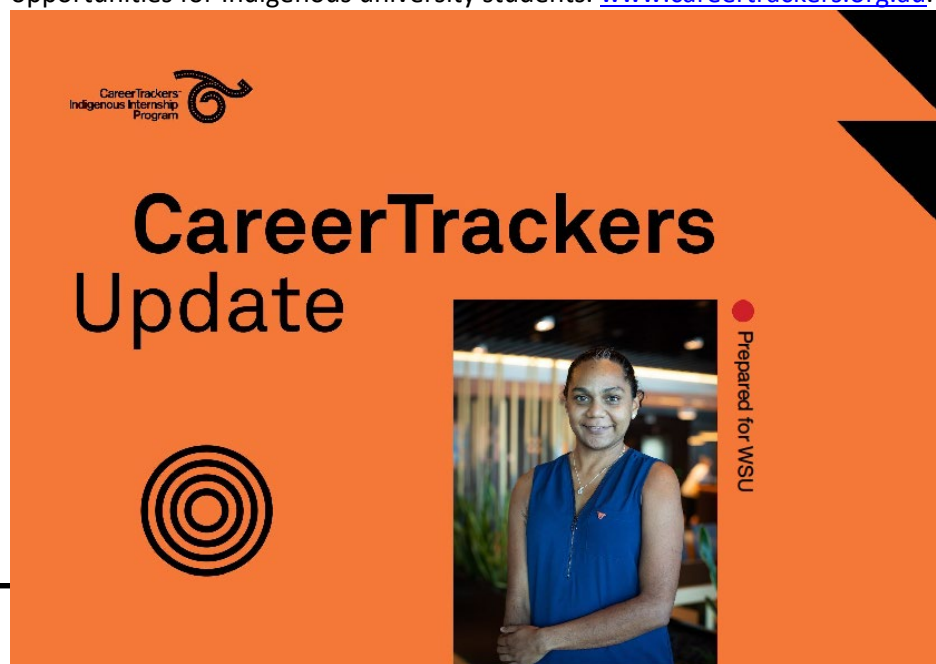
The Ngara Baramada meeting room was established by WSU School of Law to recognise the impact of colonial laws on Aboriginal and Torres Strait Islander Peoples and to give frequent and varied visitors the opportunity to learn, think and reflect on the present day, providing an impetus for change. The name 'Ngara Baramada' means 'listen in Parramatta'. Parramatta, 'Burramatta' in the Dhraug language, is a combination of words 'burra' meaning eels and 'matta' meaning water. The traditional clans in this area are the Burramattagal (eel) clan located at the head of the river to the west, and the Wallmattagal (snapper fish) clan located on the north of the river extending east to the Lane Cover River. The room features a mural by Indigenous Dubbo artist Allan Mackenzie which encapsulates the name Ngara Baramada and brings Indigenous knowledge and culture to all who attend.

3. Completions (outcomes)

Table 8: Aboriginal and Torres Strait Islander Program Completions, Headcount, 2015-2019

Indigenous Broad course type group	2015		2016		2017		2018		2019	
	Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic	Indigenous	Domestic
Undergraduate	73	6,197	88	6,594	84	6,403	89	5,907	79	6,087
Postgraduate	17	1,610	13	1,427	19	1,481	11	1,477	18	1,516
Grand Total	90	7,807	101	8,021	103	7,884	100	7,384	97	7,603

Indigenous undergraduate student completions decreased while postgraduate completion increased in a larger cohort. In 2019 Career Trackers were present on most WSU campuses. CareerTrackers is a not for profit organisation that creates paid structured internship opportunities for Indigenous university students. www.careertrackers.org.au. This is currently under review given the new Indigenous Strategy.



In order to attract, retain and graduate more Indigenous students, we need to create a suite of unique resources that empower the Indigenous community to seek a tertiary education in greater numbers and better support that community through their education. Indigenous students need to engage with outbound opportunities at the same rate as non-Indigenous domestic students including undertaking cadetships and internships that add value to their education and life skills.

Western Sydney University is currently strengthening and creating Indigenous Leadership groups to sustain, connect and improve graduate pathways and completions through their commitment and investment in the WSU Indigenous Strategy 2020 – 2025.

4. Regional and remote students

The WSU Aboriginal and Torres Strait Islander Engagement Marketing Unit together with Schools, Institutes and Badanami Centres offer courses, access and support to regional and remote students.

Rural Indigenous Student Visit

The program managed and delivered by the Aboriginal and Torres Straits Islander Engagement Marketing Unit provides Aboriginal and Torres Strait Islander high school students in years 10 -12 from rural and remote regions of NSW the opportunity to experience university to assist them to engage in their learning and inspire them to aspire to higher education study post school. Students afforded the opportunity would not normally have access to this type of program due to their geographical locations. 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. The project is contributing to widening participation in higher education and '*closing the gap*' on education outcomes for Aboriginal and Torres Strait Islander students. Current WSU Indigenous students acted as guides and mentors throughout the visit.

In 2019, a total of 18 different workshops were on offer for students to select from along with guest speaker sessions. Five of the University's schools participated through 43 students and eight teaching staff in the week long program. Now 92% of the school students who attended aspire to attend university as opposed to 51% prior to the program.

Away From Base

Western Sydney University received 14 New Course Enrolments for 2019 into the B Education (Primary) Aboriginal and Torres Strait Islander Education. These enrolments consisted of seven female students under 24 years of age and seven students (2 male & 5 female) in the category 24-64 years old. Additionally, in 2019, the Bachelor of Community and Social Development course recommenced accepting enrolments and received 21 New Course Enrolments. These enrolments consisted of five students (2 male & 3 female) under 24 years of age and 16 students (1 male & 15 female) 24-64 years old. The Badanami Centre for Indigenous Education continues to work collaboratively with the Schools of Education and Social Sciences striving for continuous improvement in the AFB program administration. Both the B Education (Primary) Aboriginal and Torres Strait Islander Education and the Bachelor of Community and Social Development courses are offered in mixed-mode delivery allowing students to continue meeting their family, community and work responsibilities.

Scholarship data for remote and regional students^{1 1}

	Education Costs		Accommodation		Reward		Total ¹	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2018 Payments	2727	1					2727	1
B. 2019 Offers ¹		0		0		0		0
C. Percentage ¹ (C=B/A*100)								0
2019 Payments	2727	1					2727	1

5. Working with Vulnerable People Requirement⁹

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Training will be completed online due to COVID-19
Does the provider have a compliance process in place?	All Badanami staff are required to complete WWVP training

6. Eligibility requirements

A. Indigenous Education Strategy

Under section 13 of the ISSP Guidelines, WSU Indigenous Education Strategy must

- a) Include key performance indicators; and
- b) Prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards; and
- c) Facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices; and
- d) Include activities for students and employees of the university that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous people in Australia.

WSU Aboriginal and Torres Strait Islander Education Policy can be found at:

<https://policies.westernsydney.edu.au/document/view.current.php?id=229&version=3>

The WSU Aboriginal and Torres Strait Islander Education Policy addresses all the requirements of section 13 of the ISSP Guidelines and is currently being reviewed under the *WSU Indigenous Strategy 2020 – 2025*.

B. Indigenous Workforce Strategy

Under section 12 of the ISSP Guidelines, the Indigenous Workforce Strategy must;

- a) include the following key performance indicators:
 - i) a key performance indicator that the number of employees engaged by the university who are Indigenous persons is at least 3 per cent, or other higher percentage A KE agreed by the Minister and the university before 24th November of the year before the grant year, of all employees of the university; and
 - ii) one or more additional key performance indicators relating to the employment of Indigenous persons by the university; and
- b) prioritise the following matter:
 - i) increasing the number of academic employees engaged by the university who are Indigenous persons; and
 - ii) the professional development and career advancement of academic employees engaged by the university who are Indigenous persons; and
 - iii) employment of at least one Indigenous person as a senior executive employee at the level of Pro Vice Chancellor, Deputy Vice Chancellor or Vice Chancellor, or equivalent level.

The 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 to supporting and developing 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.

The WSU Workforce Strategy can be found at:

https://www.westernsydney.edu.au/human_resources/ohr/our_people_securing_success

The WSU Aboriginal and Torres Strait Islander Peoples Employment Policy can be found at:

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

Both policies address all the items raised in section 12 of the ISSP Guidelines with further issues being addressed in the *Indigenous Strategy 2020-2025*.

Aboriginal and Torres Strait Islander Peoples Workforce Data					
1 January 2019 to 31 December 2019					
Data extracted 20 April 2020					
Employees with multiple occupancies throughout the reporting period have been counted in the occupancy line that they were in for the longest length of time throughout the period					
Division	Position Title	Level	Classification	Status	Total
Academic Division	Academic Literacy Advisor	HEW Level 07	General Staff	Limited Term	1
	Library Client Services Officer, Roving	HEW Level 03	General Staff	Permanent	1
Division of the Senior Deputy Vice-Chancellor	Academic Literacy & Learning Advisor	HEW Level 07	General Staff	Permanent	1
	Administration Officer	HEW Level 05	General Staff	Permanent	1
	Administrative Officer	HEW Level 05	General Staff	Permanent	1
	Badanami Student Success Officer	HEW Level 06	General Staff	Permanent	2
		HEW Level 07	General Staff	Permanent	1
	Casual Academic	Academic Casual	Academic Staff	Casual	8
	Casual General	HEW Level 04	General Staff	Casual	2
	Delegations Officer, International Partnerships	HEW Level 05	General Staff	Permanent	1
	Director, Badanami Centre	Senior Staff	Senior Professional Staff	Permanent	1
	Director, Office of Aboriginal & Torres Strait Islander Employment & Engagement	Senior Staff	Senior Professional Staff	Permanent	1
	Executive Assistant/Project Officer	HEW Level 07	General Staff	Permanent	1
	Pro Vice-Chancellor Aboriginal & Torres Strait Islander Education, Strategy	Executive	Executive Academic Staff	Limited Term	1
People & Advancement Division	Aboriginal and Torres Strait Islander Engagement Marketing Project Officer	HEW Level 07	General Staff	Limited Term	2
				Permanent	1
	Aboriginal and Torres Strait Islander Engagement Marketing Senior Project Support Officer	HEW Level 06	General Staff	Limited Term	1
				Permanent	1

	Casual General	HEW Level 01	General Staff	Casual	5
		HEW Level 02	General Staff	Casual	2
	Casual Senior Student Ambassador	HEW Level 02	General Staff	Casual	1
	Casual Student Ambassador	HEW Level 01	General Staff	Casual	1
	Engagement Marketing Administration Assistant	HEW Level 04	General Staff	Limited Term	1
	Engagement Marketing Administration Officer	HEW Level 05	General Staff	Permanent	1
	Examination Team Leader	HEW Level 07	General Staff	Limited Term	1
	Manager, Aboriginal and Torres Strait Islander Engagement Marketing	HEW Level 08	General Staff	Permanent	1
	Student Administration Assistant	HEW Level 05	General Staff	Limited Term	1
	Testing and Promotions Coordinator	HEW Level 06	General Staff	Limited Term	1
	Widening Participation Engagement Marketing Project Officer, Fast Forward	HEW Level 07	General Staff	Limited Term	1
Research and Innovation Division	Casual General	HEW Level 03	General Staff	Casual	1
		HEW Level 05	General Staff	Casual	1
		HEW Level 06	General Staff	Casual	2
	Institute Co-ordinator	HEW Level 07	General Staff	Limited Term	1
	MARCS Casual Research Assistant - 2019 - 7004831 (1)	HEW Level 03	General Staff	Casual	1
	Research Assistant, SPHERE	HEW Level 05	General Staff	Limited Term	1
	Research Assistant, Translation Health Research Institute	HEW Level 05	General Staff	Limited Term	1
	Student Administration Operations Officer	HEW Level 06	General Staff	Permanent	1
School of Business	Academic Course Advisor	Academic Level C	Academic Staff	Permanent	1
School of Education	ACA, Bachelor of Education (Primary), Aboriginal & Torres Strait Islander Education	Academic Level C	Academic Staff	Permanent	1

	AUT/1H Casual Academic - Unit 101259	Academic Casual	Academic Staff	Casual	1
	AUT/1H Casual Academic - Unit 102130	Academic Casual	Academic Staff	Casual	1
	DAP-B Ed-Primary, ATSIE	Academic Level D	Academic Staff	Limited Term	1
	SPR/2H Casual Academic - Unit 102085	Academic Casual	Academic Staff	Casual	1
	SPR/2H Casual Academic - Unit 102110	Academic Casual	Academic Staff	Casual	1
School of Humanities and Communication Arts	SPR/2H Casual Academic - Unit 101753	Academic Casual	Academic Staff	Casual	1
School of Law	Lecturer in Aboriginal & Torres Strait Islander Law	Academic Level B	Academic Staff	Permanent	1
School of Medicine	AUT/1H Casual Academic - Unit 400978	Academic Casual	Academic Staff	Casual	1
	Casual Academic - Medicine in Context	Academic Casual	Academic Staff	Casual	1
	Conjoint Associate Lecturer	Conjoint Associate Lecturer	Academic Conjoint	Limited Term	1
	Lecturer in Indigenous Health	Academic Level B	Academic Staff	Permanent	1
	Placement Support Officer	HEW Level 05	General Staff	Limited Term	1
	Professor Aboriginal Torres Strait Islander Health	Academic Level E	Academic Staff	Permanent	1
School of Nursing and Midwifery	AUT/1H Casual Academic - Unit 401206	Academic Casual	Academic Staff	Casual	3
	Research Officer, Fieldwork	HEW Level 06	General Staff	Limited Term	1
	Senior Research Officer, Fieldwork	HEW Level 07	General Staff	Limited Term	1
	SPR/2H Casual Academic - Course 4697	Academic Casual	Academic Staff	Casual	1
	SPR/2H Casual Academic - Unit 401005	Academic Casual	Academic Staff	Casual	1
School of Science and Health	AUT/1H Casual Academic - Unit 300978	Academic Casual	Academic Staff	Casual	1
	Casual General	HEW Level 05	General Staff	Casual	2
	Cultural Worker	HEW Level 05	General Staff	Limited Term	1
	Engagement Officer	HEW Level 06	General Staff	Limited Term	1

	One Off Payment	Academic Casual	Academic Staff	Casual	5
	Project Officer, Coordinator, The Shed	HEW Level 07	General Staff	Limited Term	1
School of Social Sciences and Psychology	Aboriginal and Torres Strait Islander Education Officer	HEW Level 06	General Staff	Permanent	1
	Casual Professional	HEW Level 05	General Staff	Casual	1
	Lecturer	Academic Level B	Academic Staff	Permanent	1
	One Off Payment	Academic Casual	Academic Staff	Casual	1
	SPR/2H Casual Academic - Unit 102203	Academic Casual	Academic Staff	Casual	1
	SPR/2H Casual Academic - Unit 102361	Academic Casual	Academic Staff	Casual	1
	SPR/2H Casual Academic - Unit 102713	Academic Casual	Academic Staff	Casual	1
	The Nagle Senior Lecturer in Social Work and Community Development	Academic Level C	Academic Staff	Permanent	1
Grand Total					94

Indigenous Governance Mechanism

The Indigenous Governance Mechanism consists of Professor Michelle Trudgett, Pro Vice Chancellor for Aboriginal and Torres Strait Islander Education, Strategy and Consultation and Fiona Towney, Director of Badanami Centres for Indigenous Education. They met weekly to discuss Western Sydney University Indigenous Strategy since July 2019. The IGM was assisted in cultural matters by the WSU Elders Advisory Board.

There were four Elders Advisory Board meetings in 2019:

- 13th June
- 30th July
- 27th September
- 5th December (updates to elders with no major decisions as the formal agenda was put on hold due to sorry business).

Some of the key decisions made during these meetings with the Elders Advisory Board were:

- Yarramundi Lectures decision:** Yarramundi Lecture Project Update and outcomes
 - The three confirmed speakers for the Yarramundi lecture - Professor Tom Calma AO, Aunty Jenny Munro and Teela Reid.
 - Professor Michelle Trudgett and Stacey Coates (an Indigenous WSU student who is currently completing a PhD) co-chaired the event.
- NAIDOC Week theme:** The NAIDOC theme to be incorporated on the Yarramundi invitation. Aunty Zona Wilkinson was commissioned to provide artwork for the invitation.
- Indigenous Strategy:** Indigenous Strategy was presented to the Elders when it was in draft format.



i. Statement by the Indigenous Governance Mechanism

The IGM consisted of Professor Michelle Trudgett, Pro Vice Chancellor for Aboriginal and Torres Strait Islander Education, Strategy and Consultation and Fiona Towney, Director of Badanami Centres for Indigenous Education from July 2019.

The Performance Report highlights areas of concern and opportunities for improvement in operational efficiencies and Indigenous outcomes. The performance report further highlights the areas that are addressed in the *WSU Indigenous Strategy 2020 – 2025*.

Additional information for completing the template

-
- ¹ Only payments made during 2019 can be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.
 - ² Record the number of students (head count) not EFTSL.
 - ³ Include both preserved and new ISSP scholarships.
 - ⁴ This figures in this column should be the sum of the relevant row.
 - ⁵ The total may not be the sum of the previous columns as some students may receive several scholarships.
 - ⁶ Include payments to all enabling students, including remote and regional students.
 - ⁷ Include payments to all undergraduate students, including remote and regional students.
 - ⁸ Include payments to all postgraduate students, including remote and regional students.
 - ⁹ This section confirms that the provider complies with Section 35A of the Guidelines.