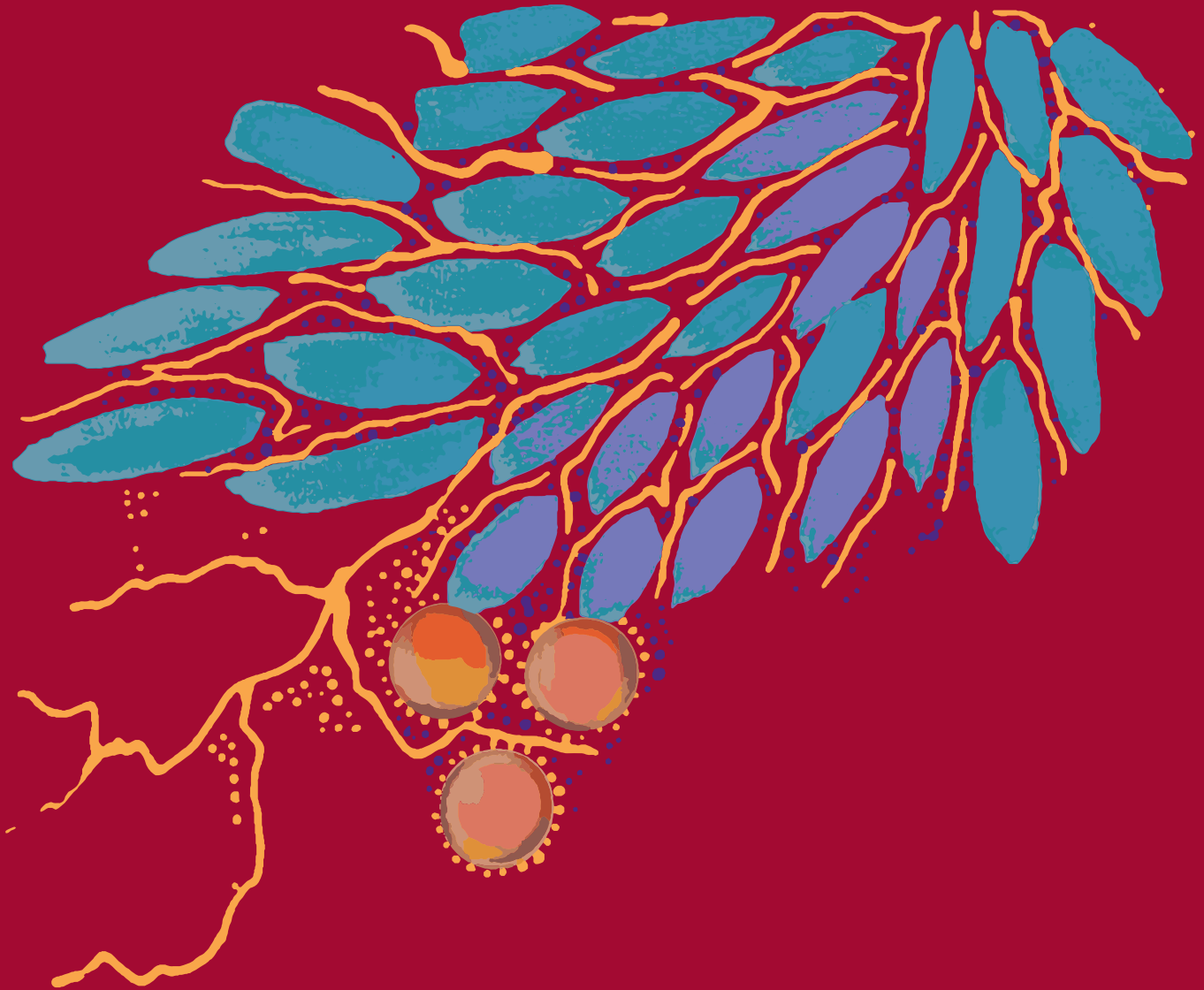


WESTERN SYDNEY  
UNIVERSITY



Social Sciences



# Indigenous Strategy 2020-2025

2024 ANNUAL REPORT



# ACKNOWLEDGEMENT OF COUNTRY

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support of its work in their lands (Greater Western Sydney and beyond).

COVER IMAGE:  
Those who came before us.

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## Background

Early in 2020, two discrete one-day cultural exchange workshops for staff were hosted by the Office of the Pro Vice-Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation. As part of these workshops, it was agreed that all participants would be invited to contribute to the creation of a piece of original artwork, to enhance their understanding of Country and culture. This activity was co-facilitated by artist Allan McKenzie, a Wiradjuri-Gamilaroi man from Griffith NSW.

Early in 2021, after the COVID-19 hiatus, Allan returned to Western to oversee the completion of the artwork. Importantly, the final stage of the creation of this artwork was to invite all Indigenous students and staff to visit the Badanami Centre for Indigenous Education at Parramatta South Campus so that they could also contribute.

Well over 120 staff and students, Indigenous and non-Indigenous, contributed to the painting of this piece of art. It is owned by none, yet owned by all, and is a great example of reconciliation in practice.

To read more about how this piece and the new WSU Indigenous branding came about, please see [Western's artwork is an example of reconciliation in practice | Western Sydney University](#)

# INTRODUCTION

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I am very pleased to present the fifth Annual Report on our progress against the School of Social Science's (SoSS) Indigenous Strategy.

The School introduced our Indigenous Strategy in 2020, in line with the University's, and sets out our commitments and ambitions to Indigenous Excellence and Leadership. The 2024 Indigenous Strategy Annual Report highlights significant progress across the School and the broader University community in advancing Indigenous leadership, student success, research, employment, and community engagement.

We were very pleased to increase Indigenous student enrolments up to 2.6% in 2024 and proud that SoSS' Indigenous students accounted for 8.5% of all of Western's Indigenous graduates. SoSS' Indigenous student result progression rate increased by 7.2% to a total of 87.7% in 2024, and critical to this achievement is the tailored support provided by the School's Indigenous Education Officer.

In 2024, the School significantly expanded its Indigenous workforce by recruiting six new staff members, including three

new level A academic staff, across various disciplines and programs, exceeding the Indigenous employment target to 6.5% of School staff.

The School celebrated notable research achievements, including two successful ARC Discovery (Indigenous) grants, including one led by Professor Corrinne Sullivan focused on *Understanding Indigenous/Pasifika LGBTIQ+ wellbeing and the role of rights-based practices in the Pacific region* (\$925,714); and the other by Dr Georgia Durmush titled *Game-Changers: Enablers of Indigenous University Students' Success* \$1,239,453 (led by Professor Rhonda Craven, ACU).

Finally, I extend my sincere thanks to my colleagues in the School for their steadfast commitment, collaborative spirit, and dedication to fostering innovation. Together, we continue to advance our shared vision and contribute meaningfully to the goals of our Indigenous strategy, grounded in respect, inclusion, and a commitment to ongoing listening and learning.

**Professor Gabrielle Drake**  
**Interim Dean**  
**School of Social Sciences**

July 2025



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# STAFF PROFILES

**PROFESSOR CORRINNE SULLIVAN**  
**Associate Dean (Indigenous Education)**  
**Professor in Human Geography**  
**Geography, Tourism, Planning & HADS Academic Work Group**

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Corrinne is an Aboriginal scholar from the Wiradjuri Nation in Central-West New South Wales. Corrinne is a Professor in Geography and Urban Studies in the School of Social Sciences, an Institute for Culture and Society member, and an Urban Transformations Research Centre member. Bringing over two decades of experience in the Higher Education sector and is recognised as a leader who articulates a clear vision and commitment to mentoring the next generation of scholars, including significant work with students and early career researchers to foster their growth.

Corrinne's knowledges stem from the disciplines of Indigenous Studies and Human Geography, utilising both to explore the ways that Indigenous peoples negotiate their social, cultural, and political identities in relation to place-based and spatial dynamics.

Key research areas include Indigenous LGBTIQ+ people's wellbeing, Indigenous peoples in urban spaces, Indigenous education, Indigenous communities and organisations, and gender and sexuality studies. Her research makes vital contributions to government policy, institutional practice, and community-based services and resources. This work sets to improve the social, economic, mental, physical, and cultural wellbeing of Indigenous people through centring and amplifying their voices to promote positive change. Through meaningful partnerships with Indigenous communities and organisations, she develops culturally appropriate and impactful resources. This collaborative approach supports the creation of safe, inclusive, and sustainable communities, aligning with Indigenous values and aspirations.

# STAFF PROFILES

## ASSOCIATE PROFESSOR CORRINNE SULLIVAN (cont.)

### Grants Awarded in 2024

- ARC Discovery (Indigenous). Project 'Understanding Indigenous/Pasifika LGBTIQ+ wellbeing and the role of rights-based practices in the Pacific region.' \$925,714.
- Academy of the Social Sciences Australia. Project 'Empowering Through Digital Inclusion: Culturally Sensitive Actions Against Gender Based Violence for Aboriginal and Torres Strait Islander Communities in Western Sydney.' \$20,000
- Pride Foundation Australia. Project 'Christianity, Community and (Re) Connection among LGBTQIA+ African Heritage Refugees & Asylum Seekers in Australia.' \$20,000

### 2024 Publications

- Day, M., & Sullivan, C. (2024). Indigenous peoples, digital leisure, and popular culture. *Alternative: An International Journal Of Indigenous Peoples*, 20(2), 261-267. <https://doi.org/10.1177/11771801241256115>

- Kanngieser, A., Soares, F., Rubis, J., Sullivan, C., Graham, M., Williams, M. J., ... Marshall, U. B. (2024). Listening to place, practising relationality: embodying six emergent protocols for collaborative relational geographies. *Emotion, Space And Society*, 50. <https://doi.org/10.1016/j.emospa.2024.101000>
- Nicholas, L., Sullivan, C., & Callahan, S. (2024). 'An abundance of cakes': assigned female at birth queer joy and queer ethics across generations. *Sexualities*. <https://doi.org/10.1177/13634607241245945>
- Properjohn, C., Grace, R., & Sullivan, C. T. (2024). Colonial dominance and Indigenous resistance in Australian national education declarations. *Journal of Educational Administration and History*, 56(3), 293-311. <https://doi.org/10.1080/00220620.2023.2288563>
- Sullivan, C. T. (2024). Introduction: 'What Matters: Indigenous LGBTIQ+ Pasts, Presents & Futures.' *Journal of Global Indigeneity*, 7(2), 1-7. <https://doi.org/10.54760/001c.90948>
- Sullivan, C., & McLean, J. (2024). Contesting digital colonial power: Indigenous Australian sovereignty and self-determination in digital worlds. In A. López, A. Ivakhiv, S. Rust, M. Tola, A. Y. Chang, & K. Chu (Eds.), *The Routledge Handbook of Ecomedia Studies* (pp. 212-219). Routledge. <https://doi.org/10.4324/9781003176497-26>
- Sullivan, C., Tran, D., Spurway, K., Briskman, L., Leha, J., Trewlynn, W., & Soldatic, K. (2024). "Absolutely it was not safe": Indigenous LGBTIQSB+ experiences of education in Australia. *The Australian Journal of Indigenous Education*, 53(1). <https://doi.org/10.55146/ajie.v53i1.664>



# STAFF PROFILES

## **ASSOCIATE PROFESSOR KRIS WILSON**

**Criminology, Policing and Cyber Security & Behaviour Academic Work Group**

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Kris is a descendant of the Arabunna and Dieri Peoples of central South Australia. Kris is an Associate Professor in Cybersecurity and Behaviour in the School of Social Sciences. He has well over a decade of experience in teaching and research at Universities across Australia and the United Kingdom.

Kris completed his Bachelor of Laws (Hons) at Flinders University in Adelaide, South Australia, before undertaking his Master of Laws at the University of New South Wales, and his doctorate in the Centre for Doctoral Training in Cybersecurity at the University of Oxford in the United Kingdom. Kris also holds a Graduate Certificate in Educational Design from Monash University.

Kris' research interests include cybersecurity, computer-related crime, Indigenous traditional knowledge in a digital context, Indigenous legal relations, and cultural and intellectual property protection. His doctoral thesis examined the structure and operation of data access offences in the context of criminalisation theory and the evolving nature of the 'use' of computing technologies. For the duration of his doctoral work at the University of Oxford, Kris was a Charlie Perkins, Roberta Sykes, and Chevening Scholar.

Prior to joining WSU, Kris has taught and supervised students at Flinders University, the University of South Australia, The University of Adelaide, The University of Technology Sydney, Melbourne University, the University of New South Wales, the University of Reading (UK) and the University of Oxford (UK).

# STAFF PROFILES

## ASSOCIATE PROFESSOR KRIS WILSON (cont.)

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### 2024 Publications

- Aston, R., & Wilson, K. (2024). The kangaroo and emu between legal worlds: Unsettling the recognition of difference. *Law Text Culture*, 27(1), 54.
- Aston, R., Wilson, K., & Giannacopoulos, M. (2024). Contents & Introduction. *Law Text Culture*, 27(1), 1–11.
- Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Experiences of affirmation among trans and gender diverse Aboriginal and Torres Strait Islanders* (Factsheet No. 4). Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
- Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Feeling good as an LGBTQA+ Aboriginal or Torres Strait Islander young person* (Factsheet No. 3). Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
- Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Mental health and suicidality among Aboriginal and Torres Strait Islander LGBTQA+ adults* (Factsheet No. 6). Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
- Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Mental health and suicidality among Aboriginal and Torres Strait Islander LGBTQA+ young people* (Factsheet No. 5). Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
- Wilson, K. (Forthcoming). Aboriginal legal orders. In H. Hobbs & J. Patrick (Eds.), *Beyond Doctrine: Alternative and Critical Approaches to Law in Australia*. Federation Press.
- Wilson, K. (2024). Article 7(2) of the 1995 UNIDROIT Convention: Indigenous restitution claims. In A. Vrdoljak, A. Jakubowski, & A. Chechi (Eds.), *The 1970 UNESCO and 1995 UNIDROIT Conventions on Stolen or Illegally Transferred Cultural Property: A Commentary* (pp. 620–631).
- Wilson, K., Wallis, D., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Aboriginal and Torres Strait Islander LGBTQA+ relationships, families and children* (Factsheet No. 2). Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
- Wilson, K., Wallis, D., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Diversity among Aboriginal and Torres Strait Islander LGBTQA+ people* (Factsheet No. 1). Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.



# STAFF PROFILES

## DR GEORGIA DURMUSH Anthropology & Sociology Academic Work Group

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Dr Georgia Durmush is a proud Wailwan and Gomeroi woman. She is a mother, researcher, academic and Senior Lecturer in Sociology and Youth Work in the School of Social Sciences at Western Sydney University. She has a PhD in Indigenous higher education youth wellbeing from the Australian Catholic University. Dr Durmush's research interests and passions are focused on Indigenous wellbeing, Indigenous youth, and Indigenous young adults' financial wellbeing and aspirations.

Georgia joined the SoSS at the end of March 2024 and has since contributed to the development of the Bachelor of Youth Work degree and has subject coordinated and taught in subjects such as 'Introduction to Indigenous Australia: Peoples, Places and Philosophies' and 'Ethics in the Social Sciences'. Georgia also serves on the Student Misconduct panel and the SoSS Indigenous Advisory Committee.

### Grants Awarded in 2024

- ARC Discovery Indigenous grant of \$1,239,453. Project title: Game-Changers: Enablers of Indigenous University Students' Success.

### Deliverables

- Georgia facilitated a workshop with the City of Sydney Council this year on combatting racism. [Combat Racism and Support First Nations Communities - Reconciliation Australia](#)

### 2024 Publications

- Durmush, G., Craven, R.G., Yeung, A.S., Mooney, J., Horwood, M., Vasconcellos, D & Franklin, A. (2024). Indigenous Youth Voice and Agency on Wellbeing in Higher Education: A Systematic Review of Qualitative Studies. Cambridge Journal of Education.

# STAFF PROFILES

## KAIYA ABOAGYE

### Lecturer

### Anthropology & Sociology Academic Work Group

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Kaiya is an Afro-Indigenous scholar with lineages to Zenadth Kes (Erub Island), Kuku Yalanji Nation, Manbarra, and the Ashanti from Ghana. Since joining the School of Social Sciences in 2021, Kaiya has established herself as a researcher whose work centres Afro/Indigenous epistemologies and relations, as well as emergent theory in the Global South. Her research sits at the intersection of sociology, critical Indigenous studies, Indigenous knowledges theory, and the radical Bla(c)k feminist tradition.

Kaiya's PhD thesis, *Afro-Indigenous Presence: Sovereignty, Refusal and Black Radical Traditions in Blak Australia* examines entangled histories of African diasporic and Indigenous Oceanic peoples. Kaiya has achieved notable research metrics for an early career researcher, developing transformative sociological theory that has already garnered international recognition.

Kaiya leads several high-impact community-engaged research practice-based initiatives, including serving as an investigator on a research project examining Blackbirding histories in the Torres Strait (2024-ongoing), contributing scholarly expertise to the UN Working Group of Experts on People of African Descent, and partnering with the University of Melbourne on the *13:12 project* to present multi-artform experiences to nurture research that explores cultures of ancient wisdom and global Indigenous ways of knowing. Kaiya also co-leads, *Full Circle project*, exploring Afro/Indigenous intersections in arts and praxis with the *PACT Theatre* for emerging artists.

Her work has been recognised through appointments to scholarly Advisory Committees, external subject reviewer, and board membership. In 2024 Kaiya received the 2024 NAIDOC Indigenous Leadership Team Award alongside SoSS colleagues.

Kaiya extends her research impact through strategic public engagement, including keynote addresses for the City of Sydney Australian South Sea Islander National Recognition Day, University of Sydney's annual Mabo Day Oration, and is a regular panellist contributing to Writers Festivals, Sydney Theatre Company and community engaged organisations.

Within the School, Kaiya has been instrumental in the development and coordination of HUMN 1060 Introduction to Indigenous Australia: People, Places and Philosophy, a foundational first-year subject for Social Sciences students. Her work in curriculum development and participation in the Ngali yanhagirri ('we will go together' in Wiradjuri) collective significantly contributes to the School's progress in embedding Indigenous content across programs.

# STAFF PROFILES

## KAIYA ABOAGYE (cont.)

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### 2024 Publications

- Aboagye, K., & Muwadda, L. W. (2024). Lessons on decoloniality from blak and black sahulian ecologies and the Aboriginal philosophy of everywhen. In B. Carlson, M. Day, S. O'Sullivan, & T. Kennedy (Eds.), *The Routledge Handbook of Australian Indigenous Peoples and Futures* (pp. 346-363). <https://doi.org/10.4324/9781003271802-27>

# STAFF PROFILES

## KAREN FERNANDO

Associate Lecturer

Arts Therapy & Counselling Academic Work Group

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Karen Fernando is an Associate Lecturer in the Master of Art Therapy program at Western Sydney University. She is a descendant of the Gamilaroi people from Mungindi on her mother's side and has recently discovered her paternal Aboriginal heritage links her to the Gumbaynggir people from the Nambucca Heads area. Karen joined the teaching team for the Master of Art Therapy in 2024, after having been employed on a casual basis since 2016, following the completion of her Master of Art Therapy.

Her journey in art and therapy began in 2014 with a Bachelor of Fine Arts from the University of New South Wales, which sparked her interest in the field. She then pursued a Diploma in Transpersonal Art Therapy, followed by further studies to gain in-depth theoretical knowledge in art therapy research.

Throughout her career, Karen has worked as an art therapist in the non-profit sector, supporting a diverse range of clients, including survivors of domestic violence within the Blacktown Local Government Area. She has worked for many years as an Aboriginal Mentor in primary school settings, providing trauma-informed support to children and families across Western Sydney.

Karen has built strong, lasting relationships with Aboriginal communities in the region and is dedicated to supporting their cultural and social well-being through her work. Beyond her professional responsibilities, Karen continues to cultivate her passion for creative art therapy practices and remains actively engaged in advancing her research in the field.

# STAFF PROFILES

## LINDSAY MCCABE

Associate Lecturer

Criminology, Policing and Cyber Security & Behaviour Academic Work Group

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Lindsay McCabe is a proud palawa woman who has grown up and raised her family on Darug Country. Lindsay joined the School of Social Sciences in February 2024 and contributes to the teaching teams for *Youth Justice and Perspectives in Criminology*. In second semester, Lindsay revamped and delivered *First Peoples and Criminal Justice* (HUMN2070), which gives students exposure through robust resources and lectures presented across the subject to the literature authored by First Nations scholars and includes the views of those with lived experience of the criminal justice systems.

Lindsay has enjoyed getting to know her colleagues in the Criminology Academic Work Group (AWG) and organised a panel discussion in November focussed on the role of Criminology in recognising and applying an understanding of the ongoing impacts of settler-colonialism in criminological analyses. The panel included a visiting scholar from USYD, Dinesh Wadiwel, and WSU colleagues Kaiya Aboagye, Gawaian Bodkin-Andrews, Ken Yates, and Shima Shabazi. Lindsay has also been a regular contributor to First Nations-owned and -run news site, Indigenous X, throughout the year.

Lindsay was very fortunate to represent WSU at the World Indigenous Peoples Conference on Education (WIPCE) Symposium in March, bringing back and sharing with SoSS colleagues' valuable lessons in Indigenous education from First Nations brothers and sisters from around the world.

Lindsay's PhD thesis was submitted for examination in September 2024. Her research is focused on the experiences of Aboriginal families with the coronial system, leading to a report commissioned by Victims Support ACT which was presented at the Contemporary Restorative Practice Conference (Canberra) in November. Lindsay presented on her research at the Indigenous Research Symposium at WSU, winning the DVC-Indigenous Leadership Choice Award. She has also been interviewed on ABC Radio Canberra about the coronial jurisdiction and the barriers experienced by families.

Lindsay is also currently working with the Jumbunna Centre (UTS) examining how families are notified of a death in custody, is co-editor of the 4<sup>th</sup> edition of *Aboriginal and Torres Strait Islander Education* and is continuing to collaborate with Victims Support ACT to evaluate their pilot coronial support group program.

# STAFF PROFILES

## LINDSAY MCCABE (cont.)

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### 2024 Publications

- McCabe, L 2024, 'Aboriginal deaths in custody soar in NSW: A growing crisis of injustice and indifference', *Indigenous X*, 20 November, viewed 25 November, <https://indigenoux.com.au/aboriginal-deaths-in-custody-soar-in-nsw-a-growing-crisis-of-injustice-and-indifference/>.
- McCabe, L 2024, 'Impact statement from Nathan Booth's family', *Indigenous X*, 30 May, viewed 13 November 2024, <https://indigenoux.com.au/impact-statement-from-nathan-booths-family/>.
- McCabe, L 2024, 'Preparing legal professionals for the coronial jurisdiction', *First Nations Law Bulletin*, volume. 1, no. 4-5, pp. 58-61.



# STAFF PROFILES

## MAEVE POWELL

Associate Lecturer

Geography, Tourism, Planning & HADS Academic Work Group

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Maeve is an Aboriginal (Ngiyampaa) academic from Sydney and Canberra with connections to family and Country in western New South Wales. Maeve completed a combined Bachelor of Arts/Economics at ANU in 2014 and a Master of Philosophy in Indigenous Studies from The Arctic University of Norway in Tromsø in 2017. She is completing her PhD '*(Re)Mapping the Academic Landscape: A Spatial Approach to Indigenous Belonging*' at the Crawford School of Public Policy (ANU).

Maeve situates her academic work at the intersection of Indigenous Studies and Critical Geography. Her interests are Indigenous experiences of belonging, diaspora and placemaking, Indigenous political movements in global contexts and histories of planning and race in Australia. Decolonising methodologies, Indigenous education and critical university studies inform her research and teaching praxis.

Maeve joined the Geography and Urban Studies AWG in the School of Social Sciences in 2024. She will be contributing to teaching in the undergraduate and postgraduate Geography and Planning programs.

# STAFF PROFILES

## **ELLEN KARIMANOVIC** **Indigenous Education Officer** **School Professional Staff**

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Ellen is the SoSS Indigenous Education Officer. A Worimi woman, connected to the Port Stephens region of NSW, although has grown up and always lived on Darug Country. This role enables Ellen to work closely with Indigenous students, to provide bespoke supports and ensure opportunities and resources are accessible to enhance Indigenous student success. Alongside the pastoral care and individualised academic student support, Ellen works alongside Prof. Corrinne Sullivan - Associate Dean Indigenous Education, to track, monitor and continue the School's work towards achieving our seven strategic objectives in the SoSS Indigenous Strategy 2020-2025.

This work is underpinned by the continual efforts and open dialogue with academic and professional colleagues within the School. Outside of our School, Ellen maintains professional relationships with the Badanami Centre for Indigenous Education staff, and regularly engages with the Indigenous Staff network to remain up to date with work undertaken across the University, particularly the achievements in the Indigenous education space.

Within the Indigenous Education Officer role in 2024, Ellen had the opportunity to develop an Acknowledgement of Country workshop with Prof. Sullivan. This interactive session was well attended by academic and professional colleagues in the School, highlighting individual and School commitment to ensuring a culturally safe environment for Indigenous staff and students.

This year has presented professional and personal learning growth and opportunities. In March 2024, Ellen attended the NSW ACT Indigenous Professional Staff Conference, held on Worimi and Awabakal Country (Port Stephens and Newcastle). This two-day event brought together

Indigenous professional staff from Universities across NSW and the ACT. Of significant focus were current university sector trends and the universities Accord, Indigenous student wellbeing and role specific networking.

Ellen completed a Graduate Certificate in Applied Mental Health through Monash University. Further, she continued her voluntary role with The Healing Foundation, attending regular online and/or face-to-face Youth Reference Group meetings, strategic planning meetings and collaborative research sessions. A highlight was attending The Healing Foundations first national Stolen Generation Organisation Gathering, held in Larrakia Country (Darwin) with over one hundred attendees, as part of her Healing Foundation Youth Reference Group position. At the gathering she supported the delivery of the event by assisting participants, gathering feedback during sessions, and being a panel member on behalf of the Youth Reference Group for the Truth Telling session.

# SUMMARY OF INDIGENOUS ADVISORY COMMITTEE MEETINGS

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In 2024, the SoSS Indigenous Advisory Committee (IAC) met three times. These meetings provide a platform for Indigenous staff to formally gather, to receive updates of and provide advice on the School Indigenous Strategy progress, achievements and identified areas for improvement as well as information sharing.

The SoSS welcomed new Indigenous staff members in 2024, the first meeting provided an overview of the SoSS Indigenous Strategic Plan 2020-2025, highlighting the seven areas that we are striving to achieve as we progress status against each key strategic objective goals.

Other meetings featured significant updates from Prof Sullivan and key information from the School. Similarly, University-wide information was distributed to keep all Indigenous staff in SoSS up to date with progress and achievements across the Indigenous portfolio. Additionally, Ellen Karimanovic provided Indigenous student reports on enrolment and progression for continuous quality assurance and measures.

Information sharing is a key aspect of these meetings – inclusive of upcoming Indigenous events to attend, opportunities for staff to engage in, project updates (e.g. the Indigenous Centre of Excellence) and opportunities for staff to become involved in.

Key action items from the 2024 IAC meetings and follow up work for members included signing up to the HDR Supervision Register, highlighting the options of doing this as an academic supervisor, or for cultural co-supervision. IAC members are encouraged to engage with the Associate Dean (Higher Degree Research) Prof. Nida Denson for discipline-specific guidance and potential student matches.

An Indigenous Service Load agreement was established to formally recognise academic duties conducted to attend University Indigenous events, contributions to School-wide and AWG Indigenous matters and engaging in community events, this was led by Prof. Corrinne Sullivan and supported by the IAC members.

Additionally, all IAC members participated in a dedicated workshop focused on career and research planning in December. This enabled all committee members to identify short-, medium- and long-term career objectives and developing tailored research plans through collaborative peer advice.

# STRATEGIC OBJECTIVE ONE

# INDIGENOUS STUDENTS

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2024 ACCOMPLISHMENTS
<p><b>01</b> Continue to build the proportion of enrolled Indigenous domestic students, the School has reached population parity of 3% in 2020.</p> <p><b>02</b> Develop a set of strategies to ensure that domestic Indigenous students have the same retention outcomes as non-Indigenous students.</p> <p><b>03</b> Build relationships with International office to develop strategies to engage outbound opportunities for Indigenous students.</p> <p><b>04</b> Identify cadetship and internship opportunities for Indigenous students both within the School and externally.</p> <p><b>05</b> Establish an Indigenous Student Network within the School.</p>	<p><b>4.5% of all enrolled domestic students are Indigenous by 2025.</b></p> <p><b>4.5% of all completing students are Indigenous by 2025.</b></p> <p><b>Retain Indigenous students at the same rate as non-Indigenous students.</b></p>	<p>Indigenous student enrolments in SoSS increased to 2.6% of the Domestic student cohort in 2024.</p> <p>SoSS Indigenous students accounted for 8.5% of all of Westerns Indigenous graduates in 2024.</p> <p>SoSS Indigenous student result progression rate increased by 7.2% (to a total of 87.7%) from 2023 to 2024.</p> <p>Two SoSS Students were recipients of academic and outstanding achievement awards at the inaugural Western Sydney University NAIDOC Awards.</p>

# STRATEGIC OBJECTIVE ONE

## HIGHLIGHTS

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- Fortnightly Zoom Check-ins were scheduled throughout the Autumn and Spring semester, providing students with an opportunity and platform to connect with Ellen Karimanovic, the Schools Indigenous Education Officer, and with other Indigenous students in SoSS.
- Indigenous students make up 2.6% of the School's domestic students.
- AWGs actively supported the Aboriginal and Torres Strait Islander Pathway Program by prioritising direct engagement with applicants who expressed interest in SoSS disciplines. Academics conducted one-on-one interviews, providing applicants with tailored insights into their preferred programs and showcasing key innovations. This proactive approach ensured meaningful connections with prospective students while promoting the strengths of SoSS programs.
- Two students from the School of Social Sciences received awards for the inaugural Western Sydney University NAIDOC Awards:
  - Mia Bates was the recipient of the 2024 Indigenous Student Stage Three Academic Excellence Award
  - Audree Campbell was the recipient of the 2024 Outstanding Indigenous Student Award
- Two commencing Indigenous Master of Art Therapy students were awarded the inaugural Dean's Western Sydney Local Health District Master of Art Therapy Indigenous Scholarship to cover fees for the two-year program.
- Garry Jones, an Indigenous Master of Art Therapy student, received the Australian, New Zealand and Asian Creative Arts Therapies Association (ANZACATA) Top First Year Student Award. Nominated by the Arts Therapy and Counselling AWG, Garry is the University's first recipient. The award includes a bursary for unpaid placements in the second year of the program.
- The SoSS Indigenous Education team leveraged student access to the Indigenous Education Officer, by joining the Badanami Centre's 'Deadly Chat' initiative. This system enables SoSS students to book individual video chats with Ellen Karimanovic for direct and timely supports.
- The SoSS Indigenous Education Officer strategically engaged with local school staff at the Careers Advisors' & Teachers' Day 2024 event hosted by Western. By directly promoting SoSS programs, tailored support, and commitment to Indigenous success, SoSS is empowering educators to guide more Indigenous students towards our diverse programs on offer.
- A new Indigenous SoSS Prospective HDR initiative was developed which included individual consultations regarding disciplines, potential research topics and the eligibility requirements to enter a HDR program at Western. This was supported through AWG's proactively providing detailed overviews of research projects

# STRATEGIC OBJECTIVE ONE

# HIGHLIGHTS

(Cont.)

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- Securing a \$90,000 Google Explore CSR grant, the Cybersecurity academic team is strategically launching an “Indigenous Hackathon”. This initiative will directly engage Indigenous-led tech organisations and students, building a foundation for a cross-institutional/ international event that cultivates Indigenous talent in cybersecurity.
  - Two SoSS Indigenous students were selected to attend the 2024 New Colombo Plan Connect, Share, Inspire: Australia-Taiwan Indigenous Cultural Exchange and Immersion Program. This initiative includes academic exploration, cultural exchange, and community engagement while abroad.
  - To foster connections and enhance student success, SoSS piloted a cohort connection strategy for Indigenous Master of Art Therapy students, providing a valuable opt-in opportunity for peer networking and support. This initiative, designed to build community and belonging, will continue to be prioritised in 2025.



## STRATEGIC OBJECTIVE TWO

# INDIGENOUS EMPLOYMENT

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2024 ACCOMPLISHMENTS
<p><b>01</b> Continue to build the proportion of Indigenous staff within the School, the School has reached population parity of 3% in 2020.</p> <p><b>02</b> At least one Associate Professor/Professor level Indigenous position within the School.</p> <p><b>03</b> At least one Indigenous identified position within each discipline group within the School.</p> <p><b>04</b> Ensure professional development opportunities, mentorship and support for Indigenous staff.</p> <p><b>05</b> Establish early career positions within the School for Indigenous academics with clear, supported, and reliable career term pathways.</p> <p><b>06</b> Situate Western Sydney University as an employer of choice for Indigenous people.</p>	<p><b>Increase employment population of Indigenous people in the School to 5% by 2025.</b></p> <p><b>Create at least two-Level A/B positions within the School by 2025.</b></p>	<p>In 2024, the School exceeded the Indigenous employment target, reaching 6.5% of staff identifying as Aboriginal and/or Torres Strait Islander.</p> <p>SoSS established three new level A/B positions and made appointments to these roles in 2024.</p>

# STRATEGIC OBJECTIVE TWO

# HIGHLIGHTS

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- In 2024, SoSS expanded its Indigenous workforce, adding six new staff members—including an Associate Professor, a Senior Lecturer, three Associate Lecturers, and an IGNITE Business Trainee—bringing the School's total Indigenous academic and professional staff to nine. This investment underscores SoSS's commitment to Indigenous employment.
- The Arts Therapy and Counselling AWG employed two sessional Indigenous academics to deliver specialist lectures across subjects WELF7005, WELF7020 and WELF7013.
- The Social Work and Communities AWG continue to employ Indigenous people to deliver into their programs – e.g. WELF2006 Fields of Practice 1.
- The Criminology, Policing, Cyber Security and Behaviour AWG gained two Indigenous academics within the group. One in Criminology and one in Cyber Security and Behaviour.

# STRATEGIC OBJECTIVE THREE

# INDIGENOUS RESEARCH

STRATEGIC ACTIONS	KEY SUCCESS MEASURES	2024 ACCOMPLISHMENTS
<p><b>01</b> Promote the Indigenous research network within the School.</p> <p><b>02</b> Supporting Indigenous applicants for post-doctoral research fellowships.</p> <p><b>03</b> Increase number of Indigenous HDR students and develop strategies to ensure their success.</p> <p><b>04</b> Increase the number of Indigenous related external research grants applied for by academics within the School.</p>	<p>At least one application for postdoctoral research fellowship within the School by 2025.</p> <p>At least three Indigenous HDR students within the School by 2025.</p> <p>At least three external, as either lead or in partnership, research grants applied for within the School by 2025.</p>	<p>SoSS saw an increase in Indigenous HDR candidates with enrolments into the Master of Research program.</p> <p>An emerging strategic direction of personalised consultations took place in 2024 with prospective HDR candidates, with the aim to increase awareness of HDR pathways and research opportunities in SoSS.</p> <p>In 2024, Indigenous staff member Lindsay McCabe submitted her PhD for examination.</p> <p>Two SoSS Indigenous academics were awarded multiple grants in 2024, including an ARC linkage and ARC Discovery – Indigenous. This brought in a total of \$2,205,167.</p>

## STRATEGIC OBJECTIVE THREE

# INDIGENOUS RESEARCH

- The Associate Dean, Research Prof. Kate Huppatz has developed a new SoSS SharePoint page. This houses Indigenous Research Resources, for SoSS staff to access when engaging in Indigenous based research projects.

### Grant Success

- Dr Georgia Durmush is a Chief Investigator on a successful ARC Discovery Indigenous grant led through the Australia Catholic University, alongside colleagues Prof. Rhonda Craven; Prof. Steve Larkin; Prof. Elizabeth McKinley; Prof. Ruth Wallace; Prof. Herbert Marsh; Prof. Richard Ryan; Prof. Reinhard Pekrun; Prof. Philip Parker; Prof. Alexandre Morin; A/Prof. John Guenther; A/Prof. Theresa Dicke; Mr Christopher Duncan; Mr Laurie Perry; Mr James Wilson-Miller. The project title is Game-Changers: Enablers of Indigenous University Students' Success. Totalling \$1,239,453.
- Prof. Nida Denson was successful in obtaining an ARC Linkage Project, and part of that includes a PhD scholarship for an Indigenous student. The ARC Linkage Project will develop and evaluate a new set of educational e-modules underpinned by leading anti-racism approaches for use in Australian primary schools.
- Prof. Corrinne Sullivan and Prof. Karen Soldatic, who have been awarded \$925,714 in the ARC Discovery Indigenous scheme for the following project: Indigenous/Pasifika LGBTIQ+ wellbeing & the role of rights-based practices. This project will conduct comparative cross-country research into Indigenous/Pasifika LGBTIQ+ ways of addressing their health and wellbeing futures. The research will improve service provision by integrating the knowledges of Indigenous/Pasifika LGBTIQ+ peoples from Pacific nations (Australia, Aotearoa/NZ, & Pasifika nations).
- Prof. Corrinne Sullivan awarded funding through the Academy Of The Social Sciences In Australia Incorporated for the project: Empowering Through Digital Inclusion: Culturally Sensitive Actions Against Gender Based Violence for Aboriginal and Torres Strait Islander Communities in Wester Sydney. \$20,000.
- Prof. Corrinne Sullivan along with SoSS colleagues Dr Kathleen Openshaw and A/Prof Lucy Nicholas were awarded \$20,000 through Pride Foundation Australia. Project 'Christianity, Community and (Re) Connection among LGBTQIA+ African Heritage Refugees & Asylum Seekers in Australia.'
- Dr Benjamin Joseph received funding from The Agency for Clinical Innovation for consultancy funding for the project: Aboriginal Practitioners in the VAN space – A co-designed podcast series.

## STRATEGIC OBJECTIVE THREE

# INDIGENOUS RESEARCH

(Cont.)

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- Prof. Gabrielle Drake and Prof. Scott Avery, were successful in receiving funding from multiple sources including; Department of Communities & Justice, Settlement Services International, South Western Sydney Local Health District, Metro Assist Limited, Community First Step, Fairfield City Council, Woodville Alliance Limited, The Parks Community Network, Local Community Services Association Inc., Core Community Services, Department of Education (NSW), The Benevolent Society, Uniting NSW ACT. This is for the project: What are the barriers and enablers for Aboriginal families and communities engaging with Early Intervention and Family Intervention and Family Preservation Services in South Western Sydney.

# STRATEGIC OBJECTIVE THREE

## HIGHLIGHTS

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- 01** Prof. Kate Huppatz, Associate Dean, Research - encouraged SoSS academics to attend the event “Exploring Indigenous Research: Conducting ethical research and improving access of research outcomes to Aboriginal and Torres Strait Islander peoples” provided by the Academy of the Social Sciences in Australia.
- 02** Associate Lecturer Lindsay McCabe is an editor of *BlakOut*, an Indigenous publication at the University of Sydney.
- 03** Associate Lecturer Lindsay McCabe is co-editing a textbook *Aboriginal and Torres Strait Islander education*. Cambridge University Press. n.d.
- 04** A/Prof. Kris Wilson is an Editor at the First Nations Law Bulletin.
- 05** Geography and Urban Planning and Tourism, Hospitality and Events staff were well represented at the Indigenising the Geography Curricula in University Education Symposium, sponsored by the Geographical Society of NSW, at University of Newcastle in November.
  - Prof. Corrinne Sullivan was the invited keynote presenter at the conference.
  - Dr Anna Leditschke and Donna James co-presented a paper on Indigenising Hostile Heritage Curriculum.
  - Dr Cameron McAuliffe and A/Prof. Stephen Healy co-presented a paper on ‘Managing the City’ exploring ideas of Country in planning documents’
  - Dr Alanna Kamp presented a paper on ‘The transformative potential of decolonised and ‘Indigenised’ geographical learning’
- 06** Dr Alanna Kamp presented the paper Decolonising geography curriculum and the transformative potential of geographical field work for multidisciplinary student cohorts at the Association of American Geographers Conference, Honolulu Hawai’i, 17 April 2024.



# STRATEGIC OBJECTIVE THREE

# HIGHLIGHTS

(Cont.)

## 2024 Publications

- Aboagye, K., & Muwadda, L. W. (2024). Lessons on decoloniality from blak and black sahulian ecologies and the Aboriginal philosophy of everywhen. In B. Carlson, M. Day, S. O'Sullivan, & T. Kennedy (Eds.), *The Routledge handbook of Australian Indigenous peoples and futures* (pp. 346-363). <https://doi.org/10.4324/9781003271802-27>
- Aston, R., & Wilson, K. (2024). The kangaroo and emu between legal worlds: Unsettling the recognition of difference. *Law Text Culture*, 27(1), 54.
- Aston, R., Wilson, K., & Giannacopoulos, M. (2024). Contents & Introduction, *Law Text Culture*, 27(1), 1-11.
- Day, M., & Sullivan, C. (2024). Indigenous peoples, digital leisure, and popular culture. *Alternative: An International Journal Of Indigenous Peoples*, 20(2), 261-267. <https://doi.org/10.1177/11771801241256115>
- Durmush, G., Craven, R.G., Yeung, A.S., Mooney, J., Horwood, M., Vasconcellos, D & Franklin, A. (2024). Indigenous Youth Voice and Agency on Wellbeing in Higher Education: A Systematic Review of Qualitative Studies. *Cambridge Journal of Education*.
- Georgeou, N., Molimau-Samasoni, S., & Hawksley, C. (2024). Sustainability: Gender, diversity, culture, and the Pacific food system: exploring sustainability. *Food Australia*, 76(1), 22-24.
- Kanngieser, A., Soares, F., Rubis, J., Sullivan, C., Graham, M., Williams, M. J., ... Marshall, U. B. (2024). Listening to place, practising relationality: embodying six emergent protocols for collaborative relational geographies. *Emotion, Space And Society*, 50. <https://doi.org/10.1016/j.emospa.2024.101000>
- Leonard, R., Paton, J., Hinton, P., Thomson, J., & Psychogios, H. (2023). *What matters in the end: Understanding the end-of-life needs of culturally & linguistically diverse and Aboriginal communities in Western Sydney Local Health District*. <https://doi.org/10.26183/cnxj-nw28>
- (This 2023 publication was developed into a hard copy resource and re-published in 2024, for the Western Sydney Local Health District Aboriginal Health Strategy as a community engagement resource).
- McCabe, L. (2024, May 30). *Impact statement from Nathan Booth's family*. IndigenousX. Retrieved November 13, 2024, from <https://indigenousx.com.au/impact-statement-from-nathan-booths-family/>
- McCabe, L. (2024). 'Preparing legal professionals for the coronial jurisdiction'. *First Nations Law Bulletin*, 1(4-5), 58-61.

# STRATEGIC OBJECTIVE THREE

## HIGHLIGHTS

(Cont.)

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- McCabe, L. (2024, November 20). *Aboriginal deaths in custody soar in NSW: A growing crisis of injustice and indifference*. IndigenousX. Retrieved November 25, 2024, from <https://indigenousx.com.au/aboriginal-deaths-in-custody-soar-in-nsw-a-growing-crisis-of-injustice-and-indifference/>
  - Nicholas, L., Sullivan, C., & Callahan, S. (2024). [In Press] 'An abundance of cakes': assigned female at birth queer joy and queer ethics across generations. *Sexualities*. <https://doi.org/10.1177/13634607241245945>
  - Properjohn, C., Grace, R., & Sullivan, C. T. (2024). Colonial dominance and Indigenous resistance in Australian national education declarations. *Journal of Educational Administration and History*, 56(3), 293-311. <https://doi.org/10.1080/00220620.2023.2288563>
  - Sullivan, C. (2024). Introduction: 'What Matters: Indigenous LGBTIQ+ Pasts, Presents & Futures.' *Journal of Global Indigeneity*, 7(2), 1-7. <https://doi.org/10.54760/001c.90948>
  - Sullivan, C., & McLean, J. (2024). Contesting digital colonial power: Indigenous Australian sovereignty and self-determination in digital worlds. In A. López, A. Ivakhiv, S. Rust, M. Tola, A. Y. Chang, & K. Chu (Eds.), *The Routledge handbook of ecomedia studies* (pp. 212-219). Routledge. <https://doi.org/10.4324/9781003176497-26>
  - Sullivan, C., Tran, D., Spurway, K., Briskman, L., Leha, J., Trewlynn, W., & Soldatic, K. (2024). "Absolutely it was not safe": Indigenous LGBTIQSB+ experiences of education in Australia. *The Australian Journal of Indigenous Education*, 53(1). <https://doi.org/10.55146/ajie.v53i1.664>
  - Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Aboriginal and Torres Strait Islander LGBTQA+ relationships, families and children Factsheet Number 2*. Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
  - Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Diversity among Aboriginal and Torres Strait Islander LGBTQA+ people Factsheet Number 1*. Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
  - Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Experiences of affirmation among trans and gender diverse Aboriginal and Torres Strait Islanders Factsheet Number 4*. Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.

# STRATEGIC OBJECTIVE THREE

## HIGHLIGHTS

(Cont.)

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- Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Feeling good as an LGBTQA+ Aboriginal or Torres Strait Islander young person Factsheet Number 3*. Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
  - Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Mental Health and Suicidality among Aboriginal and Torres Strait Islander LGBTQA+ adults Factsheet Number 6*. Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
  - Wallis, D., Wilson, K., Amos, N., Lin, A., Bourne, A., & Liddelow-Hunt, S. (2024). *Mental Health and Suicidality among Aboriginal and Torres Strait Islander LGBTQA+ young people Factsheet Number 5*. Australian Research Centre in Sex, Health and Society and Telethon Kids Institute.
  - Wilson, K. (2024). Article 7(2) of the 1995 UNIDROIT Convention: Indigenous restitution claims. In A. Vrdoljak, A. Jakubowski, & A. Chechi (Eds.), *The 1970 UNESCO and 1995 UNIDROIT Conventions on Stolen or Illegally Transferred Cultural Property: A Commentary* (pp. 620-631).
  - Wilson, K. (Forthcoming). Aboriginal Legal Orders. In H. Hobbs and J. Patrick. (Eds.), *Beyond Doctrine: Alternative and Critical Approaches to Law in Australia*. Federation Press.

# STRATEGIC OBJECTIVE FOUR

# INDIGENOUS LEARNING AND TEACHING

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2024 ACCOMPLISHMENTS
<p><b>01</b> Introduce an Indigenous Learning and Teaching Award within the School.</p> <p><b>02</b> Ensure every program has implemented the Indigenous Graduate Attribute.</p> <p><b>03</b> Develop an Indigenous Learning and Teaching annual workshop within the School to build capacity of academic staff.</p>	<p><b>Establishment of an Indigenous Learning and Teaching Award.</b></p> <p><b>All students will have the opportunity to engage with, and learn from, Indigenous Knowledges.</b></p> <p><b>All academics will have the opportunity to develop their understanding of Indigenous Knowledges and apply it to their teaching practice.</b></p>	<p>Dr Cameron McAuliffe and Dr Stephen Healy received the SoSS Indigenous Learning and Teaching Award in 2024. Recognising their innovative team-teaching approach to integrate complementary perspectives to make a history of thought course relevant to Australia's reckoning with its colonial past. Subject ARCH7003 Managing Cities: History and Theory now embodies the concept of caring for Country, by integrating AI into the subject.</p> <p>Associate Lecturer Lindsay McCabe hosted the event 'Criminology and Settler-colonialism Panel Discussion,' with panel members Prof Gawaian Bodkin-Andrews, A/Prof Ken Yates, Dr Shima Shahbazi and Lecturer Kaiya Aboagye from WSU, and external guest A/Prof Dinesh Wadiwel from the University of Sydney.</p> <p>Four subject coordinators from the Core Community of Practice, contributed to the Indigenous Graduate Attribute and presented their subject insights, development, and outcomes at a 2024 SoSS School Meeting.</p>

# STRATEGIC OBJECTIVE FOUR

## HIGHLIGHTS

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- Dr Cameron McAuliffe and A/Prof. Stephen Healy received the School's Indigenous Learning and Teaching in 2024, for their work *Indigenising Curriculum* in the subject ARCH 7003 *Managing Cities: History and Theory*. The innovative course redesign fosters critical engagement with planning's colonial legacy, the ethical implications of AI, and pathways for integrating Indigenous knowledge into future urban development.
  - Core Community of Practice subject coordinators from HUMN1041 *People, Place and Social Difference*, HUMN1060 *Introduction to Indigenous Australia: Peoples, Places and Philosophies*, CULT2005 *Ethics in the Social Sciences* and CULT3001 *Applied Social Research* presented at the August SoSS school meeting. Each delivering insight into their implementation, challenges, and success of *Indigenising the curriculum*.
  - The annual SoSS Indigenous Learning and Teaching Showcase was held in April 2024. The 2023 recipient of the School of Social Sciences Indigenous Learning and Teaching Award, Dr Donna James was the keynote speaker for webinar. Sharing experiences of how she approached interrogating and updating curriculum in subjects for the program Bachelor of Tourism and Event Management, incorporating Indigenous strengths-based content by challenging settler-colonialism thoughts and attitudes.
  - Work is underway through Continuous Curriculum Renewal (CCR) process to continue progress on the embedding of the IGA into our programs. Our CCR of Cybersecurity has made a recommendation for a new Program Learning Outcomes on cross-cultural competencies, this is to be progressed throughout 2025.
  - BEHV1026 *Cyber Behaviour* - included an expanded treatment of Digital Inclusion/ the digital divide and will include discussion of the First Nations Digital Inclusion Plan (2023-2026) [https://www.niaa.gov.au/sites/default/files/publications/first-nations-digital-inclusion-plan-2023-2026\\_0.pdf](https://www.niaa.gov.au/sites/default/files/publications/first-nations-digital-inclusion-plan-2023-2026_0.pdf). Future planning includes using this content to scaffold discussions of digital inclusion in the subject INFO2006 *Usable Security*.
  - BEHV1026 *Cyber Behaviour* - infused Pattern Thinking through this subject, inspired by the book 'Sand Talk; How Indigenous Thinking Can Save the World' by Tyson Yunkaporta Tamara Watson.

# STRATEGIC OBJECTIVE FOUR

## HIGHLIGHTS

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- Geography and Urban Planning staff mapped the Indigenous and postcolonial teaching and learning activities and assessments, across all planning and geography programs. All key content taught across each subject was recorded for in Bachelor and Master's programs. The team also analysed the constructive alignment with Planning Institute of Australia core and supplementary knowledge areas, and across Subject and Program Learning Outcomes and the WSU Graduate Attribute. The mapping activity was discussed with the External Advisory Committee and will underpin strategic curriculum development from 2025.
  - A/Prof. Kris Wilson developed a lecture on Indigenous Data Sovereignty, which has been shared across Schools to implement this knowledge at the University level.
  - Prof. Awais Piracha has brought focus to the importance of Indigenising curriculum in his role as Chair of a Planning Institute of Australia (PIA) Accreditation Board at another university, suggesting a 'Planning with Indigenous Communities' subject, and the need to update staff knowledge and skills in this area.
  - Informed by her work as nominated representative of the Geographical Society of NSW on the NSW Geographical Names Board, Dr Alanna Kamp presented a guest lecture on Aboriginal Place naming: *Urban Management Practice: The NSW Geographical Names Board and Participatory Governance* in the subject ARCH7005 Urban Management Practice: Governance and Power in the City, School of Social Sciences, WSU, 20 September 2024.
  - In 2024 the Core Community of Practice continued its work mapping core Social Science subjects to the Indigenous graduate attribute. The group mapped how different subjects are developing and including Indigenous content, assessments and assessable material to scaffold and build curriculum to meet Level 1 (Preparation and Introduction), Level 2 (Developing) and Level 3 (Assuring) program learning outcomes. It was documented that different subjects are at various stages of Indigenising the curriculum and mapping across these levels helps to develop an arc for students to meet the Indigenous graduate attribute. Through a strengths-based perspective, there is focus on making sure material covers historical, precontact, contact, futurism, professional and post university contexts across the core subjects.



## STRATEGIC OBJECTIVE FOUR

# SUBJECTS WITH NEWLY EMBEDDED INDIGENOUS CONTENT IN 2024

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- WELF7008 Ethics & Diversity in Research & Therapy - introduced an Indigenous presentation on neo-colonialism delivered by Indigenous colleague, Karen Fernando.
- WELF7020 Practicing research and researching practice – implemented an Indigenous presentation delivered by Phillip Good on Indigenous Children Health Research Project.
- WELF7013 Integrated Practices 1: Self and Story - Phillip Good co-facilitated a lecture with Alison Hood.
- CART7005 Art Therapy: Histories, Theories, Groups - invited students to view a recording of A/Prof. Sheridan Linnell's lecture on neo-colonisation (prior to class), with Indigenous colleague Karen Fernando as a guest seminar co-facilitator on the day for the topic of 'Art Therapy in Neocolonial contexts Australia and New Zealand'.
- CART7004 Art Therapy: Approaches and Applications - included a guest seminar led by Robyne Latham. This was an interactive workshop presentation where Robyne introduced students to the concept of Dadirri and led them through an art response and practice with each other.
- CART7005 included the following readings to support seminar delivery:
  - Lawson, C., Woods, D. & McKenna, T. (2019) Towards Indigenous Australian Knowing. In Gilroy, A., Linnell, S., McKenna, T. & Westwood, J. (Eds.) Art Therapy in Australia: Taking a Postcolonial, Aesthetic Turn. Brill Sense. pp. 77-105.
  - Linnell, S. & Galiindurra. (2009). Becoming 'Otherwise': A story of a collaborative and narrative approach to art therapy with Indigenous kids 'in care'. Australian and New Zealand Journal of Arts Therapy. 4(1): 15-26.
- Westwood, J and Linnell, S. (2011). The emergence of Australian art therapies: colonial legacies and hybrid practices. Art Therapy On-Line: ATOL: A Journal of Art, Therapy, Politics and Culture, 1(3).
- Woodcock, M. (2011). Art Therapy in Aotearoa/ New Zealand. Art Therapy On-Line: ATOL: A Journal of Art, Therapy, Politics and Culture, 1(3).
- Further Reading: Huss, E. (2016). Toward a social critical, analytical prism in art therapy: The example of marginalized Bedouin women's images. The Arts in Psychotherapy, 50, 84-90. Available via Readings and Resources

## STRATEGIC OBJECTIVE FOUR

# SUBJECTS WITH NEWLY EMBEDDED INDIGENOUS CONTENT IN 2024 (Cont.)

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≥ CART7004 included the following readings to support seminar delivery:

- ≥ Linnell, S. & Galiindurra. (2009). Becoming 'Otherwise': A story of a collaborative and narrative approach to art therapy with Indigenous kids 'in care.' Australian and New Zealand Journal of Arts Therapy. 4(1): 15-26
- ≥ Moss, M. (2019). From Broken Circles to Different Identities: an exploration of identity for children in Out-of-Home Care. In Gilroy, A., Linnell, S., McKenna, T., and Westwood, J. (Eds) (2019). Art Therapy in Australia: taking a postcolonial aesthetic turn. Leiden: Brill.
- ≥ Stock, C., Mares, S. & Robinson, G. (2012). Telling and retelling stories: The use of narrative and drawing in a group intervention with parents and children in a remote Aboriginal community. Australian and New Zealand Journal of Family Therapy. 33(2): 157-170.
- ≥ <https://www.miriamrosefoundation.org.au/dadirri/>

# STRATEGIC OBJECTIVE FIVE

# COMMUNITY ENGAGEMENT

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2024 ACCOMPLISHMENTS
<p><b>01</b> Establish new communication channels to provide regular information to Indigenous staff, students, alumni, and community members.</p> <p><b>02</b> Promote and participate in Indigenous events across the University and broader community.</p> <p><b>03</b> Ensure the School's learning and teaching, and research responds to the needs of the local Indigenous community.</p>	<p>New forms of communication established across the School with Indigenous staff and students.</p> <p>Indigenous community engagement activities expanded and normalised as business as usual.</p>	<p>Prof Corrinne Sullivan delivered the University Professoriate Lecture for the Division of the Deputy Vice-Chancellor Indigenous Leadership titled: 'Didgeridoo or Didgeridon't? Indigenous Fetishism and Erotic Capital.'</p> <p>Prof Corrinne Sullivan served on the Department of Health, Disability and Ageing 'LGBTIQ+ Health and Wellbeing 10-year National Action Plan Expert Advisory Group'</p> <p>Prof Corrinne Sullivan served on the NSW Health 'NSW LGBTIQ+ Health Strategy 2022-2027 Implementation Plan' Advisory Group.</p> <p>Associate Lecturer Lindsay McCabe hosted the event 'Criminology and Settler-colonialism Panel Discussion,' with panel members Prof Gawaian Bodkin-Andrews, A/Prof Ken Yates Dr Shima Shahbazi and Lecturer Kaiya Aboagye from WSU, and external guest A/Prof Dinesh Wadiwel from the University of Sydney.</p>

# STRATEGIC OBJECTIVE FIVE

## HIGHLIGHTS

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- Dr Ben Jospeh and Dr Sam Lane delivered a highly engaging and well received Social Work workshop, at the 2024 NRL School to Work Camp, held at the Hawkesbury campus. This event brought 26 Indigenous youth onto campus, to experience University life, and to have exposure to different programs on offer at Western.
  - Prof. Corrinne Sullivan delivered the University's Division of the Deputy Vice-Chancellor Indigenous Professoriate Lecture titled '*Didgeridoo or Didgeridon't? Indigenous Fetishism and Erotic Capital*'
  - Associate Lecturer, Lindsay McCabe facilitated the 'Criminology and Settler-colonialism Panel Discussion,' which brought together Indigenous and non-Indigenous educators and criminologists from WSU and the University of Sydney, to discuss the role of criminology in understanding settler-colonialism through a critical lens. The event was widely distributed throughout the University, inclusive of all Indigenous students and the Indigenous staff network.
  - Karen Fernando and A/Prof. Sheridan Linnell co-facilitated 'Yarn for Art and Wellbeing', a workshop for/with Indigenous staff held in the art therapy studio on Parramatta South Campus on 18 June, with a follow-up session facilitated by Karen later in the year (which enabled glazing of clay work that had been created in June).
  - WSU Community (Counselling) Clinics sites at Cranebrook and Redfern offered free counselling for Indigenous community members with supervised students on placement.
  - Art Therapy developed a new partnership with the Aboriginal Women's and Children Crisis Service (Inner West Region, Sydney) to provide student placements.
  - Belinda Cashman, Director Aboriginal Health Strategy, WSLHD is Community member on the Art Therapy Extern Advisory Committee.
  - Alanna Kamp was invited to join the Keynote Panel 'Place naming in Aotearoa: A century of the Geographic Board Ngā Pou Taunaha o Aotearoa' at the New Zealand Geographical Society Conference, Tauranga, Aotearoa/New Zealand, 22 November 2024. Alanna presented on Aboriginal Place Naming, drawing on her work as nominated representative of the Geographical Society of NSW on the NSW Geographical Names Board.
  - SoSS Religion and Society Research had Prof. James L. Cox present a public lecture titled Indigenous Religions as Minority Religions: Power, Adaption and Agency in March 2024

# STRATEGIC OBJECTIVE FIVE

# HIGHLIGHTS

(Cont.)

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- A SoSS Indigenous student was selected to attend the 2024 New Colombo Plan Connect, Share, Inspire: Australia-Taiwan Indigenous Cultural Exchange and Immersion Program. This initiative includes academic exploration, cultural exchange, and community engagement while abroad. The program is supported by the Australian Government's New Colombo Plan (NCP), Office of the Pro Vice-Chancellor Global Partnerships and TNE, Office of the Deputy Vice-Chancellor Indigenous Leadership and the Badanami Centre for Indigenous Education.
  - SoSS Indigenous staff Prof. Corrinne Sullivan and Ellen Karimanovic attended the 2024 BlaQ Ball, along with other Indigenous staff and students, hosted by the BlaQ Aboriginal Corporation, who promote safety and inclusion for Aboriginal and Torres Strait Islander LGBTQIA+SB community.
  - Indigenous SoSS staff and students attended and participated in the Staff v Student Soccer Game in March. This well attended event allows for staff and students to engage in a meaningful way, outside of the academic space, promoting strong relationships.
  - Similarly, SoSS Indigenous staff and students represented their relevant teams or attended in support, of the annual Indigenous Students v Staff Basketball game in November.
  - The Cybersecurity academic team was recently awarded a ~\$90k grant from Google Explore CSR, with funding earmarked to develop and deliver an "Indigenous Hackathon" to bring Indigenous-led tech organisations to collaborate with SoSS and our students and build towards creating a cross-institutional/ international event over the next few years.
  - The Policing, Criminology, Cyber Security and Behaviour AWG engaged in the Pathways to Dreaming Future Student Engagement initiatives during 2024.

# STRATEGIC OBJECTIVE SIX

# INDIGENOUS LEADERSHIP

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2024 ACCOMPLISHMENTS
<p><b>01</b> Establish an Indigenous Advisory Committee to coordinate Indigenous strategic initiatives across the School.</p> <p><b>02</b> Ensure that there is Indigenous representation in all senior committees within the School.</p> <p><b>03</b> Provide leadership opportunities for Indigenous academic and professional staff across the School.</p> <p><b>04</b> Provide opportunities for Indigenous students to undertake leadership roles within the School.</p> <p><b>05</b> Ensure a senior leadership position is maintained within the School.</p>	<p><b>Indigenous Advisory Committee meets at least six times a year.</b></p> <p><b>Increase representation of Indigenous staff on senior School committees.</b></p> <p><b>Increase student participation in leadership activities and roles.</b></p>	<p>SoSS Indigenous staff received two awards at the inaugural Western Sydney University NAIDOC Awards:</p> <ul style="list-style-type: none"> <li>≥ Prof. Corrine Sullivan, Ellen Karimanovic, Dr. Georgia Durmush, Kaiya Aboagye, Lindsay McCabe, Karen Fernando – received the 2024 Indigenous Leadership Team Award.</li> <li>≥ Prof. Corrinne Sullivan received the 2024 Indigenous Person of the Year Award.</li> </ul> <p>Four subject coordinators from the core communities of practice presented at a SoSS School Meeting, their improvements for imbedding the Indigenous Graduate Attribute in subjects: HUMN1041, HUMN1060, CULT2005 and CULT3001.</p> <p>The SoSS IAC discussed the implementation of a new Terms of Reference, to solidify the Committees role in providing a leadership role of overseeing School requests that target or include Indigenous students, staff, or broader community.</p>

# STRATEGIC OBJECTIVE SIX

## HIGHLIGHTS

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- Subject coordinators from HUMN1041 People, Place and Social Difference, HUMN1060 Introduction to Indigenous Australia: Peoples, Places and Philosophies, CULT2005 Ethics in the Social Sciences and CULT3001 Applied Social Research presented at the August SoSS school meeting.
  - SoSS Indigenous staff received two awards at the inaugural Western Sydney University NAIDOC Awards:
    - Prof. Corrinne Sullivan received the 2024 Indigenous Person of the Year Award.
    - Prof. Corrine Sullivan, Ellen Karimanovic, Dr. Georgia Durmush, Kaiya Aboagye, Lindsay McCabe, Karen Fernando – received the 2024 Indigenous Leadership Team Award
  - Dr Georgia Durmush was a semi-finalist for the Nura Gili Indigenous Youth Leadership Award for the 7News Young Achievers Awards in 2024.
  - Prof. Nida Denson was awarded an ARC linkage Project, incorporating a PhD scholarship for an Indigenous student. The student will work alongside the project, which will develop and evaluate a new set of educational e-modules underpinned by leading anti-discrimination approaches for use in Australian primary schools.
  - Prof. Corrinne Sullivan was a finalist for the Women of Western Sydney Awards program for the award: Woman of Western Sydney (Indigenous Leadership) Award.
  - Indigenous Art Therapy academic Karen Fernando has agreed to join the 2025 Art Therapy and Counselling AWG sub-committee for developing the groups next AWG Indigenous Strategy for 2026-2029 and will co-chair this alongside the DAP.
  - Indigenous Master of Art Therapy student Michelle Tomkins is the student representative on the Art Therapy External Advisory Committee,
  - Indigenous guest lecturers in the Art Therapy and Counselling AWG were employed at Lecturer Rate B, to remunerate the significant responsibility whether they were leading or co-leading lectures.
  - Ms Carroll Go-Sam, Senior Lecturer, Indigenous Engagement, The University of Queensland, was appointed to the External Advisory Committee for the Bachelor of Planning program. Carroll is *Dyirbal gumbilbara bama* of Ravenshoe, North Queensland. She has led Indigenising curriculum in the School of Architecture, Design and Planning at UQ, and co-led UQ's Campuses on Countries Aboriginal and Torres Strait Islander Engagement and Design Framework (2020-21). Carroll has reviewed the Bachelor of Planning program Indigenous mapping and provided strategic insight that will support curriculum development from 2025.



# STRATEGIC OBJECTIVE SIX

# HIGHLIGHTS

(Cont.)

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- Prof. Corrinne Sullivan nominated for Women of Western Sydney Awards program and a finalist for Woman of Western Sydney (Indigenous Leadership) Award.
  - In March 2024, Ellen Karimanovic attended the NSW ACT Indigenous Professional Staff Conference, held on Worimi and Awabakal Country (Port Stephens and Newcastle). This two-day event brought together Indigenous staff from various professional University roles within NSW and the ACT. Of significant focus were the current University sector and Accord, Indigenous student wellbeing and role specific networking.
  - Prof. Alana Maurushat mentors two Indigenous students in Cybersecurity and Behaviour – one student is now undertaking a leadership role (alongside Professor Maurushat) on the NSW Crimestoppers 'Advisory Board.'

STRATEGIC OBJECTIVE SEVEN

CULTURAL VIABILITY  
AND KNOWLEDGE

STRATEGIC SCHOOL ACTIONS	KEY SUCCESS MEASURES	2024 ACCOMPLISHMENTS
<div>01 Incorporate visual Acknowledgement of Country identifiers within School areas across the University.</div> <div>02 Ensure Acknowledgement of Country is performed at the start of each formal meeting and gathering within the School.</div> <div>03 Ensure Acknowledgement of Country is performed in each subject at the start of each session.</div>	<div>Indigenous Country is acknowledged and represented across all School areas.</div> <div>Acknowledgement of Country performed at the beginning of formal meetings, gatherings, and each teaching session.</div>	<div>The Schools Indigenous Education Team delivered the first Acknowledgement of Country workshop to SoSS academic and professional staff for a cultural knowledge and professional development opportunity.</div> <div>The SoSS Executive introduced a new initiative to share the responsibility of delivering the Acknowledgement of Country at bi-monthly School Meetings. AWGs can nominate a team member or deliver the Acknowledgement collectively, highlighting our shared commitment to this important Indigenous protocol. The Policing, Criminology, Cyber Security and Behaviour AWG were the first to deliver this in 2024, presenting a creative collective video for the Acknowledgement.</div>

# STRATEGIC OBJECTIVE SEVEN

## HIGHLIGHTS

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- In September, approximately 20 SoSS staff (academic and professional) attended an Acknowledgement of Country workshop. This was developed and delivered by Prof. Corrinne Sullivan and Ellen Karimanovic. This initiative provided colleagues the opportunity to better understand the purpose of doing an Acknowledgement of Country, as well as providing foundations on how to personalise this for the many settings that might be encountered by staff.
- SoSS has initiated AWGs to commence delivering the Acknowledgement of Country at bi-monthly School Meetings. AWG's can do this collectively or nominate a member from the group to conduct this.
- School Executive Committee (SEC) members now take part in sharing the responsibility of opening the SEC meeting with an Acknowledgement of Country. This allows each executive member to gain experience in doing this, creating comfortability, and taking responsibility in recognising the land, culture and knowledge that comes from the areas we work and live.

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