



INDIGENOUS EDUCATION STATEMENT 2010

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INDIGENOUS EDUCATION STATEMENT 2010

INTRODUCTION

This Indigenous Education Statement outlines the University's key objectives, strategies, and achievements in Indigenous education, with particular emphasis on the National Aboriginal and Torres Strait Islander Education Policy Goals relating to higher education. It has been prepared in fulfilment of DEEWR requirements.

The information contained in the 2010 Indigenous Education Statement demonstrates that UWA meets the conditions of eligibility for Indigenous Support Program (ISP) funding by having:

- 1) Implemented strategies for improving access, participation, retention and success of Indigenous Australian students;
- 2) Increased participation of Indigenous people in the University's decision-making;
- 3) A current, functioning Indigenous employment strategy.

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Acknowledgment of Noongar People and Land

The University of Western Australia acknowledges that it is situated on Noongar land. Noongar people remain the spiritual and cultural custodians of their land and continue to practice their values, languages, beliefs and customs.

1.1 Institutional objectives

The University of Western Australia is committed to achieving excellence for Indigenous people in all aspects of University life. This includes:

- Equitable access to, participation in, and graduation from the full range of courses and research training opportunities available at the University;
- Equitable participation in teaching and research;
- Effective participation in the educational decision making processes;
- Equity in employment at the University; and
- Full participation in the community and cultural life of the University.

The University recognises that Indigenous Knowledge systems are a vital part of the knowledge capital of Australia, values the unique contribution that Indigenous peoples make and is committed to:

- Developing teaching programs and research initiatives that add to the body of knowledge and experiences of Indigenous peoples;
- Highlighting Indigenous issues and concerns within the University and supporting the development of Indigenous Higher Education in all its dimensions national and international levels; and
- Ensuring that all students and staff develop awareness and understanding of Indigenous history, culture and identity and that Indigenous rights and protocols are respected.

1.2 Institutional approach to achieve outcomes

Within the context of achievement of its overall objectives, the University's key priorities are to ensure that:

- Indigenous people have access to and graduate from its elite and professional degree courses; and
- Indigenous school leavers and young people are engaged and supported to achieve their full higher education potential.

To ensure its objectives are met UWA has established the School of Indigenous Studies (SIS) which has overall responsibility for Indigenous higher education at UWA and the Centre for Aboriginal Medical and Dental Health (CAMDH) which has particular responsibility for Indigenous students, curriculum and research in the Faculty of Medicine, Dentistry and Health Sciences. The School and CAMDH are co-located to provide Indigenous leadership in higher education, a visible and vibrant Indigenous community on campus and an accessible entry point for Aboriginal students and communities. The University ensures that its Indigenous School and Centre are appropriately resourced and supported to achieve success.

1.3 Embedding of the Indigenous Perspective in the Institutional Strategic Plans

The University's Strategic Directions document articulates the mission, vision, values and the broad planning directions for the University within a medium to long-term timeframe. More details of the University's direction are provided in the University's Operational Priorities Plan (OPP) 2009-2013, and the University-wide Management Plans. The embedding of Indigenous perspectives is demonstrated by the following:

- Indigenous representation on the University's key-decision making bodies has made Indigenous higher education an integral part of strategic and operational planning.
- The School of Indigenous Studies has input into all University strategic and management plans including the OPP.
- Indigenous targets and strategies are included in relevant sections of the OPP.
- *The Indigenous Education Statement* is a University-wide Management Plan.

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

The University's strong commitment to effective Indigenous participation in institutional decision-making is demonstrated by the following:

- Indigenous leadership and staffing of the School of Indigenous Studies and the Centre for Aboriginal Medical and Dental Health, supports Indigenous self-determination, and develops the skills and experience necessary for full and effective participation in higher education decision-making.
- Indigenous staff including the SIS Dean, Deputy, Associate Dean Teaching and Learning and Director of Student Services are members of the University's key decision-making bodies including the Academic Council, the Academic Board, Planning and Budget Committee, the Research Committee, the Teaching and Learning Committee, the Senior Managers' Group, Vice Chancellor's Advisory Group, the Aboriginal Student Selection Committee, Student Equity and Access Steering Group, and relevant scholarship committees.
- CAMDH staff provide critical Indigenous engagement in key decision making committees within the Faculty of Medicine, Dentistry and Health Sciences.
- The Berndt Museum Advisory Board has Indigenous community and Indigenous staff membership.
- The University's transition and pathways programs are in partnership with Indigenous education departments and organisations.
- Aboriginal Elders and Indigenous leaders advise on cultural protocols and processes for key developments affecting Indigenous people.
- The Western Australian Students Aboriginal Corporation (WASAC) provides advice to SIS and the UWA Guild on Indigenous student issues.

- In 2009 UWA established the Indigenous Student Support Working Party (ISSWP) with strong Indigenous membership to ensure that Indigenous students and Indigenous curriculum impacts are specifically addressed in the University's planning, development and implementation of its new streamlined course structure in 2012.

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

(a) The Indigenous Employment Strategy

The UWA Indigenous Employment Strategy 2005-2009 is the current document guiding Indigenous employment at the University. It is publicly available on the School of Indigenous Studies website at www.sis.uwa.edu.au/employment. The School of Indigenous Studies in partnership with the University's Human Resource Directorate developed the Strategy. The Indigenous Employment Officer is currently reviewing the Strategy and developing the new Strategy for 2010-2014 which will be made available to the public on the website.

The objectives of the Strategy are to increase the numbers of Indigenous people employed at the University, to ensure that policies, programs and practices are relevant to the needs of Indigenous staff. The Strategy's key result areas are: Management and Leadership, Workplace Culture, Recruitment, Retention and Career Development. The University funds a full-time ongoing Indigenous Employment Officer position. A Steering Group jointly chaired by the Director of Human Resources and the Dean of Indigenous Studies supports the Indigenous Employment Officer, sets targets, monitors implementation and evaluates the success of the Strategy.

(b) Indigenous specific positions

UWA has 18 Indigenous-specific positions, which includes all senior leadership and research positions in the School of Indigenous Studies and the Centre for Aboriginal Medical and Dental Health, the Indigenous Employment Officer position as well as Academic and General staff positions in the Faculty of Arts, Humanities and Social Sciences and the Faculty of Medicine Dentistry and Health Sciences.

The majority of Indigenous specific positions are Academic and include Dean and Deputy Dean SIS (Level E and D), Director CAMDH (Level D), 6 Assistant Professors (Level B) and 2 Lecturers (Level A). General staff positions include Director Indigenous Student Services (HEW 09), Indigenous Employment Coordinator (HEW 07), Aspire Coordinator (HEW 07), Indigenous Student Services Officer (HEW 6), Research Assistant (HEW 05) and 2 Assistant Curators (HEW 05/06).

(c) Indigenous staff at UWA

Table 1: UWA Indigenous Staff by Faculty and Classification 31 March 2009-2010

Faculty/Area	Classification	2009	2010
Faculty Arts Humanities & Social Sciences	Academic	1	1
School Indigenous Studies	Academic	8	7
	General	4	4
Faculty Law	Academic	1	1
Faculty Medicine Dentistry & Health Sciences	Academic	7	6
	General	4	6
Academic Support	General	3	4
General Institution	General	5	4
Student Services	General	-	1
Total staff		33	34

Table 2: UWA Indigenous Staff by Classification and Level 2010

Academic Staff	No. Staff	General Staff	No. Staff
Winthrop Professor	2	HEW 09	2
Professor	1	HEW 07	2
Associate Professor	1	HEW 06	3
Assistant Professor	8	HEW 05	5
Lecturer	3	HEW 04	3
		HEW 03	4
Total Academic Staff	15	Total General Staff	19

In 2010, UWA employed 34 Indigenous staff, compared to 33 Indigenous staff in 2009. While numbers increased only slightly the level of appointments is increasing and the majority of academic positions are now ongoing. UWA also offers a number of casual and short-term employment opportunities to Indigenous students as tutors, mentors and supervisors, and employs a number of Elders and community speakers as visiting lecturers.

(d) Role of the IEU in Employment

The School of Indigenous Studies works in partnership with UWA's Human Resource Directorate to develop and deliver an effective Indigenous Employment Strategy for the University. The Indigenous Employment Officer is located in the School and supervised by the Dean.

2.3 Ensuring equitable access of Indigenous students to higher education

(a) Commencing Indigenous Student Numbers

The number of commencing Indigenous Students at UWA and the Access rate increased substantially from 2008-2009.

Table 3: Indigenous Student Course Commencements and Access Rates 2008-2009

	2008	2009
Indigenous Commencing Students	64	89
Indigenous Access rate	1.27%	1.55%

(b) Programs to increase access of Indigenous students

The University's entry and access programs provide critical pathways to higher education for Indigenous people. The School of Indigenous Studies has overall responsibility for development and implementation of the University's entry and access programs. As entry to UWA is highly competitive, UWA offers Indigenous entry to all degrees including elite professional courses, in which Indigenous student places are guaranteed. UWA's approach is based on recognising academic potential and then equipping students to participate and succeed in its highly competitive academic climate. At UWA 75% of Indigenous students enter Bachelor level degree courses through special entry and preparatory courses; this increases to 80% for Law and 85% for Medicine.

• Recruitment and Entry

The School distributes information on courses and entry programs widely through community networks, Aboriginal organisations and education providers. The School conducts culturally sensitive testing and interviews designed to identify study aspirations, motivation and skills and provide Indigenous students with an appropriate study pathway to their chosen field. This includes direct entry to degree courses through the Provisional Entry Scheme, intensive course specific preparatory programs or a full year preparatory course. (Details of these courses are provided in the next section under Participation).

- **The Provisional Entry Scheme**

Provisional Entry provides entry to all UWA degree courses for Indigenous School Leavers through consideration of their TER (ATAR) on an individual non-competitive basis. This enables Indigenous students to enrol in their chosen degree, even when their TEE (ATAR) is below the cut-off for that course or below UWA's minimum TER (ATAR). The Scheme has been highly successful as few Indigenous students achieve the very high TER (ATAR) required for UWA courses. Indigenous people may also gain direct entry to degree courses at UWA based on consideration of relevant work experience and previous education achievements, including TAFE and enabling courses from other institutions.

- **Outreach Activities: School to University**

UWA offers a comprehensive and diverse range of programs for Indigenous secondary students to encourage them to see university as an achievable goal, make informed study choices and complete secondary studies. The program works with State, Catholic and Independent schools and colleges throughout WA and includes options from Years 8 -12. The programs identify indigenous students early and build an ongoing relationship through secondary school, with most students attending a combination of workshops. On average, 60-70% of students attending programs are from regional areas. A key feature and integral to success of the program is the involvement of Indigenous students from UWA, many of whom are recent school leavers themselves, as role models, mentors and supervisors.

Key achievements

In 2009, more than 200 Indigenous secondary students directly engaged with Indigenous programs offered by SIS and CAMDH, with a further 700 Indigenous students contacted through visits and expos.

- 93 Indigenous students attended *Year 8 Discovery Day*, which provides students with hands on experience across a range of University faculties.
- 23 Indigenous Year 9 students attended the 2nd *UWA Indigenous Science Engineering Camp*, which was held in April 2009. The residential camp provides students with a hands-on experience of science, engineering and technology, with an emphasis on fields relevant to Indigenous communities in Western Australia, including sustainability, ecology, conservation, infrastructure, water, energy and mineral resources. As part of this initiative SIS also produced a *Parent Package*, to assist parents to support Indigenous students to study science subjects at secondary level.
- 27 Indigenous students in Years 10-12 attended the *Indigenous Health Careers Workshop* offered by the Centre for Aboriginal Medical and Dental Health and the School of Indigenous Studies to encourage students into Medicine, Dentistry and Health Sciences.
- *The Year 12 Seminar* continues to be very successful with 31 Indigenous final year students from across the state attending the residential program in 2009.
- SIS sponsored ten Indigenous students to attend specialist *TEE Revision Seminars*. Sponsorship included all course fees, as well as travel and accommodation for country students. Student and teacher feedback rate the seminars highly in relation to improved study outcomes.

In 2009, the School of Indigenous Studies added two new programs for Indigenous secondary students:

- As part of *UWA Aspire*, SIS has appointed two staff to work with Indigenous students in Pilbara schools and in outer metropolitan schools to raise their aspirations for university study. 20 Indigenous students directly participated in *Aspire* programs in 2009. Six Indigenous degree students were selected as Student Ambassadors to the UWA Aspire program.
- In partnership with the Department of Education (WA), SIS is delivering a *Follow the Dream* tertiary aspirations program for Indigenous students (Year 10-12) in selected schools in the metropolitan area. 23 Indigenous students were in FTD in 2009.

Constraints

- The University's outreach programs are a long-term commitment to sustained change. The programs are critical to Indigenous youth engagement but the key constraint is the

high costs associated with engaging Indigenous students and parents from regional Western Australia.

Future Plans

- SIS will continue to expand its direct support of Indigenous TEE students to support increased success in TEE and direct entry to University.
- A key area of development to support Indigenous secondary students will be parent awareness and engagement initiatives.
- SIS will review its secondary outreach programs in 2010-2011, and add new programs as required to ensure that outreach programs continue to meet the needs of Indigenous students in relation to UWA's New Courses 2012.

(c) Scholarships

The School of Indigenous Studies Student Services team provides Indigenous students with information, advice and support to apply for scholarships and cadetships from UWA and external sources. UWA has more than 20 Indigenous specific scholarships and the SIS Student Services team are represented on relevant scholarship committees. The Student Services Team is also actively engaged in developing new scholarships to meet the specific needs of Indigenous students at UWA.

Key achievements

- In 2009 there was an increase in the total number and value of scholarships administered by UWA. The key area of new scholarships has been in industry-sponsored scholarships. This includes six Scholarships for Indigenous students at UWA's Residential Colleges providing fees payment, living allowance and incidentals.
- The take-up rate of scholarships by Indigenous students is extremely high in all areas.
- Indigenous students were awarded 38 Indigenous Access Scholarships, 28 Commonwealth Accommodation Scholarships (Enabling and Ordinary) and 39 Commonwealth Education Costs (Enabling and Ordinary).
- Indigenous students at UWA were highly successful in gaining scholarships external to the University as well as Government and Industry Cadetships.
- A key support for Indigenous postgraduate students is the UWA top-up scholarship of \$10,000 per annum to Indigenous postgraduate students holding an APA or UPA.

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

(a) Indigenous Student enrolments

In 2009, 182 Indigenous students were enrolled in UWA courses, an increase of 20% from UWA's total of 151 Indigenous students in 2008. The Indigenous Participation Ratio improved from 0.31 in 2008 to 0.34 in 2009. While there is still much to achieve, UWA has been successful in attracting a strong cohort of Indigenous school leavers and young people and ensuring that Indigenous students are enrolled in a wide range of degrees, particularly professional degrees. Indigenous enrolments included 25 Indigenous students in Law, 17 Indigenous students in Medicine, three Indigenous students in Dentistry and 28 Indigenous students in Science and Engineering degrees. Indigenous Postgraduate students increased from 19 in 2008 to 25 in 2009.

Table 4: UWA Indigenous Student Enrolments 2008-2009

	2008	2009
Postgraduate	19	25
Undergraduate	132	157
Total	151	182

(b) Strategies to Address Participation

The School of Indigenous Studies and CAMDH have developed strategies that are designed to increase and sustain Indigenous participation over the long term. A series of pathways into mainstream degree studies enable Indigenous students to tailor a program to meet their own educational needs and aspirations. By choosing or combining various study options Indigenous students can acquire the specific skills and knowledge needed for success in their chosen field of study.

The School of Indigenous Studies and CAMDH offer the following preparatory courses for Indigenous people:

- *The Aboriginal Orientation Course* prepares students for participation and success in the full range of degree courses at UWA (including Medicine). It is one of only a few enabling courses to offer science streams in Physics, Maths, Chemistry and Human Biology. The course is a full year, but for students with sufficient education background a semester program is available.
- *The Aboriginal Pre-Law Program* is an intensive 5-week degree specific course that prepares Indigenous students for Law school.
- *The Aboriginal Pre-Medicine and Dentistry Summer School* is an intensive 5-week preparatory course, on successful completion of which Indigenous students enrol in Medicine, Dentistry or Health Science degrees.
- *Uni Smart Start*, an adaptation of the Aboriginal Orientation Course is available at the UWA Albany campus to increase the participation of Indigenous students in the region.

Key achievements

- 80% of Indigenous students were studying at Bachelors level or above with only 20% of Indigenous students in enabling courses.
- *The Aboriginal Orientation Course* continues to have successful outcomes with between 35-40% of Indigenous students in Bachelors degrees being Orientation course graduates.
- *The Aboriginal Pre-Medicine and Dentistry Summer School* is critical to Indigenous participation, with 80% of Indigenous Medical students having completed Pre-Med.
- Pre-Law is the key means of entry to and success in Law School with 70% of UWA's Indigenous Law graduates having completing the Pre-Law program.
- The School of Indigenous Studies and the UWA Law School won the Australian Learning and Teaching Council (ALTC) *Teaching Excellence Awards: Neville Bonner Award for Indigenous Education* for the Aboriginal Pre-Law and Law Student Support Programs at UWA.

Constraints

While Indigenous student enrolments have grown significantly, it is difficult to keep pace with UWA's sustained growth in total student enrolments (43.6% since 2000) and this is reflected in relatively small improvements in participation rates. UWA's objective to increase participation in professional and elite degrees is being met but is constrained by the need for regional and Interstate Indigenous students to relocate to Perth to study and by low secondary achievement particularly in science.

Future Plans

- UWA will continue its focus on increasing Indigenous participation in Science and Engineering.
- SIS is working with the Business School to develop a targeted support program, including scholarships, to increase Indigenous participation in Business.
- The key focus of Indigenous Postgraduate enrolments will be to increase the number of full-time students.
- SIS and CAMDH are currently reviewing current strategies and developing new programs to ensure Indigenous participation continues to improve and is not adversely impacted by UWA's New Courses 2012 and the move of professional degrees including Law and Medicine to graduate entry.

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

(a) UWA Indigenous Students Completions

In 2009, 16 Indigenous students completed degrees at Bachelor degree or higher, which was down slightly from 2008. However UWA's Indigenous Retention ratio improved from 0.69 in 2008 to 0.79 in 2009.

Table 5: UWA Domestic Course Completions 2008-2009

	2008	2009
Indigenous student completions	18	16
Total Student completions	3,308	3,505

Student success in 2009 included graduation of the first Indigenous Dentist in Western Australia, and the first Indigenous Landscape Architect. Students also completed degrees in Engineering, Biomedical Science, Health Science, Law and Arts. This is an excellent achievement given that the majority of Indigenous students enter through special entry and are enrolled in Law, Medicine and Science degrees.

(b) Indigenous Student Support Services

- The School of Indigenous Studies has a Director of Student Services and a team of highly dedicated and experienced academic and professional staff who provide a sense of community and cultural safety as well a range of services to Indigenous students in all Faculties. The SIS team is crucial to the success and retention of Indigenous students in academically difficult degree courses, most of which also require a lengthy commitment to study. UWA's Student Support Services, Schools and Faculties work with the SIS team to support Indigenous students in their respective areas.
- The Indigenous Student Resource Centre includes computers and technology support, a reference library, textbooks, study rooms and common room. Staff provide academic and career advice, personal and financial counselling, as well as cultural, educational and social activities. SIS sponsors students to attend relevant conferences, sporting and leadership programs and provides financial and administrative support to the Western Australian Students Aboriginal Corporation.
- The SIS Indigenous Student Services team includes a full-time Law Coordinator who provides specialised support for Indigenous students in Law. The Centre for Aboriginal Medical and Dental Health provides specialised support for Indigenous students in Medicine, Dentistry and Health Sciences. CAMDH staff includes Indigenous Medical graduates who provide additional critical mentoring, cultural and professional engagement for Indigenous medical students.
- For Indigenous students enrolled at UWA in addition to extensive study support, Indigenous student leadership is developed through engagement as mentors, role models and ambassadors in outreach programs and through sponsorship to attend local and national conferences and forums, and undertake international student exchange. Indigenous leadership develop is integral to student retention and success.

Key achievements

- A key measure of the success of UWA's integrated strategies from Access to Success is the graduation of the first Indigenous Dentist in Western Australia, who first became interested in Dentistry after attending the Indigenous Health Careers Workshop in Year 10, completed the Aboriginal Pre-Medicine Dentistry Summer School then entered and completed the Bachelor of Dental Science.
- Indigenous students were sponsored to attend a number of conferences including the Aboriginal and Torres Strait Islander Healing Foundation Youth Forum (Townsville), the Bridging the Gap Conference (Melbourne), the LIME Conference (Melbourne) and the Australian University Games (Brisbane). UWA sponsored The Western Australian Students Aboriginal Corporation (WASAC) to attend the 14th National Indigenous Tertiary Education Student Games at the University of Canberra, where the UWA team became national champions for the fifth time.

- UWA's appointment of an Indigenous Postdoctoral Fellow provides mentor support for postgraduate students.

Constraints

- UWA's focus on professional degree courses means a large number of Indigenous students are in degree courses of four years or more, rather than standard three year Bachelor degrees. This includes Law, Social Work and Engineering (four years), Combined courses (five years), Dentistry (five years) and Medicine (six years). Many Indigenous students, particularly in Medicine, have also undertaken an additional year in an enabling course or general degree. SIS and CAMDH have to support a majority of Indigenous students over an extended period of study, and are successful in doing so, but the additional cost of this is not adequately reflected in funding allocations.

Future Plans

- UWA will continue to seek improvements in completion rates through the expansion of discipline and course specific support programs. A key focus of development will be the appointment of a full-time Indigenous Postgraduate Coordinator.
- A key focus of leadership development will be increased support for Indigenous students to undertake student exchange.

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

(a) Indigenous Perspectives in Curriculum

UWA has implemented core Indigenous curricula in key professional degree areas of Education, Social Work, Medicine and Nursing. CAMDH has been particularly successful in developing Indigenous health curricula in courses in the Faculty of Medicine Dentistry and Health Sciences. The University requires all new course proposals that involve Indigenous issues to consult with the School of Indigenous Studies to ensure Indigenous perspectives are appropriately included.

Key achievements

UWA's work in curricula was nationally recognised with CAMDH being awarded the 2009 LIMELight award for leading innovation in curriculum development and implementation of a comprehensive Indigenous health curriculum across the University's medical course.

A specific Indigenous reference, 'to respect Indigenous knowledge, values and culture', is now included in the UWA's Education Principles.

A major in Indigenous Knowledge Systems has been approved UWA's New Courses 2012 and a new major in Indigenous Health is also being developed.

Future plans

UWA will continue with its development of Indigenous perspectives in curriculum. The Indigenous Student Support Working Party is developing an approach for embedding the 'Indigenous' Education Principle in courses to enable all students to undertake Indigenous studies as part of UWA's New Courses 2012.

(b) Indigenous Knowledge and Research

As part of its commitment to build Indigenous research capacity and Indigenous research leadership at all levels in the sector, UWA provides ongoing funding support for Indigenous specific research positions in the School of Indigenous and the Centre for Aboriginal Medical and Dental Health. Through these initiatives the SIS and CAMDH are active in Indigenous knowledge and Indigenous health research and publications. SIS also specialises in oral histories, which privilege the voices of Indigenous people and for many Elders it is often the first story they have published. SIS publications are widely used as a community resource and education curriculum resource.

Key achievements

- Indigenous knowledge is identified as one of UWA's six strategic research priorities in the University's Operational Priorities Plan 2009-2013.

- UWA appointed its first Indigenous Post Doctoral Fellow, researching in the area of Indigenous Women's Leadership.
- SIS in partnership with UWA's Westerly Centre developed and published a special Indigenous edition of the literary journal *Westerly* including Indigenous academics, writers and elders as contributors.
- SIS launched the first two books in the *WAARDA* series of six chapter books for young readers developed in partnership with Fremantle Press. All authors in the series are Indigenous and include Elders, Academics and young writers. The Fogarty Foundation and Indigenous Literacy Project have sponsored the purchase of books from the series for distribution to Indigenous communities.
- In December 2009 the School of Indigenous Studies in partnership with Notre Dame University convened the 4th Annual *Indigenous Studies Indigenous Knowledges Conference (ISIK)*.

Future Plans

As an identified research priority at UWA a number of Indigenous research initiatives are being developed. A component of this will be increased support for Indigenous staff to undertake postgraduate qualifications.

(c) Cultural competency and Indigenous community involvement

- The University ensures Indigenous culture is visible and respected on campus. UWA has a formal acknowledgement of Noongar country on its website, and Welcome to Country by Noongar Elders is a regular feature of University events.
- Aboriginal elders and people from the community are employed as visiting lecturers in a range of courses and a number of courses include cultural excursions, field trips or workshops with local community elders and Aboriginal organizations.
- SIS convened the inaugural *National Roundtable on Research about Racism Towards Indigenous People* in June 2009 at the UWA Boatshed, in partnership with Telethon Institute of Child Health Research, the Australian Psychologists Association, the Australian Indigenous Doctors Association, the Human Rights and Equal Opportunity Commission and Notre Dame University. The Roundtable was a two-day meeting of 40 invited researchers and academics from across Australia and culminated in the *Boatshed Declaration* on racism.
- SIS and CAMDH are engaged in the delivery of cultural competence training for staff and students as required.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$ 638,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$ NIL
3	TOTAL ISP income for 2009	\$ 638,000
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** Other key funds provided to Indigenous higher education (a) SIS UWA Faculty Funding & Central allocations \$1,446,582 (b) CAMDH Faculty MDHS & Central allocation 715,461 (c) Commonwealth ITAS 199,906 (d) Projects and grants 248,442	\$ 2,610,391
5	Total Indigenous higher education income for 2009	\$ 3,248,391
6 EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)		
6a	Operating costs, including salaries, for Indigenous support services	\$ 552,256
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU). <i>Key purchase of 9 iMac Computers to Computer Facilities for Indigenous students at SIS.</i>	\$ 16,310
6c	Higher education provider overheads	NIL
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs). Includes publications, recruitment and major outreach activities, student support services, social functions, leadership developments including sponsorship for student exchange and conferences.	\$ 69,434
6e	Total Indigenous higher education expenditure for 2009	\$ 638,000
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).**	\$2,538,053
7b	Total Indigenous higher education income for 2009	\$ 2,538,053

Explanatory notes:

- UWA's total Indigenous Support Programme Grant 2009 is managed directly by the School of Indigenous Studies and fully expended on Indigenous student programs.
- There were no unspent funds from the 2009 ISP.
- Salary costs reported against ISP funds are based on SIS staff directly involved in delivering support services and programs for Indigenous students and include: Director Student Services, Academic Coordinator, Law Coordinator, Orientation Coordinator, Schools and Community Liaison Student Administration Officer, Schools and Community Liaison, Associate Lecturer and School Manager (50%).
- Higher education provider overheads are fully supported by the University, not charged against the Indigenous Support Program funds.
- Expenditure of other funds includes substantial costs for outreach programs including regional travel, Indigenous curriculum development and delivery, Indigenous professorial and other senior appointments, Indigenous research development, publications and community engagement.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

The University's Indigenous Education Statement 2010 will be published on the University of Western Australia's website at www.stats.uwa.edu.au/StatsOffice/planning/institution_assessment_framework/iaf_2010.

A copy of the Indigenous Education Statement 2010 will also be available from the School of Indigenous Studies' website at www.sis.uwa.edu.au.