INDIGENOUS STUDENT SUCCESS PROGRAM
2017 Performance Report

Organisation	Western Sydney University
Contact Person	

Total	390.8	26,767.3

Aboriginal and Torres Strait Islander Students (remote and regional)

CENTRAL WEST	10.4	22.8	16.9	ACT	1.3	0.9	0.8	

Table 4: Aboriginal and Torres Strait Islander Student Headcount, Permanent Residence, 2015-17

Headcount - Perm Residence	2015	2016	2017
Sydney	505	540	566
Central West	16	27	21
Far West	1		1
Hunter	13	9	10
Illawarra	19	20	15
Mid-North Coast	7	5	3
Murray	1	1	
Murrumbidgee	1	1	3
North-Western Region	14	15	22
Northern Region	2	1	3
Richmond-Tweed	1	1	2
South-Eastern Region	5	5	6
Interstate	12	11	12
Total	597	636	664

Supporting Strategies, Policies and Activities: Aboriginal and Torres Strait Islander Student Access

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

'XULQJWKH8QLYHUVLW¶6FKRROV(QJDJHPHQW6WUDWHJLF3ODQ -2019 was developed in consultation with the secondary school sector. The focus of the plan is to increase the educational opportunities and lift the aspirations of Aboriginal and Torres Strait Islander Peoples in Greater Western Sydney. It is underpinned by annual Action Plans making Aboriginal and Torres Strait Islander Education a priority. These programs build Aboriginal and 7RUUHV6WUDLW,VODQGHUFKRROVWXGHQWV¶QQQRZOHGJHVNLOOVDQGFRQILGHQFHHGXFDWLRQDOODVSLUDWLRQVHQJD and attainment; higher education participation; and career prospects. Aboriginal and Torres Strait Islander programs run in 2017 have resulted in positive impacts including:

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

Key Aboriginal and Torres Strait Islander outreach programs targeting school students include:

- Pathways to Dreaming
- Heartbeat: Aboriginal and Torres Strait Islander students exploring health and medicine
- Western Sydney University Rural Aboriginal and Torres Strait Islander Student Visits program.

These programs join other LQLWLDWLYHVVXFKDV%ULQJ5XU0REGDV which provide an opportunity for Aboriginal and Torres Strait Islander students to invite family and friends to experience a day, on campus, in the life of a student. During 2017, the event was launched in collaboration with Badanami, with Aboriginal and Torres Strait Islander students, their families and community members, participating in the event.

Aboriginal and Torres Strait Islander Alternative Entry Program	Applications are open to all Aboriginal and Torres Strait Islander Peoples interested in studying at Western Sydney University.	The Aboriginal and Torres Strait Islander Alternative Entry Testing and Assessment Program is a two-day program held three times per year. Upon successful completion of the required Academic Literacy Assessment tasks and

Denison College Bathurst High campus;
Denison College Kelso High campus;
Gilgandra High School;
Gulargambone Central;
Hunter River High;
Kadina High School;
Kurri Kurri High School;
Leeton High School;
Lightning Ridge Central;
Lismore High School;
Merriwa Central School;
Mt View High School;
Mudgee High School;
Muswellbrook High School;
Nyngan High School;
Orange High School;
Richmond River High;
Rutherford Technology High;
Scone High School;
Scone Grammar School;
Singleton High School;
Singleton Christian College;
St Catherine's Singleton;

Sports Sciences;
Teaching;
Policing;
Business;
Social Sciences.

Cultural activities included in the program are an important

engagement, motivation, self-awareness and identity.

Current Western Sydney Aboriginal and Torres Strait Islander students acted as guides and mentors throughout the visit. This provided participants with a unique opportunity to engage with current university students and gain a greater un a-

literacy and many more.
Mentoring. The mentors (university students and some alumni) visit the students at school to discuss educational goals, exchange news and views and assist with the delivery of structured learning activities.
Group projects. The students at each school devise

Scholarships

In 2017, $32,715.00 was provided to students as continuing recipients of Indigenous Commonwealth Education Costs Scholarships. This included 3.5 students from rural and remote areas, and 9 undergraduate students.

Table 6: 1a Aboriginal and Torres Strait Islander Scholarships Breakdown

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	$	No.	$	No.	$	No.	$	No.
From Regional/ Remote		3.5						3.5
Undergraduate		9						9
Post-graduate								
Other								
Total	32715.50	12.5					32715.50	12.5
Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)								$5198
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)								$5236

1RWH7KHILQDQFLDODFTXLWWDODOORFDWHVWRµ&(&66FKRODUVKLSV¶KLVPRXQWLQFOXGHV,QGLJHQRXV$FKLHYHPHQWVFKRODUVKLSV to the value of $10,000.00 and a

Australian Aboriginal and/or Torres Strait Islander students could also apply for non-identified scholarships. 38 students who self-identified as being of Australian Aboriginal and/or Torres Strait Islander descent were awarded a scholarship in 2017. 106 students who identified as being of Australian Aboriginal and/or Torres Strait Islander descent were awarded an identified scholarship in the same period.

Academic
12% of scholarships offered rewarded academic performance. The Aboriginal and Torres Strait Islander Achievement Scholarship required new students to have a minimum ATAR of 65 and continuing students to have achieved a minimum GPA of 4 (Pass). The Pathways to Dreaming Indigenous Achievement Scholarship required new students to have a minimum ATAR of 75.

Industry
31% of scholarships were provided by industry organisations, including: NRMA Insurance, Western Sydney Wanderers, Department of Planning and Environment, KPMG, AW Edwards and GE Healthcare.
In addition to scholarships funds, three paid internships were offered by the Department of Planning and Environment, KPMG and AW Edwards, respectively. These internships offered real life experience in a corporate environment for recipients.

Equity
37% of scholarships were available to support Australian Aboriginal and/or Torres Strait with demonstrated equity considerations including ILQDQFLDORURWKHUKDUGVKLSEDVHGRQWKH8QLYHUVLW\ Opportunity and Equity criteria.

More details regarding these scholarships are provided in the table below.

Table 7: Aboriginal and Torres Strait Islander Scholarships, Breakdown

Scholarship details	Government/ Private/ University	No. Allocated	Cost	Awarded	Comments
Aboriginal and Torres Strait Islander Achievement Scholarship	University	10	$5,000 p.a.	10	Designed to encourage Aboriginal and Torres Strait Islander students to study at a tertiary level.
Indigenous Smart Start	University	100	$2,000	78	A one-off payment to assist Aboriginal and Torres Strait Islander students commencing University for the first time.
Pathways to Dreaming Scholarship	University	3	$5,000 p.a.	1	Designed to support students who have been active participants in the Pathways to Dreaming program throughout high school including attending mentoring sessions, contributing in group projects and attending university workshop days. Must achieve ATAR of 75 or equivalent.
School of Medicine Aboriginal and Torres Strait Islander Accommodation Scholarship	University	3	$10,000 p.a.	3	Designed to assist students studying Medicine with accommodation costs.
Indigenous Commonwealth Accommodation	Commonwealth	2	$5,276 p.a.	0	Designed to assist students from regional or remote areas to relocate to attend Western Sydney University ± indexed annually.
Indigenous Commonwealth Education costs	Commonwealth	3	$2,637 p.a.	3	Designed to assist students with general education costs ± indexed annually.
AW Edwards Scholarship	Donor	1	$7,500 p.a	1	Benefits: $7,500 per year for four years; Eligibility: New or continuing students; Courses: Bachelor of Construction Management; Criteria: Be Australian citizens or permanent residents who have been granted a humanitarian visa, preferably within the last five years, or identify as Australian Aboriginal or Torres Strait Islander.

NRMA Insurance and Western Sydney Wanderers Aboriginal and Torres Strait Islander Scholarship	Donor	1	$12,650 p.a	1	Benefits: $12,650 per year for duration of degree plus paid internship; Eligibility: New or continuing students; Course(s): Any undergraduate degree; Criteria: Identify as Australian Aboriginal or Torres Strait Islander, have a connection to football (soccer) in last five years.
NSW Planning and Environment Aboriginal and Torres Strait Islander Scholarship	Donor	2	$12,500 p.a.	1	Benefits: $12,500 per year for four years; Eligibility: New or continuing students; Course(s): Bachelor of Planning; Criteria: Enrolled in the Bachelor of Planning, identify as Australian Aboriginal or Torres Strait Islander, willing to undergo paid work experience with donor, and demonstrate commitment to a career in planning.
Walter and Eliza Hall Scholarship	Donor	2	$10,000 p.a	1	Benefits: $10,000 for one year; Eligibility: Continuing students; Course(s): Any undergraduate degree at Western Sydney University; Criteria: Available to students with a physical disability only, demonstrated through formal diagnosis and eligibility for a Disability Support Benefit, and at least one scholarship will be available to an Aboriginal or Torres Strait Islander student with a physical disability who meets all other criteria.

PROGRESSION

Progression Data

Total progression rates increased marginally by 0.3% in 2015-2016 and 0.5% in 2016-2017. Although continuing student progression rates decreased slightly by 0.6% in 2016-2017, there has been a 1.9% increase in commencing students for the same period.

Table 8: Aboriginal and Torres Strait Islander Progression Rates, 2015-2017

Progress Rate		2015	2015 Total Students (Domestic Students only)	2016	2016 Total Students (Domestic Students only)	2017	2017 Total Students (Domestic Students only)
Postgraduate	Commencing	92.80%	93.28%	88.10%	93.40%	83.90%	93.12%
	Continuing	97.20%	92.89%	92.90%	92.55%	86.60%	93.00%
	Total	95.10%	93.10%	90.40%			

Student retention rates have increased year on year 2014-2017. Although total Postgraduate retention rates have fluctuated, undergraduate rates have increased steadily. Overall retention rates for commencing students have increased year on year whilst continuing student declined slightly in 2016-2017.

Table 9: Aboriginal and Torres Strait Islander Retention Rates, 2014-2017

Retained (%)		2014-15	2014-2015 Total Students (Domestic Students only)	2015-16	2015-2016 Total Students (Domestic Students only)	2016-17	2016-2017 Total Students (Domestic Students only)
Postgraduate	Commencing	78.30%	79.45%	85.00%	83.53%	68.00%	80.15%
	Continuing	76.90%	72.56%	73.30%	71.39%	82.60%	72.42%
	Total	77.80%	76.45%	80.00%	77.75%	75.00%	76.30%
Undergraduate	Commencing	70.00%	78.33%	73.80%	75.53%	78.20%	

Supporting Strategies, Policies and Activities: Aboriginal and Torres Strait Islander Progression

Badanami Centre for Aboriginal and Torres Strait Islander Education

Badanami provides high quality holistic support for Aboriginal and Torres Strait Islander students studying at Western Sydney University. With

Table 10: TFS Summary

Field of Education Name (FOE)	No. of Aboriginal &/or Torres Strait Islander students accessing TFS	No. of Tutors engaged	No. of TFS contracts issued
Architecture and Building	1	2	2

Table 11: AFB Participation, LGA, Program and Total

LGA Location (Permanent Home address)	Bachelor of Education (Primary)	Bachelor of Community and Social Development	Grand Total
Central West	9	2	11
Greater Western Sydney	35	15	50
Hunter	1		1
Illawarra	1		1
Inner Sydney	5	2	7
Interstate		2	2
Northern Region	1		1
North-Western Region	5	1	6
Outer Sydney	3		3
Richmond-Tweed	1		1
South-Eastern Region	2		2
Sydney Surrounds	2		2
Grand Total	65	22	87

School of Education

The School of Education has worked to implement a number of strategies to improve the and success of Aboriginal and Torres Strait Islander students in a context where increasing regulation of the teaching profession has had a significant impact on the operation of all facets of teacher education programs. The School has:

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Engaged with a partner public school to deliver the

up until 2004 at UWS and were then disbanded. The reinvigoration of the new Majors units and the Indigenous Graduate Attribute requirements in the School of Education can be seen as having flow-on benefits. Many Schools in Western Sydney have relied on a pool of older teachers who have kept the subject alive without accredited status. Now, these subjects can be offered again on an accredited basis. consultation and collaboration with both the Aboriginal and Torres Strait Islander community and elders, staff in WSU colleges and schools were able to establish mechanisms and a broad level of support within WSU to develop units with appropriate Aboriginal and Torres Strait Islander knowledge embedded.

Community Engagement

The School of Education works with its Alumni as well as a number of key Aboriginal and Torres Strait Islander networks. The School maintains strong partnerships with the public and catholic education sectors and the NSW AECG. The School has initiated a global initiative in partnership

School of Nursing and Midwifery

The School has progressively implemented strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students.

The School has:

- An Aboriginal and Torres Strait Islander Liaison academic to support students throughout their program of studies. The liaison academic presents at all School Orientation sessions and invites students to make contact
- A core unit, 401206 Aboriginal and Torres Strait Islander Health, in both the Bachelor of Nursing, Bachelor of Midwifery and Bachelor of Nursing Advanced programs. This unit was developed in collaboration with the Elders on campus and the Office of Aboriginal and Torres Strait Islander Engagement and Employment. Advice was also sought from local Community Elders
- Commenced developing a further unit on Aboriginal health for the Graduate Diploma in Midwifery to be on offer in 2020
- Four Aboriginal and Torres Strait Islander community academics employed on a sessional basis to team teach in the unit 401206
- Embedded Aboriginal and Torres Strait Islander content in all units in the Bachelor programs
- Four students selected through an EOI process bi-monthly to attend and engage in a Health Outreach Day at Mearrin Weejali Healing &HQWUH(PHUWRQ7KLVLVUHFRJQLVHGDSDUWRIVWXGHQWV¶HTXLpHCE3LQQLED0 placement experience. This program is hosted by the CATSINaM Nursing and Midwifery Aboriginal and Torres Strait Islander Health Curriculum Framework orientation and consultation workshop, with eight staff attending.

School of Social Sciences and Psychology

The School of Social Sciences and Psychology (SSAP) continues to develop and implement strategies across both education and research to further Indigenous content and inclusion, enhance opportunities for pathways into University, improve graduate outcomes for Aboriginal and Torres Strait Islander students and look at ways to promote progression into PhD and research opportunities in and dissemination of research on and by Aboriginal and Torres Strait Islander Peoples.

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

The Bachelor of Community and Social Development (Course # 1689) was redesigned and relaunched in 2018. This program is designed for Aboriginal and Torres Strait Islander students who wish to contribute to building sustainable capacity in Aboriginal and Torres Strait Islander

particular, the degree provides three different strands of skills and knowledge: skills in working directly with families in providing welfare advocacy; skills and knowledge in community development; and skills and knowledge in community leadership and sustainability. The program is delivered in block mode to enable Aboriginal and Torres Strait Islander Peoples from regional areas across Australia to study at Western.

An External Advisory Committee was formed in 2017 with a focus on the Bachelor of Community and Social development. Its members include:

- The chair, who is a member of the Western Sydney University Aboriginal and Torres Strait Islander Employment and Engagement Board
- Two external Aboriginal community members
- [redacted]
- Three Western Sydney University Professors.

Initial outcomes of the 2017 meeting included twelve recommendations which are currently being progressed.

The inaugural Nagle (Senior) Lecturer in Social Work/Community Development has been appointed. The position holder will be looking to make a substantial contribution to:

- Embedding the Aboriginal and Torres Strait Islander Graduate Attribute
- Contributing to Aboriginal and Torres Strait Islander ambassadorship
- Teaching, curriculum development and quality improvement
- The research direction of the School, including regular publication in high impact national and international journals and the acquisition of competitive external research funding. This will include a strong focus on Aboriginal and Torres Strait Islander Peoples research.

A Level B Lecturer has been recruited to an identified position in Community and Social Development, and an Aboriginal and Torres Strait Islander Peoples Education Officer (HEW 6) has been recruited to contribute to the Schools strategy, curriculum development and Aboriginal and Torres Strait Islander student support.
The School hosts bi-annual Aboriginal and Torres Strait Islander Peoples research symposiums (2016 and 2018) in collaboration with the Institute of Culture and Society and other research clusters within the University. Planning for 2020 is currently underway.

The College
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In 2017 a total of eight Aboriginal and Torres Strait Islander students transitioned into their chosen field of student at Western Sydney University.

Table 13: Commencing Aboriginal and Torres Strait Islander students in College Foundation and Academic Literacy who have transitioned to WSU by Year (these students commenced at The College as at May 2018)

Course Enrolments	Commencing Year at College	
	2012	2013

Tutoring for Success Program (TFS)

TFS is designed to assist Aboriginal and Torres Strait Islander students in their chosen field of study. This program provides individual or group tuition with qualified tutors in specific subject areas to meet the academic learning needs of Aboriginal and Torres Strait Islander Students.

During 2017, 110 students participated in the TFS programs which resulted in 155 Casual Employment Contracts (CEA) being issued for the calendar year. The highest demand for tuition during 2017 had been within the fields of Education, Society & Culture, and Health.

Table 14: 2a Tutorial and Other Assistance Provided

Assistance type	Level of study	Number of Students	Number of CEA Issued	Hours of assistance allocated	$
Tutorial assistance	Undergraduate	106	151	14422	$444,866
	Post graduate	4	4	268	$9,079
	Other		0	0	
	Total	110	155	14686	$453,945

Aboriginal and Torres Strait Islander Traditional and Contemporary Cultures

All University students at Western Sydney have the opportunity to volunteer to mentor Aboriginal and Torres Strait Islander high school students. This increases their knowledge of Aboriginal culture, history, traditional knowledge and contemporary perspectives. Students become aware of the barriers that may face Aboriginal and Torres Strait Islander people in regard to education. Aboriginal and Torres Strait Islander students employed and volunteering in Schools Engagement programs boost their professionally-relevant skills and networks, as well as forming strong friendship and support groups.

Graduate Attribute

Western Sydney University has continued to implement Indigenous Graduate Attribute principles in new and existing courses. For instance, the Indigenous Australian Studies Major (IASM) comprises the units 101751 Contextualising Indigenous Australia and 101753 Revaluing Indigenous Economics. Over the past year, increasing numbers of Western Sydney University undergraduate students from a range of degree programs have chosen IASM units as free electives. This increase in Western Sydney University Student enrolment numbers in such courses highlights

positive and measurable outcomes being achieved with marketing activities around the Indigenous Graduate Attribute and programs such as the IASM.A number of Western Sydney University Schools are exploring options for integrating the Indigenous Graduate Attribute into existing and new courses, which may also include on-line delivery.

The Attribute comprises a set of generic skills and descriptors (see table below). All courses are required to include the Attribute and new courses are assessed against it as part of the course approval process. Successful implementation of the Attribute means that Western Sydney University graduates will appreciate the cultures of Aboriginal and Torres Strait Islander people and gain skills for working productively in Aboriginal and Torres Strait Islander communities. Flow-on benefits include recognition of Aboriginal and Torres Strait Islander knowledge in teaching and research programs and improved support for the University's Aboriginal and Torres Strait Islander students from staff and other students.

Table 15: Aboriginal and Torres Strait Islander Graduate Attribute

"Indigenous Australian Knowledge" – demonstrate knowledge on Indigenous Australia through cultural competency and professional capacity.	Knowledge base	Appreciates the culture, experiences and achievements in Indigenous Australians, thereby encouraging an Australian identity inclusive of Indigenous Australians.	$SUHPLVHIURPZKLFKWREHJLQZLWKWKHVWXGHQWV¶ knowledge base is to present the historical facts of AboriginaODQG7RUUHV6WUDLW,VODQGHUSHRSOHVI ZHDUHZKHUHZHDUH¶
	Communication	Communicates ethically and effectively within Indigenous Australian contexts.	

Supporting Strategies, Policies and Activities: Cultural Competency

Cultural Competency Policy Framework

:HVWHUQ6\GQH\8QLYHUVLW\3URIHVVLRQDO6WDII$JUHHPHQW – 2020, Academic Staff Agreement 2017-2020 and Aboriginal and Torres Strait

(a) employment initiatives with the objective of the University employing 71 Aboriginal and Torres Strait Islander Peoples Employees by the end of the nominal term of this Agreement. Aboriginal and Torres Strait Islander Peoples engaged as trainees will not be included when assessing whether the University has met this objective;

(b) a series of performance indicators for the Employment Strategy that address:

(i) professional and career development opportunities for Aboriginal and Torres Strait Islander Peoples Employees;

(ii) the classification and levels of positions occupied by Aboriginal and Torres Strait Islander Peoples Employees as compared to positions occupied by non-Aboriginal and Torres Strait Islander Peoples Employees; and

(iii) appropriate employment retention and promotion of Aboriginal and Torres Strait Islander Peoples Employees into identified and non-identified roles;

(c) annual review of the numbers of Aboriginal and Torres Strait Islander Peoples Employees compared to the objective in order to assess progress and develop further measures to give effect to the Employment Strategy;

(d) a definition of "self-determination" for Aboriginal and Torres Strait Islander Peoples and how it will apply to Aboriginal and Torres Strait Islander Peoples Employees, developed by the members of the Aboriginal and Torres Strait Islander Peoples Employment Strategy Consultative Committee for approval by the Board of Trustees;

(e) a University-wide cultural awareness training program giving priority to the delivery of training in academic units with existing Aboriginal and Torres Strait Islander Peoples Employees and in conjunction with the appointment of Aboriginal and Torres Strait Islander Peoples Employees;

(f) a program of Aboriginal and Torres Strait Islander Peoples traineeships, scholarships, and sponsorships to cultural events relevant to position and career-related personal development;

(g) individual professional development plans for Aboriginal and Torres Strait Islander Peoples Employees, developed in consultation with their Supervisor and, where requested, the Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement; and

(h) supplementary funding for development programs, to be provided by the Employment Strategy.

Aboriginal and Torres Strait Islander Peoples Employment Policy

build individual skills and leadership capacity;

h)

(28) The University will actively involve Abori

Western Sydney University Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board

The Aboriginal and Torres Strait Islander Employment and Engagement Advisory Board plays a key role in Western Sydney UniversLW¶ consultation and communication with Aboriginal and Torres Strait Islander c

COMPLETIONS

Aboriginal and/or Torres Strait Islander undergraduate student completions decreased between 2016-2017 whilst postgraduate completions increased for the same period. Overall, total completions for all courses undertaken by Aboriginal and Torres Strait Islander students have increased year on year between 2015-2017.

Table 16: Aboriginal and Torres Strait Islander Program Completions, Headcount, 2015-2017

Completions (Count)	2015	2015	2016	2016	2017	2017
		Total Students (Domestic Students only)		Total Students (Domestic Students only)		Total Students (Domestic Students only)
Undergraduate	73	6197	88	6594	84	6403
Postgraduate	17	1610	13	1427	19	1481
All Courses	90	7807	101	8021	103	7884

ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION STRATEGY

Aboriginal and Torres Strait Islander Education Policy	*https://policies.westernsydney.edu.au/document/view.current.php?id=229&version=1*

Section 3 - Policy Statement

The University's vision is to contribute to the national process of Reconciliation between Indigenous and non-Indigenous Australians by establishing Western Sydney University as a site of exemplary practice in Indigenous Education.

The Aboriginal and Torres Strait Islander Education Policy provides guidance for the development and management of Aboriginal and Torres Strait Islander education at the University. It does this by setting out objectives, principles and protocols. In doing so the University Aboriginal and Torres Strait Islander Education Policy aims to align Western Sydney University's educational activities with national Indigenous education policy and guidelines as well as existing University documentation relating to Indigenous education.

Objectives

(9) In line with these policies, priorities and principles, the objectives of the University are to:

a) Increase Aboriginal and Torres Strait Islander undergraduate enrolment rates to levels commensurate with those of other Australians.
b) Improve Aboriginal and Torres Strait Islander undergraduate progression, success and completion rates to levels commensurate with those of other Australians.
c) Increase Aboriginal and Torres Strait Islander postgraduate enrolments rates to levels commensurate with those of other Australians.
d) Improve Aboriginal and Torres Strait Islander postgraduate progression and completion rates to levels commensurate with those of other Australians.
e) Increase Aboriginal and Torres Strait Islander research and increase Indigenous participation in governance of research.
f) Ensure the inclusion of appropriate Aboriginal and Torres Strait Islander content in curriculum across the University.
g) Raise the prominence of Aboriginal and Torres Strait Islander culture across the University.
h) Increase Aboriginal and Torres Strait Islander community engagement and outreach.
i) Increase Aboriginal and Torres Strait Islander participation in governance and decision making.
j) Foster international Aboriginal and Torres Strait Islander awareness and collaborative projects.

ABORIGINAL AND TORRES STRAIT ISLANDER WORKFORCE STRATEGY

d) provide strategic advice to managers and supervisors in the process of recruiting and selecting Aboriginal and Torres Strait Islander employees, and managing and supervising Aboriginal and Torres Strait Islander Peoples on traineeships, cadetships or internships, or other employment programs, including support in undertaking career development planning, performance and review processes, and reward and recognition;

e) Provide targeted orientation programs for Aboriginal and Torres Strait Islander employees;

f) provide a University-wide Aboriginal and Torres Strait Islander Peoples workplace relations program giving priority to the delivery of the training in units with existing Aboriginal and Torres Strait Islander Peoples;

g) offer career development programs such as training, education, mentoring, job exchange, and other professional learning initiatives to build individual skills and leadership capacity;

h) work with external partners to develop scholarships and support for work placements;

i) work to provide research funding for projects with oversight or participation by Aboriginal and Torres Strait Islander employees;

j) provide other development mechanisms and networks for Aboriginal and Torres Strait Islander employees, including conferences, seminars and forums;

k)

p) facilitate and encourage direct involvement of Aboriginal and Torres Strait Islander employees in determining their own career strategies, goals and objectives, in consultation with their supervisors;

q) attribute Aboriginal and Torres Strait Islander Peoples' cultural and intellectual property in University goods and services.

Engaging Aboriginal and Torres Strait Islander Peoples

(27) The University will build mutually beneficial partnerships based on respect through the participation and contribution of Aboriginal and Torres Strait Islander employees in employment-related decision-making processes. This will include membership of certain selection panels, and involvement in staffing strategy development.

(28) The University will actively involve Aboriginal and Torres Strait Islander Peoples in university governance, management, administration, teaching and research.

(29) The University will develop and deliver Aboriginal and Torres Strait Islander Peoples Workplace Relations and Cultural Appreciation training to ensure cultural competency, the participation of which will be a prerequisite in any recruitment, selection and promotion processes for staff.

(30) The University will partner with Aboriginal and Torres Strait Islander communities to become an employer of choice and help disseminate culturally recognised employment practices to the wider community.

(31) The University encourages Aboriginal and Torres Strait Islander employees to parys St0 0 1 298.97 419.5 Tms(y)4(w)-4(il pat)4(ra)-6(l)-11(c)3(omdiTr)

Aboriginal and Torres Strait Islander Employment Reporting and Monitoring

OATSIEE provides regular reports on employment metrics to Divisions, Schools and Institutes via the Office of Quality and Performance. Tracking performance against the strategy is the responsibility of the Office of the Pro Vice-Chancellor Engagement and Pro Vice-Chancellor $ERULJLQDODQG7RUUHV6WUDLW,VODQGHU/HDGHUVKLS3HUIRUPDQFHVPHDVXUHGXVLQJHPSOR\PHQWPHWULFVDJDLQVWWKHVWUDWHJ\WNH\ evaluation of the cost effectiveness of transitioning to employment programs was completed in December 2016 https://www.westernsydney.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/transition_to_employment.

OATSIEE Action Plan

This action plan reflects the Western Sydney University commitment to have Aboriginal and Torres Strait Islander staffing levels which reflect their proportion in the broader community (2.2% as per the)HGHUDO*RYHUQPHQW1DWLRQDO5HYLHZ$FFHVVDQG2XWFRPHVIRU$ERULJLQDODQG Torres Strait Islander people in higher education; 2.5% as per the OATSIEE Action Plan launched by the Vice Chancellor in 2015. *http://www.uws.edu.au/oatsiee/aboriginal_and_torres_strait_islander_employment_and_engagement/action_plan_2014-17*

The two previous Western Sydney University agreements (the UWS Professional Staff Agreement 2014 and the Western Sydney University Academic Staff Agreement 2014), both include comprehensive commitments to:

- An Aboriginal and Torres Strait Islander Employment Strategy
- A target of employing 62 Aboriginal and Torres Strait Islander staff by 31/1/17
- The development of other performance indicators
- An Aboriginal and Torres Strait Islander Employment Strategy Consultative Committee
- An ability to use additional Personal Leave to attend cultural/ceremonial activities
- An Aboriginal and Torres Strait Islander Language Allowance
- Professional and career development opportunities
- Ensuring levels of positions occupied by Aboriginal and Torres Strait Islander Peoples employees and those positions occupied by non-Aboriginal and Torres Strait Islander Peoples employees are commensurate
- Appropriate employment, retention and promotion of Aboriginal and Torres Strait Islander Peoples employees into identified and non-identified roles
- Quarterly and annual review of the numbers of Aboriginal and Torres Strait Islander Peoples employees

Outcomes

,QLWVVL[HDUVRI2$76,((¶VRSHUDWLRQLWKDVDFKLHYHGVLJQLILFDQWRXWFRPHVIRU$ERULJLQDODQG7RUUHVStrait Islander peoples through a broad, VODQGHUSHR range of employment and engagement-related programs, including:

- An increase in Aboriginal and Torres Strait Islander employment from 15 in 2007 to 74 employees in 2017 (representing 1.7% of the univHUVLW¶VVWDIIIRU))7RQO\
- A 98% completion rate by trainees and cadets in progression to higher study and employment
- Establishment of an early career academic and researcher pilot project providing mentoring to take postgraduate candidates through to academic careers
- establishment of an Elders on Campus program that provides leadership in cultural workplace relations.

Aboriginal and Torres Strait Islander Peoples Workforce Data

There was a total of 76 Aboriginal and Torres Strait Islander Staff in 2017.

Table 17: 5a Aboriginal and Torres Strait Islander Staff, Total, 2015-2017

DIVISION	POSITION	LEVEL	CLASSIFICATION	STATUS	Aboriginal and Torres Strait Islander Staff	Total
OFFICE OF UNIVERSITY SECRETARY AND GENERAL COUNSEL	BOARD MEMBER	Western Sydney University Board Member	Western Sydney University Board Member	Board Members	Y	1
ADMINISTRATION	CASUAL ACADEMIC	Academic Casual	Academic Staff	Casual	Y	6
DEAN'S UNIT - SCHOOL OF EDUCATION	CASUAL ACADEMIC SOE (1)	Academic Casual	Academic Staff	Casual	Y	1

ADMINISTRATION

	SERVICES OFFICER (ROVING)					
OFFICE OF THE PVC (INTERNATIONAL)	ADMINISTRATIVE ASSISTANT MOBILITY AND INTERNATIONAL PARTNERSHIPS	HEW Level 03	General Staff	Permanent	Y	1
OFFICE OF THE PVC (ENGAGEMENT AND PVC ABORIGINAL & TORRES STRAIT ISLANDER LEADERSHIP)	ABORIGINAL & TORRES STRAIT ISLANDER STUDENT INFORMATION OFFICER	HEW Level 05	General Staff	Permanent	Y	3
OFFICE OF THE PVC (INTERNATIONAL)	DELEGATIONS OFFICER, INTERNATIONAL PARTNERSHIPS	HEW Level 05	General Staff	Permanent	Y	1
THE STUDENT EXPERIENCE OFFICE ADMINISTRATION	GRADUATION ADMINISTRATION OFFICER	HEW Level 05	General Staff	Permanent	Y	1

STRAIT ISLANDER

ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES INVOLVEMENT IN DECISION-MAKING

Western Sydney University has a range of high-level consultative and decision-making bodies to ensure the effective participation of Aboriginal and Torres Strait Islander people in decision-making.

Prior to 2017 the current mechanisms were sufficient to meet the requirements of ISSP funding; however, with the new changes introduced in 2017, and enacted in 2018, an Indigenous Governance Mechanism was formed per s11 of the Guidelines. The First Peoples Governance 0HFKDQLVP)3*0WKH8QLYHUVLW\SUHIHUUHGWLWOHIRUWKH,QGLJHQRXV*RYHUQDQFH0HFKDQLVPUHTXLUHGEWKH,663*XLGHOLQHV since its formation in 2018KRZHYHUGXHWRFURVVRYHUPHPEHUVKLSWKH8QLYHUVLW\pre existing decision-making processes guided and informed ISSP spending and acquittals for 2017.

Table 18: Current 2017 Membership, FPGM (to be reviewed annually)

Role	Name	Duration of Service
Pro Vice-Chancellor Engagement, Pro Vice-Chancellor Aboriginal and Torres Strait Islander Leadership	Professor Lisa Jackson Pulver	2018 -
Director, Office of Aboriginal and Torres Strait Islander Employment and Engagement	Melissa Williams	2018 -
Director, Badanami Centre for Aboriginal and Torres Strait Islander Education	TBA	
Executive Officer, Office of the PVC Engagement, PVC Aboriginal and Torres Strait Islander Leadership	Zeita Davis	2018 -

Participation of Aboriginal and Torres Strait Islander Peoples in University Committees

The exact number of Aboriginal and Torres Strait Islander people involved in all Western Sydney University decision-making processes cannot be quantified as it includes a wide range of committees, such as selection committees, where records are not kept. However, the known involvement in key decision-making committees is presented in the table below.

Table 19: Aboriginal and Torres Strait Islander Participation in University Committees, 2017

Senior University Boards/Committees	Aboriginal and Torres Strait

Academic Senate	1
	1
Elders on Campus Advisory Group * Voluntary group	23

Governance and Participatory Committees

Western Sydney University has a range of high-level consultative or decision-making bodies to ensure the effective participation of Aboriginal and Torres Strait Islander people in decision-making. Following the appointment of the inaugural position of Pro Vice-Chancellor Engagement and Pro Vice-Chancellor Aboriginal & Torres Strait Islander Leadership (in 2016), existing arrangements have been maintained and are the subject of review as required. Any review will maintain strong external community relationships, and incorporate Aboriginal and Torres Strait Islander perspectives and advice on all of our work. In order to increase Aboriginal and Torres Strait Islander Peoples knowledge systems, access, participation, retention and success in education and employment, the University is committed to developing partnerships with

The Advisory

All policies relating to the representation of Aboriginal and Torres Strait Islander People on University governing bodies, Boards and Committees are currently under review. A report outlining the findings of this review and recommendations arising will be tabled to the Senior Executive Group.

Pro Vice-Chancellor Engagement, Pro Vice-Chancellor Aboriginal and Torres Strait Islander Leadership

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Badanami Centre Co-ordinator

This position is responsible for managing the administrative functions of the five Badanami Centres on Western Sydney University campuses and providing leadership for the professional support staff and students of the Centre. In addition, the position manages the government funded Tutorial for Success (TFS) and Away from Base (AFB) programs. The Badanami Centre Co-ordinator fosters strong relationships and

6a Statement by the Indigenous Governance Mechanism