

FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

University of Wollongong Woolyungah Indigenous Centre

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

The University of Wollongong campuses sit amongst the traditional lands of the Wadi Wadi, Wandandian, Walbunga, Djirrangani, Gandagara and Gadigal peoples who share kinship across several Nations and language groups including Yuin, Dharawal and Eora, the recognised traditional owners and custodians of these lands.

The University of Wollongong is committed to ensuring it continues to contribute to greater value and appreciation of Aboriginal and Torres Strait Islander peoples' experience and to implement practical measures to support Commonwealth priorities such as COAG'S Closing the Gap priorities, the National Indigenous Higher Education Workforce Strategy and recommendations outlined in the Review of Higher Education Outcomes for Aboriginal and Torres Strait Islander People.

The University of Wollongong has developed Indigenous specific programs and/or has Indigenous staff located within the following Faculties and Service Divisions of UOW:

- Business
- Engineering and Information Sciences
- Law, Humanities and the Arts
- Science, Medicine and Health

- Social Sciences
- Early Start Discovery Space

Woolyungah Indigenous Centre (WIC) works closely with all Faculties and other professional Units, including the Scholarships Office, Future Students, Student Services and the Managers of the University's regional campuses. These relationships ensure coordinated and culturally effective practices across the University.

Woolyungah Indigenous Centre (WIC) is the primary focus for Indigenous higher education support at the University of Wollongong. WIC is a constituent Unit in the portfolio of the Deputy Vice Chancellor (Academic). WIC provides the central hub for Indigenous student access, and support activities, recruitment of Indigenous students, as well as a visible centre for University engagement with local (Illawarra, South Coast, Southern Highlands and Sydney), regional and national Indigenous communities and organisations.

Woolyungah is committed to increasing the participation of Aboriginal and Torres Strait Islander peoples in higher education, and does this by delivering entry pathway programs for those wanting to study at UOW and UOW College. WIC provides advice and support in all areas relating to student progress and success, ensuring improved outcomes by providing high quality academic support and advice.

The current University of Wollongong Strategic Plan 2016-2020 includes values and goals that encompass Indigenous related matters including:

UOW Organisational Values:

- Empowerment, flexibility and cultural diversity
- Mutual respect and the promotion of equality and social
- Working towards reconciliation and the success of our Aboriginal and Torres Strait Islander communities

Goal 2: Providing an exceptional learning and student experience – maximising success

2.3 Enable every student to reach their potential by providing personalised support for transitioning into their studies through University and into the external world

Goal 4: Celebrating partnerships – enhancing reputation

4.5 Facilitate student diversity by creating mutually beneficial partnerships with schools, pathway providers and broader communities and by enabling all pupils and students to be the best they can be

Goal 6: Making a difference – valuing the role of higher education in society

The UOW Aboriginal and Torres Strait Islander Education, Research and Engagement Enabling Strategy (2016- 2020) is a key strategic initiative with a vision for UOW to be a leader in culturally inclusive teaching; at the forefront of research in Aboriginal and Torres Strait Islander studies; and advance social justice and human rights for Aboriginal and Torres Strait Islander people and communities.

The Strategy's Mission is to:

- Advance scholarly learning, research and a shared community understanding relating to Aboriginal and Torres Strait Islander topics;
- Facilitate inclusion and increase participation of Aboriginal and Torres Strait Islander people in higher education;
- Enrich and empower our Aboriginal and Torres Strait Islander students in their chosen field of study; and
- Develop a whole-of institution approach to Aboriginal and Torres Strait Islander education, research and community engagement, aligning the University's own education, research and engagement policies and activities with national policies, recommendations and guidelines.

The key objectives of the Strategy are:

- Improve Aboriginal and Torres Strait Islander students' key indicators of educational outcomes: access, participation, retention and success;
- Be a leader in providing Aboriginal and Torres Strait Islander students with a high-quality educational experience that nurtures excellence and personal achievement;
- Establish UOW as a preferred higher education provider for Aboriginal and Torres Strait Islander students and education;
- Create a culturally safe learning environment for Aboriginal and Torres Strait Islander students;
- Make Aboriginal and Torres Strait Islander people, culture and knowledge a more valued, visible and engaged aspect of the life and culture of UOW and its campuses;
- Incorporate Aboriginal and Torres Strait Islander content into all of the University's course offerings;

- Foster a culture that embraces recognised Aboriginal and Torres Strait Islander research protocols and ethics; and
- Maintain and enhance clear and accountable governance and management structures to develop, implement and monitor progress in achieving this Aboriginal and Torres Strait Islander Education, Research and Engagement Strategy.

The University's plans for future improvements to meet the AEP goals centre on the implementation of this Enabling Strategy.

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

There are currently seven influential committee membership positions held by Aboriginal people including those on the University Academic Senate, University Education Committee and the University Research Committee.

- A local Aboriginal woman is the Chair of the Social Sciences Human Research Ethics Committee and another Aboriginal woman also sits on the Committee.
- Currently there are a number of senior leadership roles held by Aboriginal men and women including the positions of Pro Vice-Chancellor (Inclusion & Outreach), Director Financial Operations and the Senior Manager, Woolyungah Indigenous Centre.
- Educational decision making within Faculties, Units and Divisions also benefits from the participation of Aboriginal and Torres Strait Islander academic and professional staff.

2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.

Your response to this goal needs to address but is not limited to the following points:

- An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

The UOW Indigenous Employment Strategy (IES) was initially developed in 2008 by a representative committee of staff members, led by the Indigenous Employment Officer and the Director, Employment Equity and Diversity (EED) The Strategy's duration was 2008-2011. The current IES implementation commitment is for the period of 2013 – 2018 and is a revision of the original Strategy. The current IES was updated in 2013 by the Indigenous Employment Officer, the Director EED, along with the Recruitment Manager, and in consultation with the EED Committee.

The IES can be accessed at <http://staff.uow.edu.au/eed/ies/index.htm>.

Other policy directives that support the IES include, the 'UOW Employment Equity and Diversity Management Strategy' and 'Employment Equity and Workforce Diversity Policy'.

These documents are available at:

<http://www.uow.edu.au/content/groups/public/@web/@gov/documents/doc/uow158386.pdf>

<http://www.uow.edu.au/about/policy/alphalisting/UOW157844.html>

The IES is built upon five key 'desired outcomes' which include:

- Increased employment of Aboriginal and Torres Strait Islander people;
- A University wide representation of Indigenous employment building up to 3%;
- Indigenous employment is represented across all levels of professional and academic staff;

- A demonstrated engagement with Aboriginal and Torres Strait Islander communities;
- UOW is recognised locally and nationally as a workplace of choice for Aboriginal and Torres Strait Islander people.

Each desired outcome is guided by an objective, a number of strategies as well as being linked to performance indicators and persons or departments responsible for actions. Furthermore, the University has a target of 3% for Aboriginal and Torres Strait Islander employment embedded within the 'UOW Academic Staff Enterprise Agreement'. This target is University wide, underpinned by the strategies of the IES and is being integrated into Faculty and Division's business and staff planning.

Currently there are 46 permanent or fixed-term Aboriginal and/or Torres Strait Islander staff employed at the University of Wollongong. The 3% employment target is based upon permanent/fixed-term positions. This brings the overall percentage of Aboriginal employees to 1.94% University wide for December 2016. A current list of positions filled by Aboriginal and/or Torres Strait Islander staff and categorised by Faculties and Divisions is shown in Table 1 below.

The Aboriginal Employment Strategy Officer has key responsibility for the implementation of University of Wollongong's (UOW) Aboriginal and Torres Strait Islander Employment Strategy 2013-2018. The 2013-2018 Indigenous Employment Strategy was previously prepared by the Indigenous Employment Officer, the Director of EED and the Recruitment Manager. Consultation and feedback was received from the EED Committee. In 2012, the Indigenous Employment Officer became a member of the Recruitment Team. This is a deliberate strategy to embed Indigenous employment into all recruitment processes. The Aboriginal employment officer and Human Resources have shared responsibility for the implementation of the Aboriginal Employment Strategy.

Progress of the Aboriginal Employment Strategy is measured through monthly reports to the Manager and Director of Human Resources. A Performance Report on the University of Wollongong's Aboriginal Employment Strategy is submitted to the Manager of Human Resources by the 1st December of each calendar year, following that funding year.

Each Performance Report related:

- States the actual outcomes for the Performance Indicators and performance targets;
- Describes UOW progress towards achieving the performance targets
- Describes successful strategies and initiatives
- Provide information by faculty, division and unit

In 2016 there were 6 Indigenous employees recruited through UOW GATE program. A combination of Indigenous Trainees and Cadets were employed to complete their training under Traineeship award and Cadets at a Level 3/4.

The University of Wollongong intends to progress and refresh the Indigenous Employment Strategy 2013-2018 to achieve the institutional target of 3%. The University of Wollongong's (UOW) Indigenous Employment Strategy 2013-2018 has delivered several successful initiatives which have contributed towards the institution's Aboriginal and Torres Strait Islander employment targets and priorities.

In 2017 the Aboriginal Employment Strategy Officer will commence capturing and analysing baseline data on UOW's current Aboriginal and Torres Strait Islander employees. UOW has created pathways such as cadetships, fellowships and other support mechanisms to build their own pool of potential Aboriginal academics.

The current Academic and Professional Services Staff Enterprise Agreements reaffirm the University's commitment to maintaining and implementing the Indigenous Employment Strategy and its targets for employment of Aboriginal persona and Torres Strait Islanders.

Table 1 – Continuing and Fixed Term Positions

Faculty/Division	Appointment Type	Position Title	Identified position	No	FTE
Chief Administration Officer	Non-Academic	Administration Trainee		1	1
	Non-Academic	Community Engagement Officer		1	0.63
	Non-Academic	Administrative Assistant		1	0.8
	Non-Academic	Client Service Representative		1	1
	Non-Academic	Indigenous Employment Officer	Y	1	1
Chief Financial Officer	Non-Academic	Business Continuity Co-ordinator		1	0.8
	Non-Academic	Director of Financial Operations		1	1
	Non-Academic	Budget Accountant		1	0.94

Faculty/Division	Appointment Type	Position Title	Identified position	No	FTE
	Non-Academic	Information Management Technology Services Trainee		1	1
DVC Academic	Academic	Pro Vice-Chancellor (Inclusion & Outreach) & ESRI Research Professor		1	1
	Non-Academic	Student Support Officer		1	1
	Non-Academic	Administrative Assistant	Y	1	0.6
	Non-Academic	Administrative Trainee	Y	1	1
	Non-Academic	Administrative Assistant	Y	1	0.6
	Non-Academic	Student Support Recruitment Advisor	Y	1	1
	Non-Academic	Manager, WIC	Y	1	1
	Non-Academic	Administrative Assistant	Y	1	1
	Non-Academic	Administration Assistant	Y	1	1
	Non-Academic	Student Support & Recruitment Advisor	Y	1	1
	Non-Academic	Indigenous Tutorial Assistance Scheme Coordinator & Project Officer	Y	1	1
	Academic	Lecturer	Y	1	1
	Non-Academic	Student Support and Recruitment Advisor (Regional)	Y	1	1
DVC Research & Innovation	Non-Academic	Administrative Assistant	Y	1	1
Faculty of Business	Non-Academic	Project Manager		1	0.5
	Non-Academic	Project Manager		1	0.8
	Academic	Professor (Indigenous Health)		1	1
	Non-Academic	Administrative Assistant		1	1
	Non-Academic	International Admin Assist		1	1
	Non-Academic	International Officer		1	1
	Academic	Senior Lecturer		1	1
Faculty of Engineering & Information Sciences	Academic	Research Fellow		1	0.6
	Non-Academic	Administrative Assistant		1	1
Faculty of Law, Humanities and the Arts	Academic	Associate Professor		1	1
	Non-Academic	Research Assistant		1	0.46
	Academic	Lecturer		1	1
Faculty of Science, Medicine & Health	Non-Academic	Student Services Officer		1	1
	Non-Academic	Administrative Assistant		1	1
	Academic	Lecturer		1	1
	Academic	Lecturer		1	1
	Academic	Academic Leader, Indigenous Health		1	1
	Non-Academic	Indigenous Project Officer		1	1
	Academic	Snr Lecturer /Dir Clinical Learning		1	1
Faculty of Social Sciences	Non-Academic	Administrative Assistant		1	1
	Non-Academic	Project Manager - Getting an Early Start to Aspirations		1	0.86
	Academic	Lecturer		1	1
	Non-Academic	Administration Assistant		1	0.6
Total			13	46	42.2

Table 2 – Honorary Positions

Faculty/Division	Appointment Type	Position Title	No
Chief Financial Officer	Honorary	Honorary Council Appointment (Academic)	1
DVC (Academic)	Honorary	Honorary Fellow (Academic)	1
Faculty of Law, Humanities & the Arts	Honorary	Honorary Fellow (Academic)	1
Faculty of Social Sciences	Honorary	Honorary Fellow (Academic)	1
Total			4

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander Students

Description	2015	2016
Aboriginal and Torres Strait Islander Students	137	192
Non Aboriginal and Torres Strait Islander Students (Domestic students only):	7955	7731

Outreach Activities

Outreach Activity	Target Audience	Outline of Program	Outcome
Graduate School Of Medicine	Students, communities and stakeholders	<p>Cultural immersion programs are a recommended strategy for providing health professionals with experience in engaging with Indigenous people in a community setting.</p> <p>An example of this is community engagement where students can be immersed in the realities of everyday life for Indigenous Australians, particularly in relation to their health care.</p> <p>An Indigenous health immersion programme for Phase 1 students has been designed in consultation with the local Aboriginal communities in the Illawarra and Shoalhaven.</p>	<p>1. Normalisation of engagement with Indigenous people</p> <p>2. Cross cultural communication</p> <p>3. Awareness of determinants of Indigenous health and disadvantage</p> <p>4. Understanding the strengths and resilience of Indigenous communities</p> <p>5. Understanding of Indigenous health</p> <p>6. Understanding complexities of self-management of health Insurances:</p>

Graduate Career Development and Employability

Allocation of Equity and Diversity Careers Counsellor located in Woolyungah Indigenous Centre one day per week	UOW Students	Offer 1:1 career counselling service, promotion of careers central resources and products	Positive outcome with total number of student appointments at Woolyungah Indigenous Centre throughout 2016 <ul style="list-style-type: none"> • Appointments: 28 • Drop In: 35 • Email: 10 • Phone: 2
Attended W.I.C.K.E.D Employment Expo held at Innovation Campus	Local Aboriginal and Torres Strait Islander high school students and members of the community	Facilitated UOW Careers Central stall providing resources and information on degrees and careers	Over 40 enquiries from participants and engaged in networking with other services
External employer relations for internship/casual work opportunities	Illawarra Local Aboriginal Land Council	Meeting with CEO Paul Knight to discuss development opportunities for UOW students to engage with service – internship or employment	Student referral to ILALC for experience and employment. Continued collaboration and referrals
Consultation with external organisations for future partnership for internship opportunities	Channel 9 ANSTO PHD Media	Internship opportunities within organisations	Poor outcome based on timing of internship type and also linking with subject when internship opportunity arises. Partnership continues.
Indigenous Health Day	Local High School students	Session discussing Higher Education requirements for various careers Careers in the health sector session with rotating groups	20 students attended 82 students attended
Australian Indigenous Mentoring Experience (AIME)	Aboriginal & Torres Strait Islander High School Students	A mentoring program where UOW students mentor Indigenous High School years 7-8 students in to increase year 10-12 completion rates and encourage university entry to further education and employment opportunities	2016 UOW/AIME Outcomes Mentees participated: 1122 Mentees engage: 957 Mentees included in reporting: 930 Mentors participated: 317 Mentors engaged: 241 Number of schools:38

Scholarships Details

Scholarship Details	Government/Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous Commonwealth Education Cost Scholarship (ICECS)	Government	8	\$2599 Per annum	7	
Indigenous Commonwealth Education Cost Scholarship Enabling (IECECS)	Government	12	\$2599 Per annum	3	
Indigenous Commonwealth Accommodation Scholarship (ICAS)	Government	3	\$5199 Per annum	3	

Indigenous Commonwealth Accommodation Scholarship Enabling (IECAS)	Government	5	\$5199 Per annum	0	
Indigenous Access Scholarship	Government	15	\$4904 One off payment	6	
Aunty Mary Davis Scholarship	Private	1	\$4000 Per annum up to 4 years	0	Not Awarded
The Dharawal Scholarship	Private	1	\$1000 One of Payment	1	Awarded
Rotary Health Scholarship	Private	2	\$4000 Per annum up to 4 years	2	Awarded
Jean Clarke Scholarship	Private	1	\$10,000 Per Year	1	Awarded
KPMG	Private	1	\$11,000 Per annum up to 5 years	1	Awarded
The Williams and Cosgrove Aboriginal and Torres Strait Islander Scholarship	Private	1	\$5,000 Per annum up to 4 years	1	Scholarship targets students living in the Southern Highlands region. First awardee studying a Social Work degree.

Over the past two years Woolyungah Indigenous Centre has had a primary focus on scholarships to monitor and work closely with students applying for a variety of scholarships available that suit the needs of the student's degree whether they are government or through the private sector. WIC has observed the increase and interest of students applying for scholarships were they work closely with the scholarship office and accommodations Services to provide a back ground of the students' needs particularly those from rural and regional areas with the cost associated with higher education.

New Cancer Council Scholarship: Woolyungah was approached by Cancer Council to support them in establishing a pilot scholarship program worth \$45,000. Currently no one has been awarded for 2016 however we are hoping to award for 2017. The overall purpose of the scholarship is to close the gap within the Aboriginal and Torres Strait Islander workforce in health.

New Community KPMG Scholarship: Indigenous employment consultant Andrew Olsen from KPMG established a scholarship with UOW to address the under-representation of Aboriginal and Torres Strait Islander people within the Professional Service Sector. The scholarship aimed to provide financial support to a student who is currently undertaking academic studies at the University of Wollongong.

The center has seen the continuation of some great outcomes with Aboriginal & Torres Strait Islander staff members, students and Alumnus.

Community Engagement Grants Scheme: Michelle Rush and Aunty Jodi Edwards were awarded a Community Engagement Gant Scheme (CEGS) through UOW to create the possum skin cloak Look Listen Feel & Learn (Budbili Mudjingal) in partnership with Woolyungah Indigenous Centre the project is designed to increase cultural awareness amongst staff and students creating a work environment which develops all participants and encourages the highest quality work output. The project requires participants to research cloaks used by Dharawal people and how they were sewn together, to strengthen staff and students bonds based on traditional cultural ways, participants will develop artistic and cultural connection.

WIC Newsletter: In March 2016 WIC began releasing a WIC newsletter each edition staff members are asked to contribute

stories of interest, events on campus or off, success of students. The newsletter so far has been produced on a time permitting basis and is not released on a regular set month date etc. The WIC newsletter has been overwhelmingly successful with many requests each edition from UOW staff, community members, and Illawarra and south coast community.

WIC~ED Feed: WIC approached the Illawarra/Shoalhaven region regional health promotion coordinator to facilitate a Koori cooking program as a part of Student Amenities Fees (SAF) funding. The program ran over four fortnight sessions with 5-8 Indigenous students participating fortnightly over the four sessions. The program focused on healthy eating and living on a budget and gave students the opportunity to cook with their peers. Each fortnight students selected meals that they wished to cook with food and cooking equipment being supplied.

Indigenous Trauma Recovery Program: Australia's first ever Trauma Recovery program was launched at UOW on the 3rd of July 2016. The program has been well received with many students identifying as Aboriginal and Torres Strait Islander. The majority of students are currently living and working in Aboriginal communities, many of which are Elders. There were 55 students enrolled in the Trauma Recovery Program and come from different parts of Australia. The program has been designed and targeted towards professionals working within trauma related fields looking to obtain qualifications in their specialised fields. These fields ranged from Aboriginal health workers/counsellor, lawyers through the health policy planners to name a few.

4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

Your response to this goal needs to address but is not limited to the following points:

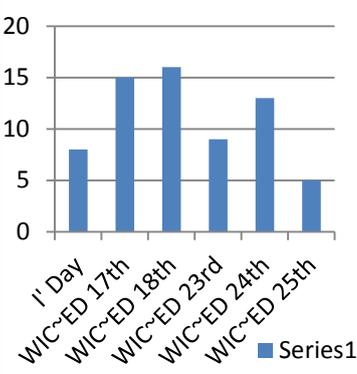
- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

The total number of Aboriginal and Torres Strait Islander student enrolments is as follows:

	2015	2016
Aboriginal and Torres Strait Islander students:	342	415
Non Aboriginal and Torres Strait Islander students (Onshore students only):	19718	20089

Strategies to Address Participation

Support Mechanism	Description	Constraints	Outcome
Graduate Career Development & Employability			
May 2016 Appointment of new Equity and Diversity Careers Counsellor	Implementation of Career Central products and services specific to the needs of Aboriginal and Torres Strait Islander students of UOW	Re-establishment of role within WIC to build confidence and networking strategies with students and staff	Continued strong establishment of services and networks between Careers Central, students, staff and community engagement
Implementation and promotion of WIC Resume Drop-in Service	To engage and encourage students to use Career Central services		Drop-In Resume Reviews: 13
Noticeboard and Digital Noticeboard	Weekly update of new programs, employment opportunities, events and career tips	Limited timeframe of 2 hours per week	Increased sharing of career information and resources
External Recruiters	Facilitating sessions with NSW Health to promote how Careers Central and support student with application process for cadetship	Attracting targeted students	Three applications made for cadetship program
Career tracker	Meeting with Career Trackers staff and promotion of program to eligible students for internship placement		Winter applications: 8 Summer applications: 12
Woolyungah Indigenous Centre			
Alternative Admissions Program (AAP) WIC	Support and participate in the AAP information session to students detailing Careers Central services and support		Networking with over 20 students to build rapport and relationship with Careers Central

<p>WIC~ED program is to maximise undergraduate Indigenous student access to and engagement with academic language, literacy, numeracy and learning, with support towards post graduate study options.</p>	<p>The WIC~ED program contributes to the UOW Core Strategy 2016-20 – Education. Specifically, the WIC~ED initiative aligns with the goal to “Enhance our commitment to student diversity, including Aboriginal and Torres Strait Islander students, making education available to all who can succeed” by contributing to the process of “Develop[in] and operationalise[ing] an Indigenous Education Plan for UOW [by] incorporating the activities of the Woolyungah Indigenous Centre” The WIC~ED program is calibrated to work in conjunction with Woolyungah Indigenous Tailored Academic Program (ITAP).</p>	<p>Constraints to the delivery of WIC~ED were funding and delivery method. Five half days did not work well as the attendance data indicates students did not attend all components of the program.</p>  <table border="1"> <caption>Attendance Data for WIC~ED Components</caption> <thead> <tr> <th>Component</th> <th>Attendance (Series1)</th> </tr> </thead> <tbody> <tr> <td>1st Day</td> <td>8</td> </tr> <tr> <td>WIC~ED 17th</td> <td>15</td> </tr> <tr> <td>WIC~ED 18th</td> <td>16</td> </tr> <tr> <td>WIC~ED 23rd</td> <td>9</td> </tr> <tr> <td>WIC~ED 24th</td> <td>13</td> </tr> <tr> <td>WIC~ED 25th</td> <td>5</td> </tr> </tbody> </table> <p>Some of the academic content is quite dense and needs to be disseminated in a more engaging manner therefore need a review of possible delivery methods. Enrolment processes and students receiving access details impeded access to computers.</p>	Component	Attendance (Series1)	1st Day	8	WIC~ED 17th	15	WIC~ED 18th	16	WIC~ED 23rd	9	WIC~ED 24th	13	WIC~ED 25th	5	<p>The efficacy of this strategic partnership to support Aboriginal and Torres Strait Islander student learning is indicated by a 2011 alliance between the WIC (iStart@Woolyungah) and LD (1st Day @ Woolyungah) which resulted in zero attrition rates for Indigenous students in the 2011 first semester. The outcomes of the 2016 pilot WIC~ED program confirmed the zero attrition rate findings from 2011. At the conclusion of the 2016 academic year, evaluations indicated an 82% retention rate of all 16 students who went through program.</p> <p>This is up 32% from the previous consecutive 3 years running of which the retention rates at 50% per annum.</p> <p>Through the WIC / LD partnership, we have been able to design and successfully deliver a range of academic language, literacy and learning programs. The programs have demonstrated a positive impact on student entry into and progression through the 1st year of university study and retention at the end of that 1st year. This collaborative partnership has been a key factor in students accessing the WIC~ED program and its ultimate positive impact on 1st year student experience. Students have stated that they feel much more comfortable accessing academic language, literacy and learning support through WIC and are reassured by the integration of this aspect of their learning development into the Centre’s broader spectrum of activities</p>
Component	Attendance (Series1)																
1st Day	8																
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WIC~ED 25th	5																

iStart Woolyungah	iStart Woolyungah is a peer supported orientation program for Indigenous university students. The program is developed and delivered by current students ,in partnership WIC targeting first year students	The biggest challenge faced for the program was getting engagement from South Coast students as no commencing students responded, hence this program did not go ahead on the South Coast Campuses	22 students attended iStart at Wollongong campus. 92% retention rate for students who participated in iStart at Wollongong. Increased student satisfaction and support at the transition phase. Development of student's leadership skills. Students felt they were comfortable in the environment setting.
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5. Enable Aboriginal and Torres Strait Islander students to attain the same completion rates from award courses in higher education as for other Australians.

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

Total Completions

Completions	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	10	36
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	596	632
Aboriginal and Torres Strait Islander students: (Other postgraduate)	1	2
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	115	117
Aboriginal and Torres Strait Islander students: (Bachelor degree)	33	34
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	2719	2773

Support Mechanisms

Support mechanism	Description	Constraints	Outcome
Student Support Services			
Disability Liaison officer on-site support at Woolyungah Indigenous Centre - Reasonable Adjustments assist students with individual support and adjustments to curriculum that reduce the disadvantage and barriers to Education that stem from disability, and chronic illness/injury. Research indicates that the ATSI community has a high level of people with Disability and chronic illness/injury comparative to the general population. Students with Disability are identified as high risk to non-completion of their studies if not provided reasonable adjustment and support.	1. In partnership with WIC and the Disability Service has made available a DLO one day per month to work on site in order to improve access of Aboriginal & Torres Strait Islander students, increase disclosure and help-seeking behaviour, and solidify referral partnerships with dedicated Indigenous support staff.	Increased demand for all Support service in 2016. Perceived barriers faced by students from Aboriginal and Torres Strait Islander backgrounds to accessing support and disclosing need for support.	In 2016 the Disability Service supported 59 Indigenous students with Reasonable Adjustments and provided 149 hours of individual support.

Support staff to undertake Cultural Competency workshop in 2017 to develop understanding of culture and develop strategies that support culturally sensitive support relationships	Workshop at Coomaditchie booked in for all Support Staff for 2017		
Student Support Advisor Support to reduce barriers to education that may impact retention and outcome	Student support advisors available for all students including Indigenous students in every faculty. Staffs refer students identified as at risk or requiring support and all students are provided information on their role.		In 2016, 73 students identified as Aboriginal or Torres Strait had been supported by a Student Support Advisor in Faculty; involving 114 hrs of individual support.
Counselling Support to assist students experiencing mental health issues and illness that can impact student retention and outcome	Free Counselling Service provided on campus to all students including Aboriginal & Torres Strait Islander students		In 2016 the Counselling Service provided support to 1 student identified as ATSI. This item is reliant on manual data entry.

6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit's role.**

Indigenous Perspectives

Indigenous perspectives are embedded into the curriculum across each of the five Faculties of the University.

An Indigenous Studies Unit is located within the Faculty of Law, Humanities and the Arts. This Unit undertakes teaching and research, engaging with many aspects of the contemporary Indigenous landscape including:

- The politics of contemporary Indigenous identities
- Indigenous communities and new digital technologies
- The relationship between Indigenous knowledge, customary laws and social practices and the Western science of ecology
- The ethical challenges of working and/or for Indigenous communities; Indigenous political activism and resistance.
- Indigenous self-representation in contemporary art, literature and film; Indigenous youth cultures;
- comparative Indigenous studies; and
- debates about power and control of the research process and the generation of knowledge in Indigenous contexts

The University is undertaking a large scale review of its curriculum through which opportunities are provided for students and staff to engage in cultural awareness study, including gaining a deeper understanding of Indigenous Histories. The current proposal includes a set of core subjects delivered in online and blended formats to be delivered in 2015.

For many years, UOW has been widely acknowledged for the breadth of its teaching of Indigenous perspectives across the curriculum. For example, the UOW led the Office of Learning and Teaching project "Integrating Indigenous Student Support Through Indigenous Embedded in Engineering Curricula (PI: ID132899)", which paved the way for Australian Universities to embed Indigenous perspectives into STEM related disciplines. The highly successful UOW Koori 2016 Junior STEM Camp designed for aspiring Aboriginal high school students evolved out of this project. Both projects were led by a traditional owner of Country who is a UOW academic member of staff.

UOW has extensive partnerships with the Indigenous community and excellent relationships with community members throughout our catchment in NSW. The PVC (Inclusion and Outreach) is a Founding Director of Early Start UOW. He is a life member of the NSW Aboriginal Education Consultative Group (AECG). He is also a board member of the newly formed NSW Educational Standards Authority (NESA) and Chair of the Aboriginal Committee.

UOW is widely involved in encouraging Indigenous excellence across Australia. The PVC (Inclusion and Outreach) is a founding national director of the Australian Indigenous Mentoring Experience (AIME).

The Woolyungah Indigenous Centre (WIC) has an outstanding reputation for delivering community events related to cultural days. They also ensure Sorry Business is respectfully conducted.

Future Plans:

Following the adoption of the UOW, Aboriginal and Torres Strait Islander Education, Research and Engagement Strategy the University will be further implementing Indigenous perspectives and Indigenous Knowledges into the University curriculum. For years 2017 – 2020, UOW will be allocating \$100,000 per year for 2 projects (each year) that specifically build Indigenous Knowledges into discipline subjects. The key

criterion for success in this Program is assessing Indigenous Knowledges, not just teaching them. This initiative will ensure that all UOW graduates are well learned in Indigenous perspectives and equipped for future workplaces. As a consequence, UOW will also enter those workplaces with cultural competency.

Cultural Competency of Staff and Students

Woolyungah Indigenous Centre encourages cultural competency. Woolyungah Indigenous Centre remains proactive in this space by providing an open door policy for staff and students to access Aboriginal and Torres Strait Islander culture. In 2016 Woolyungah initiated the development of a cultural competency training package for tutors employed within the Indigenous Tailored Academic Program (ITAP) and other stakeholders working alongside ITAP. Woolyungah also works with University stakeholders towards providing all staff and students across all of University of Wollongong's campuses with access to cultural competency. With the assistance of SAF (Student Amenity Fees) funding Woolyungah has been able to offer further cultural connections and experiences to students and staff at the University and the wider Wollongong community through delivering events directly related to cultural days of significance.

UOW has a long reputation for encouraging cultural competency. Currently in development, UOW is establishing a compulsory cultural competency program for all UOW staff. By 2020, all staff in UOW wherever they are located will be culturally competent.

Involvement with Indigenous Community Members

Woolyungah consistently works with Aboriginal and Torres Strait Islander communities where other University of Wollongong campuses are located. Through Woolyungah, Aboriginal and Torres Strait Islander community members are consulted in relation to the University's core business and how this may impact Aboriginal and Torres Strait Islander peoples, culture and access to education.

Woolyungah maintains an open invitation to all Aboriginal and Torres Strait Islander community members to the campus with a focus on the engagement of significant events, guest lecturers, Bush Tucker tours and naming of new buildings happening at UOW and with Woolyungah Indigenous Centre.

During National Reconciliation Week, Woolyungah Indigenous Centre conducted its first ever screening of the hybrid feature film "Spear", which tells a contemporary Aboriginal story through movement and dance. Over 200 people from communities and the UOW community along with Aboriginal and Torres Strait Islander people came together to celebrate the event as we move forward, creating a nation strengthened by respectful relationships between Aboriginal and Torres Strait Islander peoples and non-Indigenous peoples.

Indigenous Education / Support Unit's Role

The Woolyungah Indigenous Centre is dedicated to supporting all Aboriginal and Torres Strait Islander students to a successful completion in their chosen field of study. The Centre maintains a culturally safe place and space for students to support students. Woolyungah provides students with access to culturally appropriate support programs and services these services which are an integral part of Woolyungah's core business.

Potential students receive specialised entry support through Woolyungah Alternative Admissions Program (AAP). This ensures a student receives optimal academic advice and guidance upon applying for a chosen field of study. If successful at obtaining an offer to study, students are then entered into an academic preparations pathway the WIC~ED program. This extensive program has been designed to meet the cultural needs of Aboriginal and Torres Strait Islander students in tertiary education that supports different levels of study for example undergraduate or post-graduate study.

Once enrolled students are eligible to apply for one- on- one tutoring through the ITAP (Indigenous Tailored Academic Program) for their subjects they undertake whilst completing their degree. Like other Woolyungah other support programs, this was designed and is delivered in a culturally respectful manner.

WIC also piloted the new ITAP (Indigenous Tailored Academic Program). The ITAP team worked on incorporating a whole service delivery package to new students consisting of WIC~ED, ITAP, Careers Consultation and Disability services support.

Whilst WIC cannot make this academic support package a mandatory component of first year university

enrolment, WIC endeavour to position this academic support package in such a manner that first year students can immediately see the benefit of engaging with these support services available to them within the Centre.

Learning Development, Graduate Careers Development & Employability and Disability Services have been very proactive amongst students within the Centre, and students feel more comfortable meeting the appropriate staff member within WIC. The combination of the three services is very useful for the students as it gives them a sense of belonging at the University, conversations amongst the three partners has had a personalised pathway for each to work closer with the student

Woolyungah Indigenous Centre has increased their engagement with Strategic Marketing & Communication. Working closely with the Division, the Centre was able to come up with a booklet of programs and information regarding WIC which profiles the Centre and UOW. Copies of these booklets are used at careers expos and school visits to the Centre along with community stakeholders.

SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2016, noting that a breakdown of expenditure is required (e.g. salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

This ISP report is a legislated requirement, under the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008*.

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

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

University Officer	Indigenous Education Support Unit Officer
Name: Paul Chandler	Name: Michelle Rush
Position Title: Pro Vice Chancellor Inclusion & Outreach	Position Title: Senior Manager
Phone Number: 02 4221.4249	Phone Number: 02 4221.3907
Email: chandler@uow.edu.au	Email: mrush@uow.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.

<http://www.uow.edu.au/wic/index.html>



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	University of Wollongong		
Postal Address	Northfields Avenue Wollongong NSW 2522		
Contact Person	Hayley McCarrol	Title	Budget Accountant
Phone	0242213460	Fax	0242213477
		E-mail	hayleymc@uow.edu.au

Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2016, including all interest or royalties/income derived from ISP Funds during 2016.

Attachment	Checklist
1 Indigenous Support Program (ISP)	<input type="checkbox"/>

For each Attachment:

- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
 - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
 - If GST is *not* paid to you, *do not complete Part A*.
- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2016 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

- (i) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:

Date:

Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programmes. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

ATTACHMENT 1 - Indigenous Support Program

Provider Name:

For the 2016 funding year (1 January - 31 December 2016).

PART A – If applicable, Goods and Services Tax (GST) paid under the Agreement:

1. If applicable, GST received by you in 2016 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Programme funds from <u>2015</u> which were committed for expenditure prior to 31/12/2015.	\$0
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from <u>2013 or 2014</u> which were approved for expenditure in 2016.	\$0
(+) 3. Indigenous Support Programme funds provided in <u>2016</u> . These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$1,045,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2016.	\$0
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2016.	\$1,045,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2016, <u>excluding any GST</u> .	\$1,045,000
(+) 7. <u>Unexpended</u> Indigenous Support Programme funds which were <u>committed</u> for expenditure prior to 31/12/2016.	\$0
(+) 8. Requested <u>carryover</u> into 2016 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2016 – written approval date /.../2016. ¹	\$0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2016 were fully expended and/or committed for expenditure .	\$
10. Returns of 2016 Indigenous Support Program Funds by 31/12/2016.	\$0
11. Balance of Funds for 2016	\$0

12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2016.	\$0
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¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

Section 7 – Breakdown of ISP Expenditure (excluding GST):

Computer Expenses	\$ 23,157.84
Catering	\$9,599.99
Printing & Publications	\$7,950.62
Postage	\$755.74
Stationery	\$2,618.94
Stipends	\$5,566.16
Telephone	\$2,873.09
Travel Expenses	\$5,702.88
Advertising	\$28,352.12
Motor Vehicle Expenses	\$2,563.65
Subscriptions	\$981.82
Professional Development	\$6,030.00
Other	\$6,276.60
Salaries	\$942,570.55
(=) Total 2016 ISP Program Expenditure	\$1,045,000

Optional Information – Breakdown of Non-ISP expenditure to support Aboriginal and Torres Strait Islander students.

(=) Total of 2016 Non-ISP expenditure	\$0.00
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If your Institution lists items such as staffing costs (please do not list staff names for privacy reasons), travel costs, services rendered, please provide a detailed description in the below table. Content of table below is an example only.

STAFFING COSTS - eg

Position	Indigenous Centre/Faculty staff	Cost
Senior Manager	Indigenous Centre	\$125,600.58
Student Support & Recruitment Advisor	Indigenous Centre	\$94,347.71
Student Support & Recruitment Advisor	Indigenous Centre	\$96,044.28
Student Support & Recruitment Advisor	Indigenous Centre	\$85,763.91
Events & Community Engagement Officer	Indigenous Centre	\$84,024.19
Administrative Assistant	Indigenous Centre	\$74,826.66
Associate Professor	Faculty Staff	\$157,834.75
PVC (Inclusion & Outreach)	Administration	\$224,128.47

TRAVEL COSTS – eg

Description	Destination & details	Cost
1 x staff - Students at regional campuses	Bega & Batemans Bay - Petrol, Accommodation, Meals, Hire car	\$366.63
2 x staff - Career Markets	Young, Dubbo, Forbes - Accommodation, Meals, Petrol	\$944.31
1 x staff - Meeting with potential students from Badanami Centre	Bankstown & Campbell – Petrol	\$45.45
1 x staff - NRL Networking event	Sydney – Parking	\$22.73
1 x staff - IACBWG Healing workshop	Warilla – Km reimbursement	\$59.40
1 x staff – Student Recruitment	Goulburn, Murrumbidgee – Petrol	\$67.18
1 x staff - Indigenous Careers expo	Campbelltown – Petrol	\$28.92
1 x staff - Student Support	Bega - Accommodation, Meals, Fuel	\$220.50
1 x staff – South Coast Graduation	Batemans Bay - Meals, Fuel, Accommodation	\$180.76
2 x staff - North coast career markets	Kew – Accommodation	\$1,852.00
1 x staff – NRL Career expo	Sydney Olympic Park- Parking	\$25.00
1 x staff – NSW Illawarra TAFE Conference	Conference Rego & Travel grant	\$1,890.00