

EDITH COWAN UNIVERSITY – 2010 INDIGENOUS EDUCATION STATEMENT

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

1.1 Edith Cowan University's approach to improving higher education outcomes for Indigenous Australians and how this is being implemented

- Edith Cowan University (ECU) is committed to working collaboratively and in partnership with Indigenous Australians in a spirit of cooperation and reconciliation. This commitment extends to Indigenous students and staff of the University, the broader Indigenous community and to raising awareness of Indigenous culture and issues amongst the general community.
- The University promotes access to and successful participation in its teaching programs for Indigenous Australians, providing a supportive organisation ethos which values and respects Indigenous Australian culture and knowledge.
- The University actively encourages participation of Indigenous students at a rate similar to their representation in the community and supports their experience at ECU.
- The University's commitment to improving Indigenous outcomes is spearheaded by ECU's Pro-Vice-Chancellor (Engagement, Equity and Indigenous), Professor Brenda Cherednichenko. In 2009, Professor Cherednichenko established a network of staff members involved in Indigenous Australian teaching, research and/or engagement. The network, branded '**Indigenous Australian Knowledge and Engagement @ ECU**', has been very effective in bringing staff together to map current activities and identify common ways of advancing higher education outcomes for Indigenous Australians.
- The University's commitment to Indigenous Australians is also strengthened through the operation of a number of committees which focus on Indigenous Australian issues. The committees report through ECU's governance and senior management structures, advise on the implications of University policies and practice and inform institutional responses to equity and disability policy initiatives by government and other external agencies. They include:
 - an Equity Committee, chaired by the Pro-Vice-Chancellor (Engagement, Equity and Indigenous), which meets four times annually. The Equity Committee is a senior committee which provides high level advice to the Vice-Chancellor on all matters of significance related to equity issues, including Indigenous matters;
 - an Indigenous Consultative Committee (ICC), chaired by a prominent member of the Indigenous Australian community, which provides reports to Council and advice to the Equity Committee on matters which impact on the University's service provision, outcomes and reputation in relation to Indigenous Australians. The ICC meets at least twice a year and its Chairperson represents ICC views directly through his/her membership of the Equity Committee; and
 - an Indigenous Employment (Development & Implementation) Sub-Committee (IED&ISC), which provides advice to the Equity Committee in relation to the University's Indigenous Australian Employment Strategy. The Sub-Committee meets at least twice a year.

- **Kurongkurl Katitjin**, ECU's **Centre for Indigenous Australian Education and Research** (hereafter referred to as Kurongkurl Katitjin) has a special role to play in assisting the University to meet its commitments in this area. That role encompasses support for whole-of-University activities and programs, as well as specific teaching, research and support activities in relation to Indigenous Australian people and their cultures.
- Within Kurongkurl Katitjin, the research Centre for Indigenous Australian Knowledges (CIAK) and the Australian Indigenous HealthInfoNet (AIH) provide substantial leadership in research and development in the fields of Indigenous education and health.
- In 2009, ECU commenced a process that will eventually result in the University establishing a **Reconciliation Action Plan** (RAP). Crucially, this will formalise ECU's contribution to national efforts to 'Close the Gap' between Indigenous and non-Indigenous Australians.

1.2 How Indigenous perspectives are embedded in ECU's Strategic Plan and/or other key institutional documents

- ECU's commitment to Indigenous Australians was demonstrated as far back as May 1998 when the University published its **Statement of Reconciliation**. Later on, in May 2005, ECU launched its **Statement of Commitment to Indigenous Australians**.

ECU's **Statement of Commitment to Indigenous Australians** can be found at: http://www.ecu.edu.au/equ/resources/docs/ecu_statement_of_commitment_indigenous.pdf.

- In December 2006, the University's Council endorsed strategic priorities for ECU as reflected in **Engaging Minds; Engaging Communities: Towards 2020**. ECU's Mission as articulated in this document is:

To further develop valued citizens for the benefit of Western Australia and beyond, through teaching and research inspired by engagement and partnerships.

The University's Vision, Values, Graduate Attributes and Strategic Priorities are also described, and;

- set out a philosophical position to guide the University's activities and how these activities should be undertaken;
 - position the University to be recognised for positively contributing to communities and for making an impact which fosters social, economic, environmental and cultural benefits; and
 - align with the University's Statement of Commitment to Indigenous Australians (May 2005) and the earlier ECU Statement of Reconciliation (May 1998).
- ECU's four Strategic Priorities provide the University with:
 - a framework within which future directions and approaches for addressing Indigenous Australian matters at ECU are addressed;

- complement a number of key features of Federal and State Government priorities in relation to Indigenous Australian participation in higher education; and
 - are supported by relevant Key Performance Indicators, including a specific indicator for Indigenous Australian student enrolment.
- A copy of ECU's Strategic Directions document Engaging Minds; Engaging Communities: Towards 2020 can be found at:

http://www.ecu.edu.au/GPPS/ppas/docs/05_December_2006_2006StrategicPlan.pdf

ECU's ***Indigenous Action Plan 2008-2010: Delivering on our Commitment to Indigenous Australians*** is structured according to ECU's four Strategic Priorities. The Plan includes the following goals, to:

- work with schools, TAFE colleges and other training organisations to build pathways and raise the levels of aspiration of Indigenous Australian students;
 - provide community-based activities for staff and students which increase understanding of Indigenous issues and assist Indigenous Australian communities;
 - improve the participation of Indigenous Australian peoples on university committees and in advisory forums;
 - work with Indigenous Schools and Centres in other universities (in Western Australia, nationally and internationally) to increase support for Indigenous Australian communities;
 - increase the number of Indigenous Australian undergraduate students enrolled at ECU including through reviewing current modes of admission and enabling programs, and by providing ECU scholarships;
 - improve the rates of retention and success of Indigenous Australian students at ECU through mechanisms such as the provision of specialist academic support, mentoring programs, and by providing special support to those studying externally;
 - enhance the prominence and status of Indigenous Australian culture, knowledge and studies on campus;
 - foster a concentration of Indigenous Australian research within ECU which has an impact on the lives of Indigenous Australians;
 - increase the number of Indigenous Australian academic and general staff at ECU; and
 - foster amongst non-Indigenous ECU staff, a level of understanding of and cultural competence in working with Indigenous Australians.
- Strategies within the Indigenous Action Plan are expected to be mainstreamed and embedded in the functional and operational plans of the University, with monitoring by ECU's Equity Committee. Monitoring is also through the University's normal review processes, including the annual reviews of Faculties and Service Centres, School reviews and strategic reviews including the external review conducted as part of the Australian Universities Quality Agency audit.

A copy of ECU's Indigenous Action Plan 2008-2010: Delivering on our Commitment to Indigenous Australians can be found at:

<http://www.ecu.edu.au/equ/resources/Indigenous%20Action%20Plan%20-%20FINAL%20-%20August%202008.pdf>

- Other key institutional documents include:
 - an ***Indigenous Employment Strategy*** (refer to section 2.2 for more information) that provides focused strategies and directions for all ECU staff in improving Indigenous Australian employment outcomes at ECU;
 - a ***Policy for Recognising Indigenous Australian Peoples and Country*** that establishes protocols for supporting both symbolic and meaningful gestures of healing and reflects a desire to learn and work together in harmony; and
 - an Equal Employment Opportunity Management Plan, which provides a roadmap to support the achievement of a dynamic, equitable, and effective workforce by increasing the representation and distribution of all groups (including Indigenous Australians) that have historically been under-represented within the labour market and at ECU.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

2.1 Establish effective arrangements for the participation of Indigenous peoples in educational decision-making

Strategies and evidence

- ECU continues to provide significant opportunities for participation of Indigenous Australians in governance, management and decision-making through its committees. This includes an **Indigenous Consultative Committee** (ICC) as mentioned in section 1.1, which provides reports to Council and advice to the Equity Committee on matters which impact on ECU's service provision, outcomes and reputation in relation to Indigenous Australians.

The ICC provides a forum for ensuring input into senior-level decision-making by Indigenous community members, as well as Indigenous Australian staff and students of the University. Membership of the ICC is comprised of the Pro-Vice-Chancellor (Engagement, Equity and Indigenous); Head of Kurongkurl Katitjin; Indigenous Australian staff and student representatives; and Indigenous Australian representatives from regions of Western Australia. The Chair of the ICC is also a member of the Equity Committee. The ICC's Terms of Reference are to:

- serve as a forum for providing an Indigenous Australian perspective across relevant University activities;
 - advise on ways to promote enrolment and success in ECU programs by Indigenous Australians;
 - advise on courses, access and support systems, research, reports and publications, and the development of projects involving Indigenous Australians;
 - promote the employment of Indigenous Australians at ECU and their career progression;
 - advise the Head, Kurongkurl Katitjin, on Centre matters and promote ECU and the Centre in appropriate forums;
 - provide advice on the allocation of funding received by ECU for the purposes of Indigenous Australian higher education; and
 - report annually to Council and as required during intervening periods.
- During 2009, the ICC discussed a range of key strategic issues including **Indigenous Cultural Competence** professional learning, Indigenous events, Indigenous terminology, and a **Qualitative Research Project** that assessed the tertiary education aspirations of Indigenous Australian people in the north metropolitan area of Perth. Importantly, the ICC also provided advice that ECU should transition to a Reconciliation Action Plan (RAP). The ICC agreed to the co-option of ECU's Indigenous Employment Coordinator to its membership during 2009.

- **The Indigenous Employment (Development & Implementation) Sub-Committee (IED&ISC)** provides advice to the Equity Committee in relation to ECU's Indigenous Employment Strategy and provides input into methods of increasing the employment rate of Indigenous Australian people in both general and academic positions, establishing and maintaining equitable and culturally appropriate employment and career development opportunities, increasing the skill base of Indigenous Australian staff, and methods of retaining Indigenous Australian staff by developing and creating a culturally sensitive environment.
- The Sub-Committee comprises the Pro-Vice-Chancellor (Engagement, Equity and Indigenous); Head of Kurongkurl Katitjin; elected Indigenous Australian staff representatives; a member of the Equity Committee; the Indigenous Employment Coordinator; representation from the National Tertiary Education Union and other staff members. During 2009, the Sub-Committee provided feedback with respect to the University's updated *Indigenous Employment Strategy*, and further developed the concept of "**Yarning**" sessions resulting in four meetings a year which provide informal forums whereby Indigenous Australian staff can raise a variety of issues.
- Indigenous Australian staff at ECU participate in other decision-making committees including the Academic Board, Equity Committee, Academic Services Committee and Faculty Committees. During 2009, Kurongkurl Katitjin's Head of Centre, Professor Colleen Hayward, ECU's most senior Indigenous Australian member of staff, undertook an appointment as acting Pro-Vice-Chancellor, Equity & Indigenous for a period of four months. This provided direct input to the Vice-Chancellor's Planning and Management Committee as ECU's highest level committee providing advice to the Vice-Chancellor.
- Professor Hayward provides leadership, advice and direct input into the direction of all Indigenous Australian to the Vice-Chancellor, on activities at ECU and takes a specific leadership role in many ECU events as an advisor, senior woman and Indigenous Australian. Kurongkurl Katitjin plays a lead role in ECU's decision-making processes through membership of its staff on a range of internal committees as detailed above. In addition to this, in 2009 staff from Kurongkurl Katitjin were involved with 22 external organisations through representation on the following educational decision-making entities, these include:
 - Aboriginal Advisory Committee, Curriculum Council
 - Aboriginal and Intercultural Studies Course Advisory Committee, Curriculum Council
 - Aboriginal Teaching Assistants Network
 - Catholic Education Aboriginal Committee
 - Central Institute of Technology Aboriginal Employment Education Training Committee
 - Central Institute of Technology Governing Council
 - Curtin University Aboriginal Advisory Committee
 - Editorial Board of the Australian Journal of Teacher Education
 - National Indigenous Higher Education Network

Constraints on ECU's ability to achieve the goal

- ECU's enabling legislation does not mandate Indigenous Australian representation on its Governing Council as the University's Council membership is determined by the *Edith Cowan University Act 1984* and the requirements of the National Governance Protocols.
- The pressure on Indigenous Australian staff to engage with their communities is significant. Committee membership, recruitment activities and community participation are demanding activities which are essential to advance Indigenous Australian participation and success in higher education. The breadth of this work places additional demands on Indigenous Australian staff, over and above those required of non-Indigenous colleagues in similar positions, both general and academic.

ECU's plans for future improvement

- ECU's Strategic Directions Document *Engaging Minds; Engaging Communities: Towards 2020* includes a commitment to work with schools, TAFE colleges and other training organisations to build pathways and raise the levels of aspiration of Indigenous Australian students. Continued liaison with intrastate, national and international universities will enhance opportunities to develop collaborative teaching, learning and research arrangements.
- ECU's *Indigenous Employment Strategy* is being extensively revised and aims to increase the employment rate of Indigenous Australian people in both general and academic positions. Increased employment of Indigenous Australian people is likely to lessen the relative load of demands made on ECU's Indigenous Australian leaders.
- As part of ECU's 2009 NAIDOC Week celebrations, ECU's Vice-Chancellor, Professor Kerry O. Cox announced the establishment of a new scholarship to offer to the wider Indigenous community called the ***Leading Edge Indigenous ECU Scholarship***. The Leading Edge program is a multifaceted leadership development program for people between operational and executive levels in public, private and not-for-profit sectors. The scholarship will cover the fees of the program and the first award will be introduced in 2010.

2.2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.

Strategies and evidence

- In 2009, ECU finalised negotiations on its new ECU Collective Agreements that include provision for the development of an *Indigenous Australian Employment Strategy*.
- ECU had a functioning *Indigenous Australian Employment Strategy* throughout 2009. However, the document was revised following extensive consultation with ECU's Indigenous Employment (Development & Implementation) Sub-Committee, Human Resources, and the Quality and Equity Unit and approved by the Vice-Chancellor.

ECU's *Indigenous Australian Employment Strategy 2009-2011* has been developed around six main objectives, namely to:

1. Increase employment numbers of Indigenous Australian people at ECU;
 2. Increase opportunities for traineeship, cadetship and work experience positions for young Indigenous Australians across the University;
 3. Build and develop positive working relationships with key Indigenous Australian stakeholders to help facilitate Indigenous Australian employment at ECU;
 4. Stimulate awareness of ECU's commitment to Indigenous Australian employment across Indigenous communities in Western Australia;
 5. Identify, market and implement alternative resources, in addition to the traditional recruitment methods to assist Faculties and Centres to place Indigenous Australian candidates; and
 6. Promote Indigenous Cultural Competence training to all ECU staff to ensure an inclusive and respectful working environment.
- Broadly, these objectives are being addressed through the development of a detailed ECU Indigenous Australian Employment *Action Plan*, which aims to include targets for the employment of Indigenous Australians.
 - the implementation of innovative recruitment methods to maximise employment outcomes and participation at all levels;
 - the promotion and marketing of activities carried out to increase the awareness of career pathways to target audiences, key stakeholders and the broader community;
 - the gradual increase and maintenance of employment opportunities for young high school students;
 - supporting the improved retention of all Indigenous Australian staff at ECU;
 - increased numbers of staff undertaking Indigenous Cultural Competence professional development training; and
 - facilitating and enhancing staff career development opportunities for all Indigenous Australian staff at all levels.

A copy of ECU's *Indigenous Australian Employment Strategy 2009-2011* can be found at:

<http://www.ecu.edu.au/equ/assets/ECU%20Indigenous%20Australian%20Employment%20Strategy%202009-2011.pdf>.

- As indicated in section 1.1, ECU has an ***Indigenous Employment (Development & Implementation) Sub-Committee*** that provides advice to the Equity Committee in relation to the University's Indigenous employment
- ECU has implemented a strategy for increasing Indigenous employment opportunities by identifying a number of areas across the University that are keen to engage Australian Indigenous School Based Trainees with the aim of converting the traineeships into ongoing staff positions at the completion of this initiative.
- Of particular note has been the continuation of "Yarning", which meets four times a year and is a forum for Aboriginal and Torres Strait Islander staff of ECU to share work/life experiences and provide feedback to the University with respect to opportunities for improvement.
- In addition to this, ECU's Coordinator Indigenous Employment aids the University in identifying and offering further traineeships and general appointments in administration.
- In 2009, ECU introduced three ***Indigenous Adjunct Appointments*** to Kurongkurl Katitjin. These appointments provide the opportunity to secure particular Indigenous-specific expertise into ECU's teaching and research programs.
- The University is endeavouring to fill academic, teaching and research positions with Indigenous personnel when undertaking Indigenous content. In 2009, the University had 10 Indigenous-specific positions, details below:

Academic Staff

1 x Level E Professor

General Staff

1 x HEW 9 Elder in Residence

1 x HEW 6/7 Coordinator Indigenous Employment

2 x HEW 6 Cultural Awareness Officers

1 x HEW 5 Student Support Officer

2 x HEW 4/5 Student Support Officers

1 x HEW 4 Student Support Officer

1 x HEW 7 Promotion & Recruitment Officer

- Kurongkurl Katitjin plays a lead role in improving Indigenous employment outcomes at ECU. Not only does Kurongkurl Katitjin model successful Indigenous Australian employment practices by leading centre and school employment levels within ECU, it also provides mentoring services to Indigenous Australian staff employed in other areas of ECU. Additionally, the Head of Kurongkurl Katitjin is an active member of the *Equity Committee* and its *Sub-Committee on Indigenous Employment (Development and Implementation)*.

- In 2009, ECU had 22.9 full time equivalent staff members who identify themselves as Indigenous Australian. They were employed across ECU as shown below:

Academic staff	Level	Faculty					Business Centre					New Faculty Group
		Education & Arts	Computing, Health & Science	Business & Law	School of Regional Profess Studies	Faculty	Student Services	Facilities & Services	Governance & Planning	DVCST	Business Centre	
	A	0.78	1.62	0.01	0.04	2.45	0	0	0	0	0	2.45
	B	2.46	0.77	0	0.6	3.83	0	0	0	0	0	3.83
	C	1.00	0	0	0	1	0	0	0	0	0	1
	E	1.00	0	0	0	1	0	0	0	0	0	1
Classification profile		5.24	2.39	0.01	0.64	8.28	0	0	0	0	0	8.28
General staff	HEW 3 & below	0	0.02	0	0.02	0.04	0.03	1.82	0.16	0	2.01	2.05
	HEW 4-6	5.91	1.4	0	0	7.31	1	0	0	0.5	1.5	8.81
	HEW 7-9	1	0.1	0	0.66	1.76	0	1	0	1	2	3.76
Classification profile		6.91	1.52	0	0.68	9.11	1.03	2.82	0.16	1.5	5.51	14.62
	Total	12.15	3.91	0.01	1.32	17.39	1.03	2.82	0.16	1.5	5.51	22.9

Constraints on ECU's ability to achieve the goal

- Over the last few years, ECU, like other employers, has found that the Indigenous labour market pool has been impacted due to demographic (a skewing towards school age or elderly persons in the population) and/or socio-economic factors, such as increased and better rewarded employment opportunities in other sectors. This is especially relevant in the Western Australian context with strong employment in sectors such as mining. While these factors have continued to be relevant, ECU's Indigenous Employment Strategy has been effective in providing focused strategies and directions for all ECU staff in improving Indigenous Australian employment outcomes at ECU.

ECU's plans for future improvement

- ECU plans to finalise an ***Indigenous Employment Action Plan*** during 2010 to support the six main outcomes from the ECU ***Indigenous Employment Strategy 2009-2011*** and progress strategies for increasing Indigenous Australian employment at ECU.
- ECU will develop a targeted recruitment program. ECU's current Indigenous Australian representation rate is 1.1%. The University aims to achieve an Indigenous Australian employment representation rate aligned with the rate for the working age Western Australian population, currently 3.3% (2006 ABS). To achieve a rate of 3.3% the University will introduce a tiered/staged approach over a five year period.
- The University will seek to develop incentives for Faculties/Centres to employ entry-level Indigenous Australians through Australian School-based traineeships (ASBT), Traineeships and Cadetships. This will be supported by the Human Resources Service Centre (HRSC) with a focus to enabling Indigenous Australians employed in these roles to move to appointments which are fixed term or ongoing.
- Continue to improve strategies to retain and professionally develop Indigenous Australian staff currently employed at ECU by facilitating Indigenous staff attendance at:
 - future National Reconciliation Forums held around Australia,
 - future World Indigenous People's Conferences; and
 - a wide range of meetings, conferences and community events.
- Professional development initiatives for staff will build on workshops on Indigenous cultural awareness and working with Indigenous Australian students. These workshops will be developed in collaboration with Indigenous Australian staff.
- Further opportunities for Indigenous Adjunct Appointments will be sought for 2010.

2.3 Ensure equitable access of Indigenous students to higher education.

Strategies and evidence

- Commencing Indigenous Australian student numbers in higher education as well as enabling courses for 2009 were 122 (1.35% of total ECU domestic student numbers) as compared with 84 (1.08% of total ECU domestic student numbers) for 2008.
- In 2009, there were 217 Indigenous Australian students enrolled at ECU of whom 74 were enrolled within Kurongkurl Katitjin. Of the 74 Indigenous Australian students in Kurongkurl Katitjin, 45 were enrolled in the Enabling Course, 3 Indigenous Australian students were enrolled in undergraduate courses, and 26 in post graduate courses.
- ECU is responding to a number of areas of demand and opportunity to expand tertiary education options for Indigenous Australians, but particularly those arising from:
 - the legal requirement that school children must continue to Year 12 (or equivalent). This has created an increase in numbers of school leavers who are capable of engagement in higher education;
 - an increase of Indigenous Australian graduates which has created a growth of potential Post Graduate students; and
 - the promotion of studies in degrees that support Indigenous Australian social indicators, for instance Teaching, Law and Business, Health.
- ECU continues to promote and offer scholarships to Indigenous Australian students to support travel, accommodation and tuition to encourage access to higher education programs. In 2009, 54 Indigenous specific scholarships were allocated. These were as follows:
 - 2 x Commonwealth Accommodation Scholarship (Indigenous Enabling)
 - 21 x Commonwealth Education Costs Scholarship (Indigenous Enabling)
 - 5 x ECU Indigenous Scholarship
 - 2 x ECU Vice-Chancellor's Indigenous Scholarship
 - 24 x Indigenous Access Scholarship

Additionally, non-specific scholarships were available to Indigenous and non-Indigenous students. Of these, nine Indigenous Australian students took up the following:

- 3 x Commonwealth Accommodation Scholarship
- 4 x Commonwealth Accommodation Scholarship
- 2 x ECU Equity Scholarship

Extensive marketing was undertaken to advertise the many scholarships available through ECU. This was done through brochures, which were distributed to students; direct marketing via emails; and via ECU's website:

<http://www.reachyourpotential.com.au/futurestudents/downloads/ECU-Scholarships.pdf> .

Invitations were also sent to eligible students, and scholarship staff attended Open Days and recruitment information events.

- Kurongkurl Katitjin, in collaboration with other areas of the University, plays a lead role in seeking to improve Indigenous Australian access to ECU by:
 - offering enabling courses in internal, external and mixed modes. Students achieving above-average marks are fast tracked into degree courses;
 - promoting scholarships to Indigenous Australian students to support travel, accommodation, and tuition, and to encourage access to higher education programs;
 - conducting a range of events to support and encourage participation in education and training, including the Kambarang Festival at ECU Mt Lawley (Perth) and the Moorditj Noongar Career Day at ECU South West, which target Indigenous Australian high-school and mature-age students, promote study opportunities, and acknowledge the achievement of successful Indigenous Australians; and
 - creating a flexible post-graduate course program that addresses re-engagement of mature Indigenous Australian clients who have not completed their tertiary qualifications. Admission to these studies are offered on the basis of work experience.
 - In addition, more than 90% of Kurongkurl Katitjin's undergraduate and post graduate units are available electronically on Blackboard, an institution-wide, online learning management system used at ECU.
- During 2009, *Kurongkurl Katitjin's Indigenous Student Support Officers* were also available to provide targeted support to students from any program at ECU's campuses at Joondalup, Mount Lawley, Bunbury and Geraldton.
- ECU's South West Campus has a partnership relationship with Djidi Djidi Primary School, a school focussed on the education and culture of Indigenous Australians. Pre-service teachers and other pre-professionals from the South West Campus participate in professional practice at the school with the express purpose of improving educational opportunities for young Indigenous Australian people.
- ECU's South West Campus also conducts an Indigenous Youth Forum annually to build aspirations and engagement of young people in higher education. The Youth Forum is supported by Kurongkurl Katitjin's Indigenous Student Support Officers.

Constraints on ECU's ability to achieve the goal

- Anecdotal evidence suggests that the resources boom Western Australia has experienced in recent years has caused ECU's Indigenous student group to diminish over the last few years. The Indigenous Australian cohort now has more options and often feels that completing a vocational course is a quicker option for a more lucrative career.
- The regulated educational requirements to base outcomes on general indicators are not Indigenous-specific measurements that acknowledge the diversity of Indigenous peoples and their needs.
- There is a scarcity of available Indigenous Australian staff to utilise experiential learnings and ensure that the needs and expectations of ECU's Indigenous stakeholders are competently addressed.

- Western Australia is the biggest and most sparsely populated State in Australia. This presents many challenges in delivering education to any student that is not Perth based – particularly given limitations in the amount of Regional Loading assistance available to Universities.

In the Indigenous context, Western Australia has much diversity among its Indigenous Australian peoples and nations that adds another level of complexity for Universities in attempting to deliver education services to Indigenous Australians. There are limited available resources that cannot possibly cover all of these many different levels of Indigenous diversity. These restrictions force ECU to concentrate on specific demographics.

- Despite extensive marketing of scholarships, there are still a number of Indigenous Australian students and prospective students who do not realise they are eligible to apply.

ECU's plans for future improvement

- To recognise that Indigenous society is diverse and to keep addressing the dynamic educational needs of this group by researching and re-assessing its educational behaviour.
- To develop workable relationships with the Indigenous community, thus increasing ECU branding and Kurongkurl Katitjin reputation and visibility.
- To promote re-engagement of mature Indigenous Australian clients who have not completed their tertiary qualifications.
- To persevere with incarcerated students, Kurongkurl Katitjin and ECU recognise the need to place this group of disadvantaged Indigenous Australian clients in a position to be educated, thus allowing better life choices upon their release from prison.
- To create relationships within the University, so training and educating of cultural competence is accepted as a staff and graduate attribute.
- Develop sustainable relationships with faculties responsible for degrees that capacity build to address Indigenous social indicators.
- Further work will be undertaken to market scholarship opportunities to Indigenous Australian students and prospective students

2.4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.

Strategies and evidence

- There were 217 Indigenous Australian students enrolled in higher education or enabling courses for 2009 as compared to 193 for 2008. To look at an all student comparison, for 2009 ECU had 19,798 enrolled domestic students who were not of Aboriginal or Torres Strait Islander origin as against 18,374 for 2008.
- In 2009, ECU undertook an **Indigenous Qualitative Research** project to examine ECU's local Indigenous market and investigate:
 - their attitudes towards university study in general;
 - their perceived barriers to entry to university;
 - how these barriers could be overcome, i.e. what would make it easier for them to attend university and specific types of support that may be required to assist them; and
 - possible means of marketing to this group, including identifying:
 - the student's motivation to study (e.g. possible marketing messages that could be effective);
 - the best media sources to utilise in communicating with the student; and
 - effective recruitment strategies.
- Results from the Indigenous Qualitative Research were presented to ECU's senior management committees during the second half of 2009.
- In 2009, events such as Kurongkurl Katitjin's **Kambarang Festival** and the ECU South West campus' **Moorditj Nyoongar Career Day** sought to target Indigenous Australian high-school and mature-age students, promote study opportunities and acknowledge the achievement of successful Indigenous Australians as part of ECU's engagement with the Aboriginal community.
- Further information dissemination occurred through events such as an annual **Indigenous Youth Forum**, attendance at prospective student forums and a range of other events such as the **Vibe Alive's Careers and Education Market** in Kalgoorlie.
- The Indigenous Student Intake Test (ISIT) program continues to be a useful tool in testing students for university entrance and in tailoring their courses at either bridging or degree level entry.
- ECU, through Kurongkurl Katitjin, offers a 12-month bridging course called the Indigenous University Orientation Course (IUOC). This recognises and caters for the needs of students who are at Year 10 level rather than the Year 12 level catered for by the more general 6-month University Preparation Course (UPC) available for non-Indigenous students as well as for Indigenous Australian students able to fast-track their university entrance.
- Kurongkurl Katitjin employs Indigenous Student Support Officers who offer a high level of pastoral and liaison support to Indigenous Australian students across ECU.

- Kurongkurl Katitjin plays a lead role in achieving the participation of Indigenous Australian students in higher education with the successful use of two major programs. One is the Student Ongoing Learning and Individual Development (SOLID) tool which allows for increased monitoring of student engagement and performance during each semester of study; and the second is Your Answer Right Now (YARN) which focuses on providing academic support to external students.
- Kurongkurl Katitjin continued to support to all Indigenous Australian students through ITAS in 2009. Kurongkurl Katitjin requires all tutors to provide student assessment reports which enables staff to monitor the individual needs of students.
- Kurongkurl Katitjin's **Centre for Indigenous Australian Knowledges** (CIAK), a Level 1 research centre of the University, conducts projects for government and non-government agencies across a variety of areas, especially Indigenous education, historical and anthropological studies, community consultations about service provision and cultural security.

Research is a high priority for Kurongkurl Katitjin most notably, but not exclusively, through the Australian Indigenous Health *InfoNet* and the Centre for Indigenous Australian Knowledges (CIAK). A number of research grants were won for work being conducted in 2009, including some in partnership with other universities and others that extended the bounds of usual funders.

Kurongkurl Katitjin's Australian Indigenous Health *InfoNet* (AIH) has assessed and synthesised a comprehensive bank of important information which can be used to guide and influence decisions regarding Indigenous health policy, education and service delivery.

- ECU also seeks to boost the capacity of Indigenous Australian people generally to access higher education study. With this in mind, ECU has developed a number of partnerships, projects and strategic alliances, including the following:
 - ECU's involvement in a longitudinal study with the **Western Australian Department of Education's Follow the Dream** program and its work with community partners such as the Joondalup Learning Precinct to identify pathways to higher education. The Report of the five-year study of Follow the Dream/ Partnerships for Success titled, **Longitudinal Study of Indigenous Student Retention and Success in High School** was completed in December 2009.
 - Evaluation of how Aboriginal children and adults conceptualise childhood bullying and what school/ community intervention programs are appropriate in conjunction with the Telethon Institute for Child Health Research and the Combined Universities Centre for Rural Health. The aim of this study is to formatively develop and evaluate a primary school and community-based bullying prevention and reduction program that is culturally secure for rural schools with higher proportions of Aboriginal students.
 - A Review of Aboriginal & Islander Education Officer Program for the WA Department of Education.
 - A Capacity Building Grant for Population Health and Health Services Research: Building mental wealth: **Improving mental health for better health outcomes among Indigenous Australians** for the National Health & Medical Research Council.

- **A Review of Australian Directions in Indigenous Education 2005-2008** for the Ministerial Council for Education, Early Childhood Development & Youth Affairs.
- An Indigenous Peer Review of Overcoming Indigenous Disadvantage: Key Indicators 2009 for the Productivity Commission of Australia.
- In 2009, ECU also sponsored the conference satchel for the **Strength in Community: Closing the Gap** National Indigenous Education Conference. This demonstrated and promoted the University's commitment to supporting equitable educational outcomes for Indigenous students across Australia.
- Provision of courses for Indigenous Australian inmates in prisons or youth detention centres was a feature of ECU's work program during 2009. Inmates were given pathways to mainstream study, or they could undertake Kurongkurl Katitjin's **Indigenous University Orientation Course** (IUOC), which is an ABSTUDY approved university entrance program for Aboriginal and Torres Strait Islander people aged 17 years and older in the year of study.
- ECU's **online learning management system** enables hard copy materials to be printed for students so they are not disadvantaged by their restricted access to computer technology.

Constraints on ECU's ability to achieve the goal

- ECU's 2009 *Indigenous Qualitative Research* project indicated that establishing effective forms of communication with students is a challenge, especially as most Indigenous Australian students would be first generation to university students and may not have access to basic ICT facilities or study spaces.
- There have been limitations on the number of student recruitment itineraries that can be undertaken in regional areas due in part to accommodation shortages associated with the resources boom.

ECU's plans for future improvement

- Continuing to unpack the findings of the Qualitative Research project that was undertaken into ECU's local Indigenous Australian market during 2009, with a view to informing new goals and strategies, and increasing Indigenous Australian students' participation.
- Regularly monitor and contact students who are in their first year and those identified as being at risk.
- Develop and fund a strategic student recruitment schedule that enables longer-term planning around itineraries, especially to the North West of Western Australia.
- Develop partnerships in regional and remote centres to support Indigenous Australian students studying in off-campus mode.
- Kurongkurl Katitjin will continue to work with education providers and Indigenous organisations on outcomes benefiting Indigenous communities particularly in the areas of education, health, family and children's services.

2.5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

Strategies and evidence

- In 2009, 24 Indigenous Australian students completed their study at Bachelor level and above, as compared with 23 Indigenous Australian students in 2008. To look at an all student comparison, for 2009 6,399 students, who were not of Aboriginal or Torres Strait Islander origin, completed their study at Bachelor level and above as against 5,444 for 2008.
- As indicated in Section 2.3 ECU's Indigenous Australian students are offered a wide variety of institutional and Commonwealth scholarships that are specifically designed to aid students requiring financial assistance. A recent analysis of ECU's institutional Indigenous Australian scholarships has shown a marked increase (from levels seen in 2008) in the numbers of Indigenous Australian scholarship recipients who remained enrolled in study from Semester 1 and Semester 2, 2009.
- In 2009, Kurungkurl Katitjin employed Indigenous Student Support Officers who offered a high level of pastoral and liaison support to Indigenous Australian students across ECU. Located at Kurungkurl Katitjin and Geraldton University Centre, where the Indigenous University Orientation Course is supported, ECU's Student Support Officers are well prepared and able to support Indigenous Australian students in advancing their academic achievement.
- As already indicated in 2.4, Indigenous Tutorial Assistance Scheme (ITAS) tutors are also available to all eligible Indigenous Australian students. ITAS is funded by the Department of Education, Employment and Work Place Relations (DEEWR) under the Indigenous Education Direct Assistance (IEDA) program and is aimed at increasing the participation and completion rates of Indigenous Australians in education and training. ITAS covers the cost to engage a tutor to provide academic and study skills assistance to students. The student can receive up to two hours tutorial assistance per subject per week (conditions apply). Within ECU, this program is managed by Kurungkurl Katitjin where one of the Indigenous Student Support Officers has been employed to lead this process.
- ECU also provided a dedicated computer room for Indigenous Australian students.
- Kurungkurl Katitjin continually investigates new and improved support mechanisms which will increase achievement levels among Indigenous Australian students, including increased recording and monitoring of student performance and identifying students "at risk".

Constraints on ECU's ability to achieve the goal

- Mode of study has a significant effect on completion rates, with those who study externally having poorer overall performance. Students who study externally do so because they have other commitments, which is likely to leave them with less academic and peer support than those students undertaking their study on campus.
- Post-graduate students are negatively affected by changes to HECS and ABSTUDY. From 2011 commencing postgraduate coursework students in Kurungkurl Katitjin will no longer be able to enrol as HECS-based, but will instead be full fee-paying.

- The cost of travel and personal contact for students can be very high especially as many students live some distance from ECU campuses.
- Enrolments for Indigenous Australian students have shown a decline in recent years. This has largely been due to by the booming local economy in Western Australia, which has resulted in more people choosing to take up employment, rather than study options. In addition to this, a reduction in mature age students enrolling at ECU together with a limited number of Indigenous Australian people completing secondary school, and the dispersed Indigenous population of Western Australia, has meant that the most accessible pool of prospective students has been largely exhausted and that new recruitment markets must be developed.

ECU's plans for future improvement

- Targeting Indigenous Australian Year 12 students through existing partnerships and activities, for example through school programs for tertiary-aspirant students, direct pathways and learning support.
- ECU's School of Education is working with the Western Australian Department of Education to develop new opportunities for pre-service teachers to develop professional experience in Indigenous communities.
- Enhance marketing of scholarships to attract and retain more Indigenous Australian students.

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

Strategies and evidence

- ECU has a ***Policy for Recognising Indigenous Australian Peoples and Country***. The policy establishes protocols for supporting both symbolic and meaningful gestures of healing and reflects a desire to learn and work together in harmony. The policy makes provision for recognition of Indigenous Australian Peoples to occur at the commencement of significant events and gatherings, including via Welcome to Country or Acknowledgement of Country ceremonies. The policy also makes provision for the Aboriginal flag to fly at ECU campuses every day and for the Torres Strait Islander flag to also be flown during NAIDOC Week.

http://www.ecu.edu.au/GPPS/policies_db/policies_view.php?rec_id=0000000332.

Recognition and celebration of Indigenous Australian culture at the University occurs through various programs and events including the commemoration of the Apology, recognising Sorry Day and celebrating Harmony Week and NAIDOC Week. In 2009, a number of events were held at ECU during NAIDOC week to celebrate the history, culture and achievements of Aboriginal and Torres Strait Islander people, including the following:

- The celebrations were ignited in a unique fashion, with the lighting of three Balga trees at the official opening of the '***Celebration of Indigenous Art***' exhibition at the Kurongkurl Katitjin Art Gallery in Mount Lawley. That launch included an Acknowledgement of Country as part of the formalities together with a brief information session explaining the significance of Balgas to Nyoongar culture. At the launch ECU Vice-Chancellor, Professor Kerry O.

Cox also unveiled a piece of artwork called 'Minang' ('Bluff Knoll' in Djilba) by renowned Nyoongar artist Tjyllyungoo (Lance Chadd). The artwork was generously purchased by the **Vice-Chancellor's NAIDOC Art Award**, which seeks to acquire artworks by Nyoongar and South West Indigenous artists, as a special focus, for the ECU Art Collection.

- The ECU **Indigenous Film Festival** was held on July 7, offering a unique opportunity to see a range of short films under the NAIDOC Week theme **Honouring our Elders, Nurturing our Youth**.
- Flag raising ceremonies were held at each of ECU's Joondalup and Mt Lawley campuses.
- In 2009, ECU developed a policy on **Inclusive Curriculum Design and Delivery**. The policy articulates ECU's aspirations and requirements in developing and delivering an inclusive curriculum to its students. Following approval of the policy, accompanying guidelines will be developed and disseminated, and professional development will be delivered to staff across the University to help them develop curriculum that meets the requirements of the policy.

When submitting new course proposals within Kurongkurl Katitjin, there is provision for comment to be sought from members of the Indigenous Consultative Committee (ICC). This Committee provides high-level advice to the Head of Kurongkurl Katitjin and to the Equity Committee on matters which impact on ECU's service provision, outcomes and reputation in relation to Indigenous Australians. The ICC's membership includes provision for a number of Indigenous Australian community members to participate, including five from regions within Western Australia.

- In 2009, Kurongkurl Katitjin was involved in providing a range of sessional lectures and tutorials in the following units, some of which were taught internally and others externally:
 - Aboriginal Perspectives on Cultural Arts
 - Aboriginal Perspectives on the Environment
 - Aboriginal Perspectives on Schooling
 - Aboriginal Communities
 - Indigenous Peoples and the West
 - Indigenous Histories in Film
 - Political Economy of Indigenous Australia
 - Aboriginal and Torres Strait Islander Health: Context and Policy
 - Aboriginal and Torres Strait Islander Health Status
 - Aboriginal and Torres Strait Islander Health Project
- The teaching of a **Indigenous Peoples, Cultural Competence and the Criminal Justice System** unit began in first semester 2009 following negotiations took place with the School of Law for Kurongkurl Katitjin staff to teach an Indigenous specific unit in that School's Bachelor of Laws degree. Kurongkurl Katitjin has developed shared units with the School of Environmental Science and the School of Nursing, and Health Science. All students in Bachelor of Education degrees complete at least one unit which focuses on Indigenous Australian Knowledge and Culture.

- During 2009, Kurongkurl Katitjin began producing editions of its ***Our Place*** e-newsletter. With respect to the traditional owners of the land on which Kurongkurl Katitjin sits – the Nyoongar people, *Our Place* is released six times a year to coincide with each of the six Nyoongar seasons.
- Each edition provides information on the respective Nyoongar season, plant and animal/bird life of particular relevance to the season, and some Nyoongar language. *Our Place* editions also provide updates on the progress of revitalisation of interpretive gardens surrounding the Kurongkurl Katitjin building that will incorporate specific ceremonial, social and teaching functions to encourage the use of the external environment as a learning facility for everyone with an interest in Indigenous cultures, especially Nyoongar culture.
- A minor in Aboriginal Cultural Studies is offered to students and is a key part of ECU's leadership development and support for Indigenous Australian students. The unit aims to enhance Indigenous Australian students' awareness, understanding and knowledge of their own culture, history and politics.
- The Kurongkurl Katitjin building features a purpose-built gallery space and displays Indigenous artworks. Exhibitions are held in the Gallery and it is utilised for special functions and prize-giving ceremonies for all students.
- A Nyoongar Message Stick was developed as the new ECU corporate gift to be presented to international dignitaries and other special guests of the University. . It features ECU's corporate colours and has been designed to depict the Nyoongar meaning of Kurongkurl Katitjin as 'coming together to learn'. In Aboriginal culture, the Message Stick is used as a sign of good faith when relaying messages and inviting members of other clans to celebrations.
- Shared projects were undertaken with the Visual and Performing Arts Schools in celebration of Harmony Week which involved the School of Communication and Arts, working with school students on social and environmental issues with the School of Education, and collaboration with the Aboriginal Theatre Group within the Western Australian Academy of Performing Arts.
- ECU's Aboriginal Theatre program is open to people of Australian Indigenous descent, 17 years of age and over. The course prepares students in a range of acting and performance disciplines through teaching methods designed to recognise and refine the skills and potential of each individual.

Over two full-time semesters, students undergo intensive training in acting and improvisation, dance and stage movement, voice and singing, script analysis, devising and writing for the stage. All areas are performance based where workshops feed into rehearsal and rehearsal feeds into performance. The Certificate IV in Aboriginal Theatre prepares students for the demands of work in theatre, film and television.

During 2009, the Aboriginal Theatre Company performed publicly several times, including for the following schools:

- Saint Columbus High School;
- Esperance Senior High School;
- Albany Senior High School;
- Geraldton Senior College;
- Tom Price High School;

- Yull Brook College; and
 - Wongatha Boarding College.
 - The commitment of ECU's Faculty of Regional Professional Studies (FRPS) in Bunbury to engaging with Indigenous communities in the South West was further demonstrated with the **Moorditj Nyoongar Career Day** for high schools students which was sponsored by Woodside Petroleum and attended by 130 students.
- FRPS also held a **Nyoongar Cultural Day** in September and an **Indigenous Film Festival** in October.
- Indigenous Cultural Competence professional learning is a formal component of the professional development program offered to all ECU staff. During 2009, eight sessions of this professional learning program were conducted, with 88 participants attending from a variety of academic and non academic areas across the University. Special '**Developing Cultural Competence**' sessions were also organised for a further 68 staff members from the University's Governance and Planning Services and Risk Management and Audit Assurance areas. ECU also offers a generic **Cross Cultural Awareness** professional development session to staff that includes coverage of Indigenous related issues. In 2009, twenty people attended this development opportunity.
 - ECU also offers Indigenous Cultural Competence professional development opportunities to organisations external to the University. In 2009, 96 individuals attended this professional learning program.
 - In addition to the provision of Cultural Competence training, Kurongkurl Katitjin, plays a lead role in providing all students with an understanding of, and respect for Indigenous traditional and contemporary cultures by conducting a range of events of significance to Indigenous Australians with these events being open to ECU staff, students and associates.

Constraints on ECU's ability to achieve the goal

- Demands from the professions for much tighter pre-service preparation and the difficulty in attracting and retaining suitably qualified academic staff in a range of professional areas has reduced opportunities for shared, specialised and integrated approaches to developing knowledge of Indigenous culture and history across courses.
- There are limited numbers of units which have Indigenous content, and which are developed and taught by Indigenous Australian staff.

ECU's plans for future improvement

- An **Indigenous Cultural Competence** unit will be added to the Master of Physiotherapy course for 2010.
- Where Indigenous culture and knowledge are significant, team teaching arrangements are being advanced in a range of professional courses, for instance teacher education, counselling, youth work.
- Embed principles of cultural competency in as many appropriate courses throughout the university. Future development will focus on Tourism, Environmental Management, Film-Making, Speech Pathology, Physiotherapy, and Police studies.

- Negotiate with relevant Centres and Schools to involve Indigenous Australian staff in teaching components of respective units.
- Enhance Cultural Competence training through the involvement of Indigenous Australian Elders in training curriculum reviews and delivery.
- In 2009, plans were progressed to introduce a ***Nyoongar Language*** class at ECU, utilising the skills and expertise of a Nyoongar Elder, to commence in 2010. The Nyoongar language classes will be delivered by Kurongkurl Katitjin Elder in Residence, Dr Noel Nannup. Dr Nannup is a respected Nyoongar Elder who is engaged with Kurongkurl Katitjin as its Senior Cultural Advisor, utilising his extensive knowledge, experience and expertise in Nyoongar culture, language, heritage and protocols.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Please provide a report on the expenditure of the provider's ISP grant for 2009. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2009 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

3.1 This ISP report is a legislated requirement, through the *Higher Education Support Act 2003* –

3.2 Other Grants Guidelines (Education) 2008 (DEEWR).

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 and 4 is provided below.

Indigenous higher education expenditure 2009

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$719,000.00
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$0
3	TOTAL ISP income for 2009	\$719,000.00
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)	\$792,424.54
	2009 ITAS Funding	\$185,130.31
	Commonwealth-funded Scholarships awarded in 2009	\$171,592.50
	ECU-funded scholarships awarded in 2009	\$17,750.00
	Other ECU funding***	417,951.73
5	Total Indigenous higher education income for 2009	\$1,511,424.54

6	EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)	
6a	Operating costs, including salaries, for Indigenous support services	\$719,000.00
	Salaries & on costs	\$861,712.14
	Travel, entertainment and Training	57,897.95
	Scholarships and other student expenses	27,366.89
	Facilities	69,384.49
	Computing (not capitalised)	20,635.25
	Equipment	13,439.86
	Other operating expenses	86,534.14
	Total Operating costs	\$1,136,951.73
	Proportion of expenses funded by ECU	-\$417,951.73
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education (eg. New computers in the ISU).	\$0
6c	Higher education provider overheads.	\$0
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).	\$ 0
6e	Total ISP expenditure for 2009	\$719,000.00
7	EXPENDITURE of Other Funds in 2009	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).	\$766,968.04
	ITAS expenditure	156,500.78
	IESIP expenditure	\$3,548.03
	Commonwealth-funded scholarships	\$171,592.50
	ECU-funded Scholarships	\$17,375.00
	Other ECU funding***	417,951.73
7b	Total Indigenous higher education expenditure for 2009	\$1,485, 968.00

*** Other ECU funding of \$417,951.73 is made up of the expenditure over and above the grant amount. The ISP project was run at a deficit which was supported and funded by University funds.

In addition to the above funding, the University has taken a conscious decision not to levy a University Services and Support Charge (USSC) on Indigenous Support Funds. The usual charge of 59.3% would equate to an amount of \$426,000 on ISP, and \$110,000 on ITAS funds. Combined with the amount of \$417,951.73 **the total ECU contribution to Indigenous support is in excess of \$950,000 for 2009.**

Despite the USSC not being levied, USSC funds are still available to support Indigenous outcomes at ECU. Services to Indigenous Australians covered by the USSC include, however are not limited to: capital works; grants and awards; outreach programs, including community engagement programs and opportunities; facilities, including cleaning, electricity, lighting etc; counselling and mentoring services to support access, retention and completions; Indigenous specific professional development, including Cultural Competence training; teaching and learning support; accommodation funding; health and medical services; ECU funded research; corporate overheads; and other centrally provided support services such as payroll, finance, human resources.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Where your IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

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SECTION 5 PUBLICATION OF THE STATEMENT

ECU's 2010 Indigenous Education Statement will be available for viewing at the following website: <http://www.ecu.edu.au/about-ecu/indigenous-matters>