



Indigenous Student Success Program 2020 Performance Report

Organisation

Western Sydney University

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UPDATE

The year commenced with several activities to engage Indigenous and non-Indigenous staff and students across the University prior to the COVID 19 shutdown. Cultural Awareness Training Sessions were held with the University executive and staff, hosted by Boomalli Consulting Pty Ltd, to ensure staff at all levels were culturally competent. Attendees produced a Journey mural, which will be completed by students in early 2021. The University hosted its inaugural Indigenous Staff verses Indigenous Students Soccer Day. Students took out the game four to two, with Frank Farina OAM giving words of encouragement to all. It was a great way to break down barriers and open up communication across our multi-campus university while promoting fitness and wellness.

To ensure the University attained the goals set out in Western Sydney University's Indigenous Strategy 2020-2025, the University had to find a new way of doing business and building connections. We worked with The Anzac Memorial in partnership with the Office of Veterans Affairs and Department of Aboriginal Affairs to develop and contribute to a program for Aboriginal and Torres Strait Islander youth (16-25 years) to reflect on service and sacrifice. Dr Scott Avery, an Indigenous disability researcher and advocate, joined us and Western appointed two Associate Deans, Dr Corrinne Sullivan, Associate Dean of Indigenous Education in the School of Social Sciences and Professor Aunty Kerrie Doyle, Associate Dean Indigenous Health in the School of Medicine.

Not to be outdone by the staff, the students had the University's first First Nations student representative on the WSU Student Representative Council (SRC); two WSU students nominated for the 2020 Channel 7 News Young Achievers Award; WSU was represented on the Indigenous All Stars Women's NRL Team; there were weekly virtual Yarning Circles for students; and fortnightly check-ins were conducted through a mix of email, telephone, and SMS to every Indigenous student to support and ensure wellness. A WSU Indigenous post graduate student took out the David Unaipon Award for an Emerging Aboriginal and Torres Strait Islander Writer, and WSU Indigenous nursing students stepped up and volunteered in COVID testing clinics around Sydney.

The University conducted engaging virtual events for Indigenous staff and students, including Movie Nights with snack packs delivered to staff and students' doors with live chats providing connection during the movies. In NAIDOC Week we had a Deadly Challenge where students and staff got to show their hidden talents; instructional and Informative 'What does culture mean to you?' discussion groups; and cooking instruction from our Torres Strait Islander staffers. Care packages (including playing cards, seeds, stress balls, stationery items and snacks) and food parcels were supplied to those in need.

By year's end we were back on campus part-time and advertising for a Director of Indigenous Research and a Director of Indigenous Learning and Teaching. The Director of Indigenous Learning and Teaching will be responsible for leading a large-scale university-wide project embedding Indigenous Knowledges throughout all courses. The Director of Indigenous Research will be responsible for the development of Indigenous research at Western. They will attract, support and develop the Indigenous Higher Degree Research (HDR) cohort and Indigenous student pipeline.

1. ENROLLMENTS

1. SUPPORTING STRATEGIES, POLICIES and ACTIVITIES: Aboriginal and Torres Strait Islander Student Access

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

During 2016, the University's Schools Engagement Strategic Plan 2017-2019 was developed in consultation with the secondary school sector. This, in conjunction with Western Sydney University's current Indigenous Strategy 2020-2025, establishes how Western will focus on engagement, students, learning, teaching, community engagement and leadership. The Schools Engagement Plan will increase the educational opportunities and lift the aspirations of Aboriginal and Torres Strait Islander Peoples in Greater Western Sydney. It is underpinned by annual Action Plans making Aboriginal and Torres Strait Islander Education a priority. Programs developed and implemented build Aboriginal and Torres Strait Islander school students' knowledge, skills and confidence; educational aspirations, engagement and attainment; higher education participation; and career prospects.

Aboriginal and Torres Strait Islander programs targeting school students include:

- Pathways to Dreaming
- Heartbeat Program
- Unlocking Careers in Sports Program
- Aboriginal and Torres Strait Islander Pathway Program

Aboriginal and Torres Strait Islander programs delivered in 2020 were affected by the COVID-19 pandemic but have still resulted in positive impacts including:

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

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 our 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 that we are certainly very proud of but also look at building on in the years to come.

Greater Western Sydney has the largest population of Aboriginal and Torres Strait Islander People in Australia and therefore it is no surprise that the majority of our Indigenous students permanently reside in GWS. It is interesting to note that there has been an increase of Indigenous students from Tasmania, Queensland, ACT and Victoria.

1.1 STUDENT ACCESS PROGRAMS

Western Sydney University has Indigenous specific student access and awareness programs 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 – the program is available in Years 3-6 – and give students the sense that higher education study is attainable for them. In 2020 the University moved online and had 21 schools in the program with 513 students, 58 teachers and 5 parents. This was down on 2019 where there were 29 schools participating with 635 students, 58 teachers and 5 parents and the program consisted of on-campus workshops with hands-on activities together with in-school components.

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. Due to the impact of COVID 19 on both schools and students, the program deliverables were adapted for an online environment, including Online Yarning sessions: small group workshops with Western staff and current Indigenous students to build participants' knowledge of university life. An online taster day was also delivered to welcome the new cohort of Year 8 students to the program. The [Pathways To Dreaming Online Hub](#) was developed, with resources, videos and activities for parents, teachers and students in the Pathways to Dreaming program. The digital platform houses a range of online resources including recorded content, news and events, and received 420 views from 352 unique viewers from August to November 2020.

Student Progression

52 students – 36% of Year 12 students from the Pathways to Dreaming program – were provided offers to study at Western Sydney University commencing in 2021. Offers given to students in 2020 have increased 126% compared to 2019 (23 received offers in 2019, 19 enrolled pre census, 15 enrolled post census 2019).

Pathways Program

The Indigenous Pathways program is a two-day event previously held three times per year. This year an online program was developed and trialled January and June for mid-year entry and July and November for 2021 entry. Applicants are assessed in Academic Literacy and Numeracy as well as suitability in their chosen course. In 2020 there were 205 offers made, down slightly on 219 made in 2019.

New Unlocking Careers in Sport

The Careers in Sport program is a new event established in 2020 that provides Aboriginal and Torres Strait Islander high schools students in years 10 to 12 students the opportunity to learn about the various types of careers offered in the sports industry. In many Indigenous families and their communities, sport is high on the agenda and sporting events can be quite a social affair. Many Indigenous students like the thought of working in the sporting industry and they often are not aware of the various careers offered, including but not limited to; Management (senior to project), Finance, Media (design, journalism), Law (clubs/company law, contract law), Administration, IT, and the full range of Health and Health Science related fields (e.g. Nutrition, Psychology).

- Schools with high numbers of Indigenous students are targeted
- Rural and Remote schools are targeted – those areas not receiving opportunities that are available in large regional areas are a priority.
- Low SES and disadvantaged students from participating schools

Participation

- 311 students (58 schools)
- 43 teachers
- 8 Western professional and academic staff
- 3 Current Western student ambassadors
- 5 external panellists

Evaluation

- 88% of school students and their teachers agreed that the live presentations were informative.
- 86% of school students and their teachers agreed that the event Increased students' confidence in making decisions about their future educational pathways.
- 83% of participants now aspire to enter university post high school having attended the event compared to 72% prior to the event.

The online event has had a positive impact on participating students and school staff. Feedback to date has shown a large percentage of change in mindset in relation to entering higher education study post high school. All schools have expressed their appreciation of the event especially those from regional and remote schools such as Kempsey High School. Future events will show participant movements and whether the event has had an impact on participants in regard to entering university to study.

The College

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

Western Sydney University, The College offers pathways to university through university foundation studies, diploma programs and undergraduate certificates. Successfully completing one of the academic pathway programs guarantees students a place at Western Sydney University. 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 Centre. The Ngaramada Indigenous Centre provides a place where students can meet and build cultural connections. A dedicated Aboriginal Community Outreach Advisor provides cultural, pastoral and academic support.

In addition to Academic Pathway Programs, The College provides Australian Skills Quality Authority registered programs through The College Registered Training Organisation (RTO: 90319).

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	2020
Diploma (Extended/Standard)	03. Masters			2	4		1	1		
	08. Bachelor (Honours)				1	1	1		1	
	10. Bachelor (Pass)	3	3	4	15	11	16	8	8	1
	(No record yet)	1	2	10	25	14	8	26	11	27
	Total	4	5	16	45	26	26	35	20	28
University Foundation Studies	06. Graduate Diploma			1						
	10. Bachelor (Pass)	1	2	3	9	2	5	5	1	1
	(No record yet)	2	5	11	7	7	2	6	5	1
	Total	3	7	15	16	9	7	11	6	2
Grand Total		7	12	31	61	35	33	46	26	30

1.2 SCHOLARSHIPS

Western Sydney University has a range of scholarships available to Indigenous students commencing and continuing in their academic pursuits. In 2020 the following scholarships were awarded.

Table 1.1 Scholarships - breakdown of 2020 payments including 4 Commonwealth Reward Scholarships of \$7,000

	Education Costs		Accommodation		Reward		Total ^{1 1}	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ¹								
Undergraduate ¹	2000 5000	58 7	10,000	3	7000	3		
Post-graduate ¹			100,000	2				
Other			16,000	1	7000	1		
Total	\$151,000	65	\$146,000	7	28,000	4	\$325,000	76

Table 1.1: Detailed Breakdown

Scholarship details	Government/ Private/ University	Qty	Cost	Awarded	Comments
Aboriginal and Torres Strait Islander Achievement Scholarship	University	8	\$5,000 p.a. for up to five years	7	Designed to encourage Aboriginal and Torres Strait Islander students to study at a tertiary level.
Indigenous Smart Start	University	85	\$2,000	58	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	0	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.

Table 1.1: Detailed Breakdown continued

Scholarship details	Government/ Private/ University	Qty	Cost	Awarded	Comments
School of Medicine Aboriginal and Torres Strait Islander Accommodation	University	3	\$10,000 p.a. for up to five years	3	Designed to assist students studying Medicine with accommodation costs.
Yarramundi - Higher Degree Research Support for Aboriginal and Torres Strait Islander	University	3	\$50,000 p.a. PhD	2	Designed to support PhD students with living costs for up to 3 years.
Yarramundi Research Degree Support for Aboriginal and Torres Strait Islander in Masters of Research program	University	1	MRes \$16,000 year 1, \$32,000 year 2	1 MRes	Designed to support Masters of Research students with living expenses.

1.3 RISE of EFTSL

Indigenous Equivalent Full-Time Student Loads rose across all areas except enabling courses in 2020. Indigenous Headcount and percentage of domestic headcount also rose and is on track for 3% forecast by 2025.

Aboriginal and Torres Strait Islander Student Headcount, 2012-20									
	2012	2013	2014	2015	2016	2017	2018	2019	2020
Aboriginal and Torres Strait Islander Students	448	488	544	597	636	665	732	732	744
Total Students (Domestic Students Only)	35,976	37,607	39,210	40,315	39,638	38,855	41,352	41,331	41,332
Aboriginal and Torres Strait Islander Students (%)	1.25%	1.30%	1.39%	1.48%	1.60%	1.71%	1.77%	1.77%	1.80%

Course Load (EFTSL): Domestic vs Aboriginal and Torres Strait Islander Students, 2015-2020

		2015		2016		2017		2018		2019		2020	
Course Type	Commencing Status	Indigenous	Domestic	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	18.6	1,299.4	20.1	1,313.0
	Continuing	18.3	1,436.0	22.8	1,612.6	24.6	1,666.5	18.0	1,627.9	26.4	1,715.4	22.4	1,656.3
	Total	34.6	2,778.7	40.1	2,984.7	36.0	2,921.5	40.0	2,970.7	45.0	3,014.8	42.6	2,969.3
Undergraduate	Commencing	194.9	10,934.8	185.7	10,352.4	181.4	9,749.7	183.0	10,378.6	174.7	9,620.1	179.5	9,523.6
	Continuing	212.4	15,835.9	247.0	15,674.5	270.4	15,394.4	292.2	16,109.4	295.6	16,954.7	297.9	17,516.9
	Total	407.3	26,770.7	432.7	26,026.9	451.7	25,144.1	475.2	26,488.0	470.3	26,574.8	477.4	27,040.5
Non-Award Course	Commencing	0.4	101.5	0.4	87.9	0.3	102.0	0.5	117.6		118.1	0.9	101.8
	Continuing		13.9	0.1	16.8		15.3		23.5		31.5		26.9
	Total	0.4	115.4	0.5	104.6	0.3	117.3	0.5	141.1		149.6	0.9	128.6
Enabling	Commencing	15.1	636.9	10.0	518.6	6.9	393.5	10.0	533.9	6.5	512.9	3.4	242.0
	Continuing	0.8	37.1	1.2	47.1	0.3	42.9		42.5	0.1	27.1	0.3	15.2
	Total	15.9	674.1	11.2	565.7	7.1	436.4	10.0	576.4	6.6	540.0	3.7	257.2
Cross-Institutional	Commencing	0.1	8.6	0.3	9.4		8.4	0.3	5.1		4.8	0.1	4.3
	Continuing		0.5		0.9		0.4		1.0		0.3		0.8
	Total	0.1	9.1	0.3	10.3		8.8	0.3	6.1		5.0	0.1	5.0
Grand Total		458.3	30,347.9	484.8	29,692.2	495.1	28,628.0	526.0	30,182.3	521.9	30,284.2	524.7	30,400.6

1.4 OUTREACH, PATHWAY AND ACCESS FUNDING

Project/Program name	Type of Funding	NSI 2020
Aboriginal and Torres Strait Islander Engagement Marketing	University	\$26,000.00
Aboriginal and Torres Strait Islander Pathway Program	University	\$17,000.00
Indigenous Scholarships	University	\$325,000.00**
Commonwealth Reward Scholarships	ISSP	\$28,000.00
Heartbeat Program	HEPPP	\$16,000.00
Sports Camp	HEPPP	\$9,000.00
Pathways to Dreaming Program	HEPPP	\$38,000.00
		\$459,0000

2. Progression (access and outcomes)

2.1 STRATEGIES TO IMPROVE UNIT SUCCESS RATE AND RETENTION RATES

Cultural Competency

Western continued to build a number of strategic initiatives to improve the cultural competency of our staff in 2020. For example, we contracted a company called Boomalli Consulting to facilitate a comprehensive cultural exchange program. All members of the University Executive and a number of other staff members successfully completed the full day training. This training will continue to be rolled out across the University in order to build the cultural proficiency of our professional and academic staff.

There are also plans to include all new staff in an online module 'Introduction to Indigenous Western Sydney' to continue the building of knowledge and cultural competencies. This is in line with the *WSU Indigenous Strategy 2020 – 2025* Strategic Objective 7 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 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. The Schools' contributions are listed separately.

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 use 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.

Badanami Centres support NAIDOC week celebrations which provide an opportunity for Aboriginal and Torres Strait Islander students and community to participate in multiple events throughout the week. Events held by Badanami and OPVC in 2020 include:

- Black Lives Matter and Education: Pathways to Action Symposium
- What does culture mean to you?
- Feed Ya Mob
- Deadly Challenge
- Yarning with the Mob
- The Australian Dream viewings

The Black Lives Matter and Education: Pathways to Action Symposium was held online, at which researchers discussed all things regarding the Black Lives Matter movement. The What does culture mean to you? activity included video testimonials from our current students explaining what culture means to them. Feed Ya Mob provided students and community with some traditional recipes to try at home, shared by one of our Badanami staff members. The Deadly Challenge was a social media challenge where members of the Indigenous community were encouraged to share videos of cultural song, dance or music to social media including the hashtag #WSUDeadlyChallenge spreading knowledge of the Indigenous culture to the wider community. Yarning with the Mob consisted of videos of our current students discussing some aboriginal language and how to use it in everyday conversation, and these were shared online with the community. Finally, there was a night-time screening of film The Australian Dream. Students were invited to bring their family and friends to the virtual movie experience.

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 \$526,450 was spent in 2020 up from \$471,941 in 2019.

2.2 RISE OF PROGRESSION RATES

Table 2.2 Aboriginal and Torres Strait Islander Domestic Progression Rates, 2015-2020

		2015		2016		2017		2018		2019		2020	
Course Type	Commencing Status	Indigenous	Total	Indigenous	Total	Indigenous	Total	Indigenous	Total	Indigenous	Total	Indigenous	Total
Postgraduate	Commencing	92.9%	93.3%	88.5%	93.4%	84.7%	93.1%	87.5%	92.5%	91.0%	91.9%	85.4%	92.2%
	Continuing	96.3%	92.9%	92.9%	92.5%	86.6%	93.1%	86.3%	92.3%	91.3%	92.6%	80.8%	92.5%
	Total	94.6%	93.1%	90.6%	93.0%	85.9%	93.1%	87.1%	92.4%	91.1%	92.2%	83.3%	92.4%
Undergraduate	Commencing	70.4%	76.0%	74.3%	76.9%	75.3%	78.7%	67.6%	76.5%	66.6%	78.4%	75.2%	80.2%
	Continuing	85.5%	83.6%	81.9%	82.8%	81.7%	83.2%	79.9%	83.1%	81.0%	83.7%	83.7%	85.3%
	Total	78.2%	80.5%	78.6%	80.5%	79.1%	81.5%	75.2%	80.5%	75.6%	81.8%	80.5%	83.5%
Non-Award Course	Commencing	100.0%	77.1%	66.7%	73.5%	100.0%	80.4%	25.0%	81.0%		81.2%	57.1%	82.1%
	Continuing		82.6%	100.0%	74.4%		89.3%		78.1%		75.7%		82.3%
	Total	100.0%	77.8%	75.0%	73.7%	100.0%	81.5%	25.0%	80.5%		80.0%	57.1%	82.2%
Enabling	Commencing	67.4%	82.8%	70.0%	82.3%	75.5%	83.7%	80.3%	82.1%	59.5%	81.1%	100.0%	89.8%
	Continuing	23.1%	52.4%	78.9%	72.5%	0.0%	70.1%		79.9%	100.0%	69.4%	100.0%	84.1%
	Total	65.1%	81.1%	70.9%	81.5%	72.7%	82.3%	80.3%	81.9%	60.5%	80.5%	100.0%	89.5%
Cross-Institutional	Commencing	100.0%	91.3%	50.0%	89.3%		86.6%	100.0%	92.7%		89.2%	100.0%	88.2%
	Continuing		100.0%		100.0%		66.7%		100.0%		50.0%		100.0%
	Total	100.0%	91.8%	50.0%	90.2%		85.7%	100.0%	93.9%		87.2%	100.0%	90.0%
Grand Total		78.7%	81.5%	79.2%	81.5%	79.4%	82.5%	75.9%	81.5%	76.5%	82.6%	80.8%	84.3%

The gap between progression rates in Indigenous students and total domestic students reduced to less than 4% difference in 2020. Undergraduate, non-award, enabling and cross-institutional all showed an increase to raise rates over 4% through strong leadership and direction at the university.

2.3 TUTORIAL ASSISTANCE PROVIDED in 2020 (TFS)

Level of study	Number of students assisted	Total hours of assistance	Expenditure (\$)
Enabling	1	168	\$8,039
Undergraduate	107	12,289	\$503,487
Post graduate	2	314	\$14,924
Other			
Total	110	12,771	\$526,450

2.4 INDIGENOUS SUPPORT UNIT in 2020

The Badanami Centres for Indigenous Education are located on most of our 11 Australian campuses. These centres are manned by the following staff with assistance from the University's divisions and within the portfolio of Office of Pro Vice Chancellor Aboriginal and Torres Strait Islander Education, Strategy and Consultation.

Badanami Centre Staff

Director	1
Elder in Residence	0.6
Academic Literacy and Learning Advisor	1
Student Success Officers	3.5
Administration Staff	1

Indigenous Support Activities provided in 2020

Activity	Number of student participants	Expenditure (\$)
Care packages	742	10,665
Graduation Ceremony Heritage sashes 2020	95	3325
NAIDOC Week Film Screening	175	1700
Badanami Success (stationery) bags	100	3000
Printing, faxing, stationery and consumables	724	38,543
O Week activities	540	3000
Student gift vouchers – 2 x \$50 weekly draws x 40	742	4000
Staff v Student Soccer Match	26	1000
Food parcels	12	240
Indigenous Research Network and Research Week	67	350
Yarning Circle printing, mailing, contributions	742	10,800
Yarramundi	2	2,500
Remote Printing and printing resources	78	1170

2.5 STRATEGIES TO IMPROVE CULTURAL COMPETENCIES, PROGRESSION & SUCCESS

THE ACADEMY

The Academy gives academic high-achievers an added edge – in study and with employers. It's free to join, and offers intellectual rigour, community engagement, and personal and professional development.

- Ran a **Call Campaign** conducted by the Office of PVC Aboriginal & Torres Strait Islander Education, Strategy & Consultation from 7-11 August, targeting Indigenous students who were invited to join The Academy but hadn't yet signed up as members of The Academy. The campaign saw a 52% increase in Indigenous membership – there are now 100 Aboriginal & Torres Strait Islander members.
- **Conversations with The Academy** on Wednesday 9 September – **Celebrating Indigenous Culture** with Chris Tobin and hosted by Leanne Markovic (one of our Darug students) – (68 registrations). "The lifelong journey of cultural competence starts with getting to know yourself, your cultural values and world view. This is a candid conversation with proud Darug man, Chris Tobin, celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. Deepen your understanding and be prepared to un-learn and re-learn." A recording can be found here:
https://www.westernsydney.edu.au/the_academy/inside_the_academy/events/conversations_with_the_academy

SCHOOL OF ENGINEERING / ENGINEERING, DESIGN AND BUILT ENVIRONMENT

In 2020 the School of Engineering became the School of Engineering, Design and Built Environment and formalised and published an Indigenous Engagement Plan. The School is proactively engaged with Indigenous Australians through:

- A/Prof. Olivia Mirza presented at Engineering and Beyond seminar on the 22 May 2020. This seminar is to talk about how interesting it is to be Engineer and promoting engineering at Western Sydney University to high school. 6 schools from Western Sydney attended.
- Winter School "Engineering your future" collaboration with Engineers Australia from 13-17 July 2020. There were more than 750 participants, 20% of whom were Indigenous student.
- Three STEM workshops events for Parramatta West Public School in collaboration with CSIRO Education between 1st, 8th and 15th September 2020. The school has 30% Indigenous students.
- A/Prof. Olivia Mirza presented at Pathway to Dreaming event 24 November 2020 to encourage Indigenous students to pursue engineering careers.
- The Aspire Program was launched 8 December 2020. This program provides internships to Indigenous students who study engineering at WSU.

SCHOOL OF EDUCATION

The School of Education continues to implement a number of strategies to improve the attraction, 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 our undergraduate and post graduate Teacher Education programs to ensure that graduating teachers are well prepared to teach all facets of the curriculum, including mandatory units in Aboriginal and Torres Strait Islander Cultures, History, and Education
- Continued employment of a professional staff member to provide support to students across all facets of their study leading to accreditation as a graduate teacher
- Maintained an identified leadership position for the Bachelor of Education (Primary) – Aboriginal and Torres Strait Islander 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 identified Department of Education Hub School to provide the Healthy Culture, Healthy Country professional learning program which emphasises the development of cultural capabilities of Pre-service Teachers to work with Aboriginal and Torres Strait Islander communities.

The trend in commencing, attrition and retention rates 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.

Immediate future plans for the School give priority to the development of a School-specific Indigenous Strategy to mirror the one developed at the University level.

SCHOOL OF BUSINESS

The School of Business engaged with, and contributed to, a few Indigenous initiatives at Western in 2020. Given the circumstances of 2020 there was not the opportunity to undertake or complete some planned activities; however, the School:

- Continued its long-standing involvement with Indigenous engagement activities through the Heartbeat program and Pathways to Dreaming.
- One of our Academic staff members was active with the Indigenous Finance and Business Association as a board member.
- Arranged with an external Indigenous association to have a piece of art created to recognise the vast Western Sydney region and its Aboriginal and Indigenous heritage as a means of highlighting the networks across that region. This did not progress to full implementation in 2020 due to COVID-19 restrictions but is expected to be undertaken in the first half of 2021, subject to final approval.

SCHOOL OF NURSING AND MIDWIFERY

The School of Nursing and Midwifery created two identified Aboriginal and Torres Strait Islander Associate Lecturer positions, one within the Nursing discipline and the other in Midwifery. The positions focus on:

- engaging Indigenous students at primary and secondary schools, colleges and in the community in nursing and midwifery careers.
- supporting staff professional development in cultural education and sensitivity
- be a key liaison point for Indigenous students in the School.

To support new Indigenous students' orientation to the School, the SoNM Engagement Team in collaboration with the Badanami Centre for Indigenous Education developed a dedicated Orientation Video, providing information on academic and personal support services and key contact points to help students engage with dedicated Indigenous support services.

SCHOOL OF PSYCHOLOGY

The School of Psychology has partnered with the Department of Communities and Justice to offer a scholarship and a linked internship for Aboriginal and Torres Strait Islander students enrolling in the Master of Professional Psychology. Academic Senate approved the scholarship in early December 2020, we commenced promotion in December and applications close 31 January 2021.

Scholarship details	Government/ Private/ University	Qty	Cost	Awarded	Comments
Dean's Indigenous Master of Professional Psychology Scholarship	University & Government	1	School funded: 50% of tuition fees per session for up to two years (one year if full-time, two years if part-time) Government: Paid internship with the Department of Communities and Justice at the conclusion of the scholarship.	4	The student on completion of their degree and registration as a psychologist may be offered an ongoing role within the Department of Communities & Justice, Psychological and Specialist Services team.

SCHOOL OF SOCIAL SCIENCES

The School of Social Sciences 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 and look at ways to promote progression into HDR and research opportunities in, and dissemination of, research with and by Aboriginal and Torres Strait Islander Peoples.

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

- The School appointed an inaugural Associate Dean (Indigenous Education), Dr Corrinne Sullivan, as part of the University's *Indigenous Strategy 2020-2025*.
- The School was the first in the University to establish their own Indigenous Strategy, School of Social Sciences Indigenous Strategy 2020-2025, led by Dr Corrinne Sullivan. This strategy underscores the School's commitment to increase Indigenous employment, education, research, and engagement.
- An Indigenous Advisory Committee was established in 2020. The Indigenous Strategy Advisory Committee considers and provides strategic advice to the Associate Dean (Indigenous Education) in relation to Indigenous matters within the School of Social Sciences. These matters include the School's Indigenous strategic initiatives relating to employment, education, research and engagement, and any other matter related to Indigenous initiatives within the School. Its members include:
 - Associate Dean (Indigenous Education) - Chair
 - Dean – School of Social Sciences
 - Dr Scott Avery – Senior Lecturer Social Work
 - Robyn Oxley – Lecturer Criminology
 - Jarred Murphy – Indigenous Education Officer-School of Social Sciences
- The School has worked toward ensuring Indigenous student success: 83% of students enrolled received a Pass grade or higher and 15% of students received a Distinction grade or higher in their most recent semester. Further in 2020 the School increased the offers made to potential students by 10%.
- In 2020 the school appointed an Indigenous full-time tenured (level B) lecturer in the Criminology academic work group.
- The School continues to work toward our commitment to the Indigenous Graduate Attribute. A Master's unit, 'Indigenous Australia: History, Knowledge and Professional Practice', was piloted within our Master Social Work (Qualifying) in 2020, and will be taught more broadly in 2021. Additionally, a new core unit has been added in the Criminology and Policing discipline 'First Peoples and Criminal Justice'.

SCHOOL OF SCIENCE

The School of Science saw 55 Aboriginal and Torres Strait Island students enrolled across several programs in 2020 from a school of 2105, or 2.61%. The School has also engaged with, and contributed to, a number of Indigenous initiatives at Western in 2020, including:

- NSW Health Aboriginal Environmental Health Officers Training Program - Trainees undertake a six year, Bachelor of Natural Science (Environmental and Health) degree part-time by distance learning through School of Science at Western Sydney University (WSU). In 2020 at least six Aboriginal students were enrolled in the program, overseen by Dr Michelle Ryan
- Dr Michelle Ryan and Dr Hayley Green have conducted interviews for the alternative entry pathway for Aboriginal students into Science for a number of years, interviewing 10 or so students a year who come through this alternative pathway
- The School offers the unit 300959 Mangamai'bangawarra: Indigenous Science - the unit explores aspects of Aboriginal science and medical science in the treatment and prevention of illness. The unit has a particular focus on the knowledge of the local D'harawal People. The culture and history of Indigenous Australians is introduced to provide a contextual backdrop to the study of Indigenous medical remedies from eastern Australia, the deserts, and the tropics. To complement this study, Indigenous perspectives on the seasons, weather and land management will be studied.
- Dr Hayley Green engaged indigenous staff from Heritage NSW (Aboriginal Cultural Heritage Regulation) in March 2020 to give a 2hr workshop to our 3rd year Forensic Anthropology students
- Participation in Heartbeat: Signals and Signs (March 2020 – Ian Wright) – 120 primary school children learning about
 - Food Marketing: School of Business
 - Water Quality: School of Science
 - Nutrition and Food: School of Science
 - Love Food, Hate Waste: Sustainable Futures office

SCHOOL OF HUMANITIES AND COMMUNICATION ARTS

During 2020, The School of Humanities and Communication Arts has engaged with, and participated in, a number of Indigenous initiatives and events across the University. This has included:

- Participation in the inaugural 'Unlocking Careers in Sport' virtual event on 3 December. Presentation on developing a career in sport using degrees in the Arts, Languages, Communication, Music, Design, Screen Media and Creative Industries. This full day program reached hundreds of students across the state including remote communities.
- Developed a relationship with M&C Saatchi to explore opportunities for emerging Aboriginal advertising creatives. The School is hoping to develop a graduate pathway program to help nurture Australia's first Indigenous Executive Creative Director.
- Introduced Professor Michelle Trudgett to Augusta Supple, Senior Manager for Engagement, Partnerships and Development at Create NSW to explore opportunities for collaboration.
- The School had volunteered to present on Humanities and Communication Arts courses and meet with high-school students at nine inaugural Pathways to Dreaming webinars across the second half of the year. Unfortunately, these events were cancelled.

The School of Humanities and Communication Arts (SoHCA) continues to offer Indigenous Australian Studies as a Major in the Bachelor of Arts degree. To further support the School's commitment to Indigenous Education, in December 2020 an identified position was established with an ongoing (0.6FTE) appointment of an Indigenous Australian Studies Lecturer through conversion of a fixed-term employee.

In late 2020 the School established a *'School Indigenous Committee'*. The Committee, which is scheduled to meet six (6) times per year, is chaired by the Dean of SoHCA with membership as follows:

- The Chair
- Two (2) student representatives; one postgraduate student and one undergraduate student.
- Deputy Dean
- Director of Academic Program – Arts
- Director of Writing and Society
- Associate Dean Research Studies
- Associate Professor of Digital Humanities
- Associate Dean Research (with a research project undertaken in indigenous language)
- Indigenous Australian Studies Lecturer

SCHOOL OF LAW

The School of Law continued to grow its support for Indigenous students in 2020 through a range of measures. These include:

- Renewal of curriculum through inclusion of Indigenous content and voice. A working group of the School constituted with an Indigenous student, Director of Academic Program, Dean, Professor, and 2 Lecturers as well as the Chair of the equity and diversity committee, conducted an audit of all units in the School to measure their inclusion of Indigenous content and voice. This culminated in review of the material and a whole of School workshop to identify best practice and areas for improvement in the curriculum. This work will continue into 2021.
- Appointment of key professional staff member to provide ongoing support to all Indigenous students through monthly phone and email contact. This ensures that all enrolments are current and that any academic issues can be resolved promptly.
- Individualised academic support provided to students who are facing challenges which are impacting on their studies
- Individualised non academic support provided to students to help them gain employment in the legal field, assistance with appropriate business attire, resume writing, interview skilling.
- Inclusion of an Indigenous specified position for recruitment in 2021, ensuring that this position is maintained while other academic positions were disestablished
- Participation in the Pathways program to ensure recruitment of Indigenous students for 2021
- Development of an Indigenous strategy with consultation across the student, staff body and PVC Indigenous. This will be finalised in 2021.
- Continuation of free text book scheme for first year Indigenous students and extension of the scheme to all Indigenous students.

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. 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 Auntie Kerrie Doyle, RN, PhD who leads the Clinical Academic Group for Maridulu Buyari Gumal and includes researchers from across Sydney. Their newsletter highlights important collaborative work and features the achievements of the Indigenous Higher Degree Research students within the School.

ISSP funding sponsors Dr Ryan Dashwood, 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.

SCHOOL OF COMPUTER, DATA and MATHEMATICAL SCIENCES

In terms of Indigenous Activities in 2020, the School of Computer, Data and Mathematical Sciences has focused on developing mechanisms for incorporating Indigenous knowledge in the curriculum of students in computing disciplines. The School approach extended the mechanism developed in the 'Generations of Knowledge' Virtual World – an “ambitious artificial intelligence project to digitally recreate Indigenous pre-settlement Australia – and in the process preserve Aboriginal culture in a virtually living state” [1]. In this approach, technology has been developed to address a specific area of Indigenous knowledge which may be less known to the broader public including the students in computing fields.

In 2020, a group of three computer science students, Aiden Harris, Baris Demirci and Phoebe Lilius, as part of their unit Professional Experience, took on the challenge to develop an assistant in interpreting contemporary Indigenous paintings. This has been a very ambitious project, addressing the need to assist the broader community in developing an understanding of the rich language and diversity of Indigenous paintings. The students developed a software system that combined artificial intelligence methods from supervised machine learning, knowledge representation and explanation. At its core, the application allows users to upload an image of Australian Aboriginal Art of their choice, and receive an interpretation about the region, style, colours and symbols. As proof of concept, the application is limited to detection of only two types of known Aboriginal symbols: “waterhole” and “person”. Users can then provide feedback on the received interpretations, rating each section and providing comments. The choice of supervised machine learning was made to comply with the cultural protocols – in a practical use the application requires the user to receive written permission from the artist of the paintings on the images before uploading their images to the application. The project was among the only eight undergraduate projects from the whole year (top 12%) to be included in the School virtual showcase of 2020 [2].

References:

[1] John Elder, Virtual dreaming - Indigenous Australia restored in the digital world. *The Age*, 13 December, 2015, <https://www.theage.com.au/national/virtual-dreaming--indigenous-australia-restored-in-the-digital-world-20151211-gllw5g.html>

[2] Brief description and video abstract of “The Painter of Oz” student project: <https://showcase2020.cdms.westernsydney.edu.au/index.php/undergraduate-2/px1/>

Overarching

All Schools have been called upon to produce an Indigenous Strategy specific for their School and in alignment with the overarching WSU Indigenous Strategy 2020 – 2025 as well as WSU Sustaining Success Strategic Plan of the University.

2.6 ISSP FUNDED ACTIVITIES

All ISSP funded activities can be found in the Financial Acquittals section

3. Completions and Outcomes

3.1 STRATEGIES TO IMPROVE AWARD COURSE COMPLETIONS

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. A seasonal quarterly publication was released which connects Indigenous staff and students and celebrates successes and advise opportunities. Published on Issuu.

<https://issuu.com/uwspublications/docs/the-yarning-circle>



The Yarning Circle

Western Sydney University newsletter celebrating Indigenous excellence. Issuu is a digital publishing platform that makes it simple to publish magazines, catalogs, newspapers, books, and more online. Easily share your publications and get them in front of Issuu's millions of monthly readers. Title: The Yarning Circle, Author: Western Sydney University, Inaugural edition.
issuu.com

3.2 COMPLETIONS

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

Indigenous	2015		2016		2017		2018		2019	
Broad course type group	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

3.3 CONNECTING GRADUATES WITH EMPLOYMENT OPPORTUNITIES

Western Sydney University's Office of People and Success offer various programs to help Indigenous students gain employment after university. In 2020, Indigenous students were invited to participate in over 150 career development workshops and additional activities provided to Western Sydney University students. These included a Women in STEM Education program, Graduate Recruitment Accelerator program, JobsOnCampus, JobMatch, virtual application and interview workshops, and individual careers consultations.

The Graduate Outcomes Survey displayed promising results for Western's newly graduated Indigenous students. Forty-five respondents indicated they were Aboriginal and Torres Strait Islander. Of these forty-five, forty indicated that they are currently employed, and five stated that they participated/are participating in an internship program.

The Office of People and Success is in regular contact with our Indigenous alumni. One of the primary ways we support connection is assisting in the distribution of the Yarning Circle Magazine. In 2020, due to Covid 19, all physical events were postponed, but we introduced a new virtual engagement initiative called the Alumni Couch.

The Alumni Couch series connects Western Sydney University students and alumni at different stages of their career stories. In each episode, we talk about career development, career journeys, degree-related opportunities, studies at Western and the best pieces of careers advice for Western alumni and students. Series one consisted of twelve episodes, and one of them highlighted the success of an Indigenous alumna.

3.4 STRATEGIES TO ASSIST GRADUATES

Office of People and Success 2021

The Office of People and Success have a careers education strategy which establishes outcome-focused careers education programs for indigenous students. These will place greater emphasis on ensuring students can identify degree-related outcomes early in their university life, gain appropriate experience in areas of interest, and subsequently transition into graduate-related employment. Using Western's new purpose-built platform ALPHA, we are creating playlists and learning experiences specifically designed to help our indigenous students identify, prepare, experience, refine and transition into graduate employment.

We also plan to assist this process by inviting Indigenous alumni and students to participate in a closed group within The Western Sydney Mentoring Program. This program is delivered via an online platform and gives individuals the autonomy to view profiles and seek mentorship based on skills and career experiences of interest. Once a mentor and mentee have connected, they can be guided through the mentoring relationship using our 8-week tailor-made guide.

3.5 MONITOR STUDENT OUTCOMES AFTER GRADUATION

Graduations went virtual in 2020 due to COVID. Heritage sashes were mailed out to Indigenous graduands to provide a keepsake of their time at Western. The names, courses and successes were listed in the Yarning Circle, the quarterly publication now produced together with insight into Alumni, new and existing Indigenous staff and students. We had 84 graduands in 2020.

3.6 ISSP FUNDED COMPLETION STRATEGIES

These are listed in the Financial Acquittals attached.

4. Regional and Remote

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

This program was postponed in 2020 due to COVID; however, we did have regional and remote students involved in our new Unlocking Careers in Sport virtual events held in December 2020 and in the existing Aboriginal and Torres Strait Islander assessment pathways program managed and delivered by Aboriginal and Torres Straits Islander Engagement Marketing Unit.

Away From Base

Western Sydney University received 12 New Course Enrolments for 2020 into the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education. These enrolments consisted of six female students and two male students under 24 years of age and four students (one male and three female) in the category 24-64 years old. In 2020, the Bachelor of Community and Social Development course did not have a student intake as the course is being retired at the completion of the 2021 University Year.

In 2020, a total of 45 continuing and ongoing student enrolments were recorded in the Bachelor of Education (Primary) – Aboriginal and Torres Strait Islander Education course, bringing the total in the program to 57.

The combined results of the two AFB courses were very pleasing. Of the 420 units that that our AFB students were enrolled in, the following results were achieved: 77% pass, 7% fail, 1% withdrawn and 15% other – these results were much improved on the 2019 results. Our data shows enrolments by students as far away as Queensland and Victoria, and remote/regional areas such as Tamworth, Dubbo, Narromine, Harden and Broken Hill. In 2020, nine continuing students from the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education completed their course, with no Bachelor of Community and Social Development students being eligible to graduate in 2020. Of the Bachelor of Education (Primary) Aboriginal and Torres Strait Islander Education cohort, the graduates consisted of five females and two males. The majority of these graduates came from the Central West Slopes and Plains NSW, followed by Greater Western Sydney, then the South Coast and the Hunter. This was a noteworthy outcome for the Stage 4 students as 2020 had been a year of significant challenges due to the COVID19 pandemic. It is a testament to these students that they persevered to complete the course. The AFB courses delivered by Western Sydney University allow graduates to return to their communities and contribute in a meaningful way and to add to positive outcomes for their families, communities and society in general.

Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total ¹	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	0	0					0	0
B. 2020 Offers ¹		0		0		0		0
C. Percentage ¹ (C=B/A*100)								0
2020 Payments	0	0					0	0

Regional and Remote Students

Greater Western Sydney's Aboriginal and Torres Strait Islander population is the **largest single First Nations** community in Australia and hence the majority of our students come from the area in which our campuses are, with Murrumbidgee and Hunter areas providing steady growth.

Table 4: Aboriginal and Torres Strait Islander Student Headcount, Permanent Residence, 2012-20

Permanent Home	2012	2013	2014	2015	2016	2017	2018	2019	2020
GWS	323	358	413	452	480	512	570	560	569
Inner Sydney	36	27	23	27	34	30	26	30	34
Outer Sydney	7	11	13	15	12	15	14	13	11
Central Coast	9	13	11	11	14	10	13	14	13
Central West	7	8	13	15	25	20	20	17	18
Far West	1	1	1	1		1	3	4	3
Hunter	7	8	10	13	10	10	12	17	16
Illawarra	8	13	17	19	20	15	14	17	18
Mid-North Coast	5	4	3	7	4	3	3	4	5
Murray	2		1	1	1			2	
Murrumbidgee	2		1	1	1	3	3	4	4
North-Western Region	14	12	9	14	17	23	20	18	15
Northern Region	6	5	3	2	1	3	7	5	9
Richmond-Tweed	5	6	5	1	1	2	2	4	3
South-Eastern Region		1	3	5	5	6	6	5	5
ACT	1	2	1	2	2	1	2	2	2
NT	3	2	1	1	2	3	3	2	2
QLD	8	10	9	7	4	3	6	6	10
SA		1				1	1		1
TAS		1	2	2		1	2	3	3
VIC	1	3	4	1	3	3	3	5	3
WA	3	2	1				1		
Total Interstate	16	21	18	13	11	12	18	18	21
Grand Total	448	488	544	597	636	665	731	732	744

ETFSL by Aboriginal and Torres Strait Islander Student Permanent Residence, 2015-20

Permanent Home	2015	2016	2017	2018	2019	2020
GWS	352.2	361.7	383.1	419.4	408.6	410.6
Central Coast	7.8	9.8	8.2	6.6	8.1	8.5
Central West	10.4	21.0	16.1	13.5	12.3	9.5
Far West	0.9		0.3	2.5	2.9	3.1
Hunter	8.9	6.8	6.5	7.1	8.9	9.9
Illawarra	13.1	15.2	10.1	10.8	11.5	12.5
Inner Sydney	19.7	26.1	20.7	19.0	19.1	21.4
Mid-North Coast	3.5	3.5	1.1	1.9	2.0	2.9
Murray	0.8	0.4			0.8	
Murrumbidgee	0.6	0.8	1.4	1.4	1.9	3.0
North-Western Region	13.5	15.3	19.0	15.0	13.8	12.5
Northern Region	1.5	1.3	2.0	5.0	3.8	6.6
Outer Sydney	12.3	11.5	13.6	8.3	9.7	8.6
Richmond-Tweed	1.1	1.0	1.5	1.4	2.9	2.4
South-Eastern Region	3.6	4.0	4.6	3.5	2.0	3.1
ACT	1.3	0.9	0.8	1.3	2.0	1.3
NT	1.0	1.5	1.5	1.9	0.8	0.8
QLD	3.6	2.8	2.0	2.6	4.8	3.9
SA			0.1	0.8		0.1
TAS	2.0		1.0	1.5	3.8	2.4
VIC	0.4	1.5	1.4	1.9	2.6	1.6
WA				0.5		
Interstate Total	8.3	6.7	6.8	10.4	13.9	10.0
Grand Total	458.3	484.8	495.1	525.7	521.9	524.7

'5. Working with Vulnerable People Requirement

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Training will be completed on line 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

6.1 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 Indigenous Education Policy can be found <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* to ensure improved outcomes and to be a university that serves and empowers our community as an anchor institution to the region while being recognised as a national leader in Indigenous education, employment and research.

6.2 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 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.

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

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

The WSU Workforce Strategy can be found

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

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

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

[Indigenous Engagement and Education \(westernsydney.edu.au\)](https://www.westernsydney.edu.au/indigenous_engagement_and_education)

Funding of \$2million was also secured through The Foundation to cover three new positions commencing early 2021 including a Director of Indigenous Research and Director of Indigenous Learning and Teaching.

Indigenous Strategy well socialised with many initiatives already successfully embedded. Schools are in the process of developing an Indigenous Strategy for their School, drawing on the objectives outlined in the University Indigenous Strategy.

Indigenous Workforce Data 2020					
1 January 2020 to 31 December 2020					
Data extracted 24 February 2021					
<i>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</i>					
Level	Position	Permanent		Casual/contract/fixed-term	
		Academic	Non-academic	Academic	Non-academic
	Board Member			1	
	Pro Vice Chancellor			1	
	Conjoint Lecturer				1
Academic E		1			
Academic D					
Academic C		2			
Academic B		4			1
Academic A		1			1
	Conjoint Associate Lecturer				1
	Academic Casuals			25	
	Director		1		
Hew Level 08	Manager, Engagement Marketing		1		
Hew Level 07	Academic Literacy & Learning Advisor		1		
	Badanami Elder In Residence		1		
	Badanami Student Success Officer		1		
	Project Officer		1		

	Executive Assistant / Project Officer Cultural Coordinator Engagement Marketing Project Officers Examination Team Leader Institute Co-Ordinator Senior Research Officer, Fieldwork		1		1 3 1 1 1
Hew Level 06	Badanami Student Success Officer Research Officers Engagement Marketing Project Officers Indigenous Education Officer Student Administration Operations Officer Casual Research Assistants Research Officer, Fieldwork		3 1 1		1 2 1 1 1
Hew Level 05	Administrative Officers Community Engagement Officer Media Officer Engagement Marketing Administration Officer Student Administration Officer Delegations Officer, International Partnerships Casual General Casual Research Assistants		2 1 1 1 1		1 1 3
Hew Level 04	Business Administrative Assistant				1
Hew Level 03	Library Client Services Officer, Roving Casual Communication & Production Assistant Casual Research Assistant		1		1 1
Hew Level 02	Contact Service Officer				1

	PASS Mentor				1
Hew Level 01	PASS Facilitator				1
	Casual Student Ambassador				5
	Casual Research Assistant				1
Totals		8	19	27	34

6.3 Indigenous Governance Mechanism

Western Sydney University has a Reconciliation Statement that dates back to 1998. [Reconciliation Statement | Western Sydney University](#)

The Indigenous Governance Mechanism (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 who met weekly to discuss Western Sydney University Indigenous Strategy and issues and concerns of students and staff during Covid with working from home and online learning.

The IGM was assisted in cultural matters by the WSU Elders Advisory Board which did not hold any joint meetings in 2020 due to Covid and technology issues but engaged regularly when able too.

The Indigenous Governance Mechanism (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 of concern that are addressed in the *WSU Indigenous Strategy 2020 – 2025*.

The Director of Indigenous Research and Director of Indigenous Learning and Teaching will be commencing 2021 and join the IGM.