



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from **Universities relating to their 2015 outcomes and future plans** to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2015 ISP funds is included within this document. Please provide as much information as possible.

The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted to and accepted by the Department of Prime Minister and Cabinet **on or before 31 May 2016**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2016.

Please submit signed electronic documents by email to: scholarships@pmc.gov.au

PM&C contact officers:

Danny Howard, Director
Tertiary Strategies Team
Phone: 02 6152 3193
Email: scholarships@pmc.gov.au

Marissa Booth, Assistant Director
Tertiary Strategies Team
Phone: 02 6152 3194
Email: scholarships@pmc.gov.au

Josh Bowman, Programme Officer
Tertiary Strategies Team
Phone: 02 6152 3658
Email: scholarships@pmc.gov.au

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.

Edith Cowan University

Kurongkurl Katitjin, Centre for Indigenous Australian Education and Research

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2015 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.

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.

ECU strategies and evidence

ECU continues to provide significant opportunities for the participation of Aboriginal and Torres Strait Islander people in governance, management and decision-making at all levels of the University. Key to this is an Indigenous Consultative Committee (ICC), which provides advice to ECU's Vice-Chancellor and to the Equity Committee on matters which impact on ECU's service provision, outcomes and reputation in relation to Aboriginal and Torres Strait Islander peoples.

In 2015, the Indigenous Consultative Committee continued to meet on a regular basis. All positions on the committee, with the exception of the Chair, who has stepped down, are currently filled. Identifying a new chair for 2016 is a priority.

In addition to the ICC, the Indigenous Employment (Development and Implementation) Steering Committee (IEDISC) provides advice to the Equity Committee in relation to ECU's *Indigenous Employment Strategy and the Indigenous Australian Employment Action Plan*. This sub-committee of the Equity Committee is mandated by the University's Collective Agreement and comprises a quorum of at least 50% of Aboriginal and Torres Strait Islander staff.

In 2014, an independent review of ECU's equity committees was undertaken by Hon Mr John Kobelke. One major outcome of this review was a recommendation to elevate the Reconciliation Action Plan (RAP) Working Group to a higher standing Reconciliation Committee; a standing committee reporting directly to the Vice-Chancellor.

The recommendation was implemented in 2015: the RAP Working Group held its final meeting on 20 July 2015; Terms of Reference and Membership of the new Reconciliation Committee were developed and approved by the Vice-Chancellor; and a nominations process for Aboriginal staff and student representation on the Committee took place. Committee members have been selected from across the breadth and range of the ECU community, reflecting students and staff from various locations and levels, including the University Executive and a schedule of committee meetings has been agreed for 2016.

Professor Colleen Hayward AM, Head of Kurungkurl Katitjin, Centre for Indigenous Education and Research, continued in the role of Pro-Vice-Chancellor (Equity and Indigenous) throughout 2015. In this capacity, Professor Hayward also continued as a member of the University Executive (previously the Vice-Chancellor's Planning and Management Group), the key senior leadership group of ECU, providing strategic advice directly to the University's Vice-Chancellor.

In addition, Professor Hayward chaired the University's Equity Committee, the RAP Working Group and the Indigenous Employment (Development and Implementation) Sub Committee. Professor Hayward also sat on the Indigenous Consultative Committee.

Kurungkurl Katitjin works across the University, playing a lead role in ECU's decision-making processes through membership of its staff on a range of internal committees including:

- University Executive
- Academic Board
- Board of Examiners
- Research and Higher Degrees Committee

There is now one member of Council who identifies as Aboriginal. Another Aboriginal candidate stood for election in 2015 for the General Staff representative position on Council. A potential member pool for appointments to Council and committees of Council has been developed and as vacancies arise, appointments from this list will be considered, in order to strengthen ECU's relationship with its Aboriginal and Torres Strait Islander Alumni and to provide for more inclusive decision-making.

Other actions to increase Aboriginal and Torres Strait Islander representation on decision-making bodies during 2015 were as follows:

- The Aboriginal Inclusivity Working Group in the School of Nursing and Midwifery within the Faculty of Health, Engineering and Science had Aboriginal student membership, representing all years of the undergraduate

program. Kurongkurl Katitjin, ECU's Centre for Indigenous Australian Education and Research was represented on this group.

- The School of Nursing and Midwifery Consultative Committee comprised industry leaders in Nursing and Midwifery, one of whom is an Aboriginal person from Derbarl Yerrigan Health Service.
- An Aboriginal staff member in the Faculty of Education nominated for the Vice Chancellor's Reconciliation Committee.
- The Faculty of Business and Law reviewed the role and composition of its existing consultative committee structure to identify improvements, including the potential to provide opportunities for Aboriginal and Torres Strait Islander students to participate in consultative and decision-making forums with the University's industry partners.
- All Consultative Committees in the School of Medical Sciences have Aboriginal representation, as does the Student Liaison Committee.

Constraints on ECU's ability to achieve this goal

ECU's Aboriginal and Torres Strait Islander staff face many demands on their time to engage with their communities. Committee membership, recruitment activities and community participation can often be demanding activities, though essential to advance Aboriginal and Torres Strait Islander participation and success in higher education. The breadth of this work places additional pressure on Aboriginal and Torres Strait Islander staff, over and above that required of non-Aboriginal colleagues in similar positions.

ECU's plans for future improvement

ECU's Reconciliation Action Plan is a key element of ECU's plans for future improvement in participation in decision-making. The University Council approved ECU's third Reconciliation Action Plan in April 2015. The new RAP covers the period from May 2015 to April 2018 (RAP 2015-2018). The *RAP 2015-2018* identifies actions and deliverables grouped around seven key themes that build on, and extend, ECU's previous Reconciliation efforts.

ECU's *RAP 2015-2018* (*inter alia*) seeks to:

- maintain a strong, effective and relevant Indigenous Consultative Committee;
- elevate the RAP Working Group to a higher standing Reconciliation Committee;
- support Aboriginal staff, building capacity and leadership potential; and
- improve the representation of Indigenous Australian students, staff and community members in ECU's decision making processes.

It is the responsibility of the Reconciliation Committee to monitor the University's progress in the implementation of the RAP 2015-2018. Half-year reports on progress against RAP initiatives were provided to the ICC, the Equity Committee and University Executive. Full year reports on progress against RAP initiatives were provided to the University Council and externally to *Reconciliation Australia*.

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).

ECU's strategies and evidence

The ECU and Commonwealth-funded *Aboriginal and Torres Strait Islander 'cohort' Employment Program* continued in 2015. The various 'cohorts' within the program are:

- **Trainees** – two positions were filled (target = five).
- **Cadetships/Internships** (preferably ECU students) – one position was filled in *HealthInfoNet*, one in Finance and Business Services Centre remained vacant.
- **Merit selection** and 12 months supported appointments (local catchment area).
- **50 D roles** (Aboriginality as a job requirement) included recruitment for one position in Student Recruitment and one backfill position for maternity leave.
- **Professional** appointments.
- **Academic appointment** (including researchers).
- **ECU students in casual work engagements** to support their study, progress and work readiness. Four students were in casual work contracts.

Significantly, in this reporting period and for the first time, the 2% (n = 22) target for Aboriginal and Torres Strait Islander employment of professional staff was achieved. Academic staff levels remain at 0.7% (n = 4). Recruitment opportunities were limited in 2015, because of budget constraints, but ECU schools and centres were made aware of the Aboriginal and Torres Strait Islander employment targets and the need to consult with Human Resources Services Centre on inclusive recruitment processes and potential traineeships.

The Indigenous Employment (Development and Implementation) Sub Committee (IEDISC) provided advice to the Equity Committee in relation to ECU's *Indigenous Employment Strategy* and the *Indigenous Australian Employment Action Plan* throughout 2015.

The IEDISC membership comprises:

- the Pro-Vice-Chancellor (Equity and Indigenous);
- Head of Kurongkurl Katitjin (or nominee);
- elected Aboriginal and/or Torres Strait Islander staff representatives;
- a member of the Equity Committee;
- the Indigenous Employment Coordinator; and
- other staff.

The IEDISC requires at least 50% of staff attending to be Aboriginal or Torres Strait Islander for quorum to be achieved.

In 2015, the University undertook an Academic Redesign. All Aboriginal and Torres Strait Islander specific positions (50D) were safeguarded in the revised structure and all incumbents were directly transferred into revised roles. The University had 14 Aboriginal and Torres Strait Islander specific positions (50D) in 2015 as the following table details:

Position Title	Number of Positions	Employment Classification	Level
Head, Kurongkurl Katitjin	1	Academic	Level E Professor
Senior Research Fellow	1	Academic	Level C
Elder In Residence	1	Non-Academic	Hew 9
Coordinator Indigenous Employment	1	Non-Academic	Hew 6/7
Cultural Awareness Officer	2	Non-Academic	Hew 6
Communications & Events Officer	1	Non-Academic	Hew 6
Student Information Officer	4	Non-Academic	Hew 4
Senior Student Adviser	2	Non-Academic	Hew 4/5
Student Recruitment Officer	1	Non-Academic	HEW 6

Table 1 and Table 2 below detail the number of staff employed at ECU who identify as Aboriginal and/or Torres Strait Islander as at the end of March 2015.

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
School of Nursing and Midwifery	Non-Academic	Coordinator
Kurongkurl Katitjin	Academic	Pro-Vice-Chancellor (Equity and Indigenous) and Head of Centre
Kurongkurl Katitjin	Academic	Senior Lecturer
Kurongkurl Katitjin	Academic	Lecturer x 2
Kurongkurl Katitjin	Non-Academic	Research Officer
Kurongkurl Katitjin	Non-Academic	Officer x 2
Kurongkurl Katitjin	Non-Academic	Administration Officer
Western Australian Academy of Performing Arts	Non-Academic	Executive Officer
Centre for Learning and Teaching	Non-Academic	HR Adviser
Centre for Learning and Teaching	Non-Academic	Adviser
Facilities and Services	Non-Academic	Cleaner x 2
Facilities and Services	Non-Academic	Cleaning Supervisor
Library Services Centre	Non-Academic	Coordinator
Marketing and Communication Services Centre	Non-Academic	Officer
Office of Research and Innovation	Non-Academic	Senior Adviser
South West Campus	Non-Academic	Administrative Assistant
Student Services Centre	Non-Academic	Senior Student Advisor
University Central Funds	Non-Academic	Student Information Officer x 2
Total		22

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Kurongkurl Katitjin	Academic	Academic Casual
Kurongkurl Katitjin	Non-Academic	Miscellaneous x 2
Kurongkurl Katitjin	Non-Academic	Research Assistant x 2
School of Arts and Humanities	Academic	Academic Casual x 2
School of Arts and Humanities	Non-Academic	Research Assistant
School of Business and Law	Academic	Academic Casual
School of Education	Academic	Academic Casual
School of Nursing and Midwifery	Academic	Academic Casual
School of Nursing and Midwifery	Non-Academic	Clinical Supervisor
School of Science	Academic	Academic Casual
Student Services Centre	Non-Academic	Administrative Assistant x 2
Western Australian Academy of Performing Arts	Academic	Academic Casual x 2
Total		17

Source: EIM – as at 26 March 2015

Constraints on ECU's ability to achieve this goal

ECU, like other employers, has found that the participation of Aboriginal and Torres Strait Islander people in employment has been impacted due to demographic (skewing towards school age or elderly persons in the population) and/or socio-economic factors, including greater, and better rewarded, employment opportunities in other sectors of the labour market. The demographics and educational disadvantage of many Aboriginal people mean that the number of competitive Aboriginal candidates, particularly for academic roles is small. The employment strategy as it has evolved therefore focuses on supported pathways utilising traineeships, internships,

cadetships and also looking to connect to our own students in work/study models.

ECU's plan for future improvement

ECU's *Reconciliation Action Plan* and ECU's *Aboriginal and Torres Strait Islander 'cohort' Employment Program* remain key elements of ECU's plans for future improvement in participation in employment. Progress continues towards improving processes in recruitment, workplace mentoring and career development for Aboriginal and Torres Strait Islander people.

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 2015 (access rate) as compared to 2014 (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

Student load (EFTSL) data

	2014	2015
Aboriginal and Torres Strait Islander students	87	115
Non Aboriginal and Torres Strait Islander students (Domestic students only):	6,113	5,898

Note: 2015 data extracted from ECU's EIM (3/5/2016)

Student enrolments data

	2014	2015
Aboriginal and Torres Strait Islander students	155	200
Non Aboriginal and Torres Strait Islander students (Domestic students only):	9,960	9,922

Note: 2015 data extracted from ECU's EIM (3/5/2016)

ECU strategies to improve equitable access

The total number of commencing Aboriginal and Torres Strait Islander students increased between 2014 and 2015 from 155 (1.5% of all commencing domestic students) to 200 (2.0% of all commencing domestic students).

ECU continues to work with high schools, other educational organisations and local communities to improve higher education access for Aboriginal and Torres Strait Islander students through a range of outreach, engagement and educational activities and projects. These programs and outreach activities, some of which are funded through the Higher Education Participation and Partnerships Program, are listed in the table below.

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Old Ways New Ways	Primary and Secondary school students across the State: metro, regional and remote	Currently there is a significant disproportion between Aboriginal and non-Aboriginal students studying science/maths units/courses at secondary and tertiary levels. Through the use of peer-supported learning, demonstrator training and relative hands on science activities, the following learning outcomes were addressed: <ol style="list-style-type: none"> 1. science knowledge <ol style="list-style-type: none"> a. traditional Aboriginal science knowledge b. contemporary science knowledge c. link between them 2. communication skills presentation skills 	Workshop provided to schools both metro, regional and with around 1000 students attending. The feedback has been exceedingly positive, and outlines that the students' learning experience has been successfully enhanced. Old Ways New Ways was awarded the Tribal Community Engagement Award at the ATEM Conference Awards Presented a paper at the 'Engagement at the interface Indigenous conference' in

		3. leadership skills	Darwin and undertook, outreach activities in Katherine NT.
Earth Day	Primary school students	Primary school students were invited to the ECU Joondalup Campus to take part in interactive workshops based on science and environmental sustainability. The event is run in partnerships with Australia Association of Environmental Education as part of the National Earth Day awareness program.	373 primary school students including Aboriginal and Torres Strait Islander students attended the event. Three of the thirteen workshops were presented by Aboriginal staff members, and focused on Aboriginal specific environmental management and sustainability.
Girrawheen Senior High School Aboriginal Girls Program	25+ Aboriginal and Torres Strait Islander Girls in years 7, 8, 9 and 10 at Girrawheen Senior High School and their families.	<p>The Project commenced in late 2015 and will run across a 24-month period (subject to funding). It will engage at least 25 Aboriginal and non-Aboriginal girls enrolled in years 7-10 at Girrawheen Senior High School in 2016-17.</p> <p>The Project is a collaboration between Girrawheen Senior High School, ECU and The Smith Family.</p> <p>The core elements of the Project will be:</p> <ul style="list-style-type: none"> • A Community Reference Group including local Aboriginal Elders, parents and professionals. • The Girl's Room - a physical base for the Project in a separate building on the school site. • A Girl Coach to manage the program and provide mentoring for the students. • Volunteers to support the Girl Coach to deliver the program. • A Breakfast Club every weekday morning (Foodbank/IGA) • Access to the Smith Family Learning for Life programs 	<p>The low level of parental engagement in school due to low literacy and numeracy issues from the Aboriginal and Torres Strait Islander community is seen as a major contributing factor to students low attendance rates and poor educational outcomes. The retention rates of year 10 to year 12 from 2012 - 2014 for GSHS is 59% compared to 2011 - 2013 which was 72%. Post school destinations in 2014 for students at GSHS:</p> <ul style="list-style-type: none"> • University: 33 % • TAFE: 35.4% • Employment: 6.3% • Apprenticeship /traineeship: 4.2% <p>Year 12 students undertaking vocational or trade training in 2015 was 55%. This program aims to address these statistics.</p>
Balga Senior High School Aboriginal Cultural Garden	Balga Senior High School Students	<p>Utilising community members, local Elders and ECU students, this ongoing project looks to teach a variety of skills in a practical hands-on approach in the following areas:</p> <ul style="list-style-type: none"> • GPS mapping • Ecological restoration • Seed cultivation and propagation • Field surveys • Literacy and numeracy • Autocad Design • Plant research, including identification • QR coding • Cultural and medicinal plant 	<p>The project's utilisation of ECU students in the learning journey it is anticipated that this will have a positive impact on the high school students considering higher education in their future. Participating students will develop cultural knowledge and appreciation in a celebratory manner.</p>

- uses
- Bush foods

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Merriwa Primary School	Primary school students	A variety of science based, hands on activities around natural sciences and microscope use. The programmes have utilised ECU students and lecturers.	Improved relationship with the teachers, schools and students. Demystifying university and increasing aspiration for education. PD for teachers.
Edmund Rice Multi-cultural Centre	Community	<p>A variety of community based educative programmes have been funded and supported. These include:</p> <ul style="list-style-type: none"> • Moorditj Koolanga: Aboriginal and/or Torres Strait Islander afterschool club (for ages 7-11) • Computer literacy classes: held at Wadjak Northside Community Centre in Balga, and delivered by an Aboriginal tutor. • Sporting clubs: Specific initiatives have been established for female AFL for young girls 5-18, located in Balga. 	<ul style="list-style-type: none"> • Moorditj Koolanga: Strengthening Aboriginal cultural knowledge and pride, promoting a healthy lifestyle, building aspirations for continued education, promoting positive social skills, strengthen relationships with families, increase connections with ECU • Computer Literacy classes: Classes are specific to Aboriginal and/or Torres Strait Islanders and will increase computer skills. • Sporting Clubs: build and strengthen community and belonging, promote cross-cultural understanding, enhance leadership skills. Connections are also made to Exercise and Sports Science at ECU.
Redfern National Indigenous Science Education Programme Community 3 Day event as part of National Science Week- NSW	Primary, Secondary and Community members in Redfern	<p>Delivery of hands on Nyoongar science based activities. Day 1: Primary, Day 2: Secondary, Day 3: Community</p> <p>Currently there is a significant disproportion between Aboriginal and non-Aboriginal students studying science/maths units/courses at secondary and tertiary levels. The activities include peer-supported learning, demonstrator training and relative hands on science activities.</p>	<p>The following learning outcomes were addressed:</p> <ul style="list-style-type: none"> • Science knowledge <ul style="list-style-type: none"> ○ Traditional Aboriginal science knowledge ○ Contemporary science knowledge ○ Linkages between them • Communication skills • Presentation skills • Leadership skills <p>Promotion of ECU and the work undertaken in the Aboriginal and Torres Strait Islander space. Delivery of the program to a wide range of community members.</p>
PALEA-Student Leaders and Community Leaders program	Current and prospective ECU Aboriginal and Torres Strait Islander students	A 3 module program, each module is 2 days in duration.	<ul style="list-style-type: none"> • Understand their personal strengths. Interact and forge links with other Aboriginal and/or Torres Strait Islander students at ECU. • Be inspired by elders and leading Aboriginal and/or

Torres Strait Islander professionals. · Explore concepts in leadership. Develop skills in communication, assertiveness and problem solving.

- Build networks of support between Aboriginal and/or Torres Strait Islander and non-Aboriginal people in the Aboriginal and/or Torres Strait Islander community

Programs to improve educational achievements

ECU has a significant partnership with AIME (Australian Indigenous Mentoring Experience) a not-for-profit organisation delivering an intensive mentoring program to Aboriginal and Torres Strait Islander students in Years 9-12 in ECU-nominated high schools. The program is designed to provide Aboriginal and Torres Strait Islander students with the skills, opportunities, belief and confidence to finish school at the same rate as their non-Aboriginal peers.

Scholarships

ECU also has a range of financial support options for prospective and current Aboriginal and Torres Strait Islander students. The table below lists scholarships offered and awarded in 2015.

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Indigenous Commonwealth Accommodation Scholarship (ICAS)	Commonwealth	4	\$5,087	2	Number awarded represents number of students receiving scholarship payments. Some students may have received payment for a single semester.
Indigenous Commonwealth Education Costs Scholarship (ICECS)	Commonwealth	10	\$2,543	5	
Commonwealth Accommodation Scholarship - Indigenous Enabling (CAS-IE)	Commonwealth	3	\$5,087	2	
Commonwealth Education Costs Scholarship - Indigenous Enabling (CECS-IE)	Commonwealth	5	\$2,543	4	
Indigenous Access Payment	Commonwealth	7	\$4,823	4	
ECU Aboriginal and/or Torres Strait Islander Scholarship	ECU	5	\$3,000	5	Part-time students receive a percentage of the scholarship value according to the number of units studied.
ECU Vice-Chancellors Aboriginal and/or Torres Strait Islander Scholarship	ECU	1	\$5,000	1	Part-time students receive a percentage of the scholarship value according to the number of units studied.
ECU Equity Scholarship	ECU	25	\$3,000	25	Available but not limited to Aboriginal and/ or Torres Strait Islander students. Part-time students receive a percentage of the scholarship value according to the number

of units studied.					
Perth Airport Indigenous Scholarship	Donor	2	\$5,000	2	Part-time students receive a percentage of the scholarship value according to the number of units studied.
Dorothea Swift Nursing Scholarship	Donor	2	\$8,000	2	Available but not limited to Aboriginal and/ or Torres Strait Islander students (where possible, 1 scholarship is awarded to an Aboriginal and/ or Torres Strait Islander students. and 1 scholarship is awarded to a rural student).
ECU Department of Health (WA) Aboriginal Scholarship	Donor	7	\$5,000	5	Part-time students receive a percentage of the scholarship value according to the number of units studied.
Department of Fire & Emergency Services (DFES) Aboriginal and/or Torres Strait Islander Scholarship	Donor	1	\$5,000	1	Part-time students receive a percentage of the scholarship value according to the number of units studied.
Kalyagood Kadedjiny Scholarship	Donor	1	\$8000	1	New in 2015

Constraints on ECU's ability to achieve this goal

Western Australia is the largest and most sparsely populated state in Australia. This presents many challenges in delivering education to students outside metropolitan Perth. In addition, WA secondary school completions for Aboriginal and/ or Torres Strait Islander students continue to be low. There are a number of complex socio-economic factors contributing to this.

There is also a scarcity of available Aboriginal and Torres Strait Islander academic staff and professional staff in student-facing roles to provide mentoring and to ensure that the needs and expectations of ECU's Aboriginal and Torres Strait Islander students are addressed adequately.

ECU's plans for future improvement

ECU's *Reconciliation Action Plan* provides the University with ongoing actions and measurable targets to improve access for Aboriginal and Torres Strait Islander people, including actions to:

- improve linkages with schools and industry to raise aspirations for education and employment amongst young Aboriginal and/or Torres Strait Islander people.
- continue to deliver on and off campus activities that provide educational and development opportunities to Aboriginal and Torres Strait Islander school students.

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 2015, compared to 2014 (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 for 2014 and 2015 is as follows:

Student load (EFTSL) data

	2014	2015
Aboriginal and Torres Strait Islander students:	178	210
Non Aboriginal and Torres Strait Islander students (Domestic students only):	14,655	14,285

Note: 2015 data extracted from ECU's EIM (3/5/2016)

Student enrolment data

	2014	2015
Aboriginal and Torres Strait Islander students:	306	351
Non Aboriginal and Torres Strait Islander students (Domestic students only):	23,010	22,795

Note: 2015 data extracted from ECU's EIM (3/5/2016)

ECU's strategies to address participation

The total number of Aboriginal and Torres Strait Islander students increased between 2014 and 2015 from 306 (1.3% of all enrolled domestic students) to 351 (1.5% of all enrolled domestic students).

Work has continued across the University to increase participation of Aboriginal and Torres Strait Islander students. ECU's Kurongkurl Katitjin has a vital role in assisting the University to increase the participation of Aboriginal and Torres Strait Islander people in higher education. Kurongkurl Katitjin's purpose is to "provide excellence in teaching and learning and research in a culturally inclusive environment that values the diversity of Indigenous Australian history and cultural heritage". Consistent with this purpose, the Centre provides support and academic pathways for Aboriginal and Torres Strait Islander students.

In 2015, Kurongkurl Katitjin staff continued to provide a high level of pastoral care and liaison to Aboriginal and Torres Strait Islander students across ECU, to provide a culturally-supportive learning environment. This was achieved through activities including the organisation of key events of importance to Aboriginal and Torres Strait Islander peoples, celebrated across all campuses for staff and students, and initiatives such as ECU's *Cultural Ambassador Initiative*.

A relatively new initiative through Kurongkurl Katitjin was the establishment of 'student packs'. These packs were offered to all enrolled Aboriginal and Torres Strait Islander students, providing basic stationery in preparation for the start of each semester.

Further engagement with ECU Aboriginal and Torres Strait Islander students occurred, with students employed on a casual basis in student recruitment to assist with future student enquiries from Aboriginal and Torres Strait Islander students and targeted promotional events.

The *Dreamtime* Project continued in 2015. This project commenced in September 2014 and is designed to strengthen the capacity of Aboriginal and Torres Strait Islander young women and girls through inspiration, encouragement and empowerment for a culturally strong future. The enrolment of 70 young girls into the *Dreamtime* Project in Semester 2, 2015 is a 32% increase on the same time last year.

ECU's Student Recruitment staff ensured that marketing campaigns successfully reached prospective Aboriginal and Torres Strait Islander students through radio, press, social media and email, with a focus on regional areas. An Aboriginal Student Recruitment Officer position was advertised in October as an ongoing appointment from November 2015. The position undertakes further student recruitment activities for Aboriginal and Torres Strait Islander students to increase participation in ECU courses and to build relationships with Aboriginal communities.

ECU's Student Services Centre has developed and implemented a post-orientation communications campaign to alert new Aboriginal and Torres Strait Islander students to available specialist support programs such as tutorial

assistance.

Strategies to address participation

Strategies	Outline of strategies	Outcome
Australian Indigenous Mentoring Experience (AIME)	In 2013, ECU formed a partnership with AIME to implement their dynamic educational program that provides Aboriginal and Torres Strait Islander high school students with the skills, opportunities, belief and confidence to finish school at the same rate as their peers.	In 2015, AIME expanded its program to include ECU's South West with the appointment of two staff at ECU's campus in Bunbury. ECU enabling programs were promoted at AIME workshops.
Aboriginal Student Intake Test	This is a custom designed test to assess applicants for entry and provide prospective students with a means to identify courses that suit their needs and interests.	To enable capable Aboriginal and Torres Strait Islander prospective students gain entry to ECU bridging or undergraduate programs. In 2015, the test was held four times, twice at the beginning of each semester.
Indigenous University Orientation Course	The IUOC is a 12-month bridging course for Aboriginal and Torres Strait Islander students. The course was reviewed in 2012 to ensure its effectiveness in preparing students for university study.	To prepare students who have Year 10 equivalent qualifications for entry to ECU's undergraduate programs. During 2014, the IUOC was integrated within the University Preparation Course with additional student support as needed.

Constraints on ECU's ability to achieve this goal

The limited number of Aboriginal and Torres Strait Islander students completing secondary school, decreased mature-aged enrolments and the dispersed Aboriginal and Torres Strait Islander population in Western Australia has meant that the most accessible pool of prospective students had been largely exhausted, requiring growth in ECU's newer student recruitment foci.

ECU's plans for future improvement

ECU's *Reconciliation Action Plan* provides the University with ongoing actions and measurable targets to improve access for Aboriginal and Torres Strait Islander people, including actions to:

- Implement appropriate and supportive application, admission and enrolment procedures to improve pathways for Aboriginal and Torres Strait Islander students in order to increase Aboriginal and Torres Strait Islander university student enrolments.
- Review marketing and recruitment strategies for Aboriginal and Torres Strait Islander students to improve access and increase participation in ECU courses.

5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation 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 2015, compared to 2014 (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.**

	2014	2015
Aboriginal and Torres Strait Islander students: (Higher Degree)	6	6
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	514	468
Aboriginal and Torres Strait Islander students: (Other postgraduate)	7	9
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,244	1,177
Aboriginal and Torres Strait Islander students: (Bachelor degree)	14	22
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	2,738	2,483

The total number of Aboriginal and Torres Strait Islander student completions increased between 2014 and 2015 from 27 to 37.

ECU's strategies for improving graduation rates

In 2015, Kurongkurl Katitjin staff continued to provide a high level of cultural, academic and practical support for Aboriginal and Torres Strait Islander students across ECU. Kurongkurl Katitjin regularly investigates and seeks feedback from students to inform new and improved support mechanisms that will increase achievement levels amongst Aboriginal and Torres Strait Islander students, including increased recording and monitoring of students' performance and identifying students who would benefit from additional support to complete their studies.

Located on the Mount Lawley Campus, but operating across all ECU campuses, Kurongkurl Katitjin provides dedicated study areas and facilities for Aboriginal and Torres Strait Islander students.

Facilities include a computer laboratory and common room with computers, a scanner, a printer and a multi-page photocopier. The student common room has comfortable couches, dining tables, a refrigerator, microwave oven, and tea and coffee making facilities. Kurongkurl Katitjin also supports similar facilities on the Joondalup Campus and the South West (Bunbury) Campus.

Practical completion on the Council-named 'Ngoolark' building on the Joondalup Campus was achieved in early 2015 and the building was officially opened in May. The building houses the University's student and research services and with its adjoining exterior areas creates a new hub for students, staff and visitors. The name of the building (Ngoolark is the Nyoongar language word for Black Cockatoo) recognises and celebrates the Aboriginal heritage of the Joondalup area and the Nyoongar-inspired design elements of the building.

Work undertaken under the auspice of the *Aboriginal Cultural Ambassador Initiative* was augmented by the appointment in 2015 of two additional Elders-in-Residence, Mrs Oriel Green (Joondalup) and Mrs Lera Bennell (Bunbury), joining ECU's Cultural Ambassador and lead Elder-in-Residence, Dr Noel Nannup (Mt Lawley).

All three Elders-in-Residence make themselves available to students and staff by providing high-level cultural advice in teaching, student learning and belonging, and in research.

In particular, these appointments have enabled enhanced ECU representation in engagement activities both within ECU and the broader external community in which we operate.

Also in 2015, the *Ngala Karla – Our Home Fires* was a HEPP-funded pilot initiative run by Kurongkurl Katitjin for six months. This initiative aimed to complement existing student support services by enabling current Aboriginal and Torres Strait Islander students at ECU to link with cultural connectedness and spiritual growth as they undertake their learning journey.

As an extension to existing support services, the initiative provided regular student engagement through:

- weekly student emails generated from the Centre containing news, opportunities for scholarships, jobs, internships, traineeships, upcoming events and support services available, e.g. tutoring, accessing allocated student rooms on each campus;
- phone conversations to assist target student groups at crucial weeks in the semester; and
- the provision of Student Packs and \$50 Co-op gift cards each semester.

Early in 2015, the Centre initiated its own *Information Sessions* on all campuses during Orientation Week for new students within the cohort. This involved making pro-active contact with this group as soon as course offers were accepted – a first as a Centre-driven engagement approach.

Indigenous Tutorial Assistance Scheme

The *Indigenous Tutorial Assistance Scheme* (ITAS), managed through Kurungkurl Katitjin, is a key support mechanism which aims to improve the educational outcomes of Aboriginal and Torres Strait Islander students in tertiary courses to the same levels as those for non-Aboriginal Australians. It is constantly reviewed to ensure its performance at the highest possible standards.

There was again clear evidence directly from student feedback and from their course outcomes of the value of ITAS support in 2015, with many graduating students completing their studies after receiving ITAS support.

During 2015, there was a substantial increase overall across the program, including the number of hours of individual tuition delivered (1,710.25 in 2014 compared with 2,682.25 in 2015); the number of Aboriginal and Torres Strait Islander students receiving ITAS increased from 34 in 2014 to 43 in 2015; and the number of tutors delivering ITAS from 26 in 2014 to 30 in 2015.

Scholarships

ECU continued to actively promote and offer scholarships and grants to Aboriginal and Torres Strait Islander students to encourage access to higher education programs by contributing towards living and study expenses. Further information is provided at Section 3 above.

Post-Entry Language Assessment (PELA)

ECU is committed to supporting the acquisition of high-level oral and written English language knowledge and skills for all its students, including Aboriginal and Torres Strait Islander students. From 2011, Post-Entry Language Assessment (PELA) was incorporated into all courses for students during their first year of study at ECU.

For students requiring support to meet the minimum requirements for PELA, course co-ordinators can choose from three models:

- an academic literacy communications unit provided by the course (e.g. one hour additional workshop, English language skills [ELS] seminar);
- a contextualised ELS elective as part of a course; or
- a bridging ELS unit.

A summary of mechanisms to support student completions is provided below.

Support mechanisms

Support mechanisms	Description	Outcome
Indigenous Tutorial Assistance Scheme (ITAS)	Kurungkurl Katitjin continued to support Aboriginal and Torres Strait Islander students through tutorial assistance.	Support was provided for 43 students through 30 tutors in 2015. 2682.25hours of individual tuition were delivered resulting in 135 units passed and 31 failed.
Common rooms and student lounges	The student lounges include a computer laboratory and common room for Aboriginal and Torres Strait Islander students, which contains computers, scanner, printer and multi-page photocopier.	A sense of collegiality and belonging has been shown to improve retention rates.
Indigenous Student Information Officers	Indigenous Student Information Officers within faculties provide targeted support to students from any program at ECU's Joondalup, Mount Lawley and Bunbury campuses.	Support from Indigenous Student Information Officers aids retention.

ECU's plans for future improvement

ECU's *Reconciliation Action Plan* provides the University with ongoing actions and measurable targets to improve access for Aboriginal and Torres Strait Islander people, including actions to:

- Develop a culturally-sensitive 'application to graduation' support strategy for Aboriginal and Torres Strait Islander students to increase retention and success rates.

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.**

Aboriginal perspectives in the curriculum

The inclusion of Aboriginal perspectives in all courses was given an additional focus during 2011 with the development of ECU's *Curriculum Framework* initiative, which identified Australian Indigenous studies and cultural competence as an important element within all ECU undergraduate courses.

Significant progress has been made since that time to define and embed Aboriginal cultural perspectives in the curriculum. ECU policy requires all undergraduate courses to include relevant Aboriginal and Torres Strait Islander knowledges and perspectives. Existing courses have been amended to reflect this and all new courses are required to demonstrate this as part of the course approval process.

A business case has been developed to establish a new position in the Centre for Learning and Teaching to support school staff to enhance capabilities in developing and meeting learning outcomes relating to Aboriginal and Torres Strait Islander knowledges and perspectives.

In 2015, ECU introduced an *Indigenous Australian Research Fellowship* for three years at Academic Level B and funded as part of the University's research strategy funding. Dr Mick Adams, was appointed to an ECU-funded Senior Research Fellow in HealthInfoNet and Kurongkurl Katitjin in May 2015. Dr Adams provided an address to the West Australian ECU lecture series, hosted by the Vice-Chancellor, on his research study undertaken with Aboriginal and Torres Strait Islander males, which investigated the issues associated with sexual and reproductive health, as well as his proposed mixed method research involving male cancer survivors.

Cultural Competence

Developing Cultural Competence is a formal component of the professional development program offered to all ECU staff. These sessions are designed to equip ECU staff with increased capacity to meet the needs of Aboriginal and Torres Strait Islander students and staff by:

- developing an awareness of the legislative and planning framework impacting on Aboriginal and/ or Torres Strait Islander peoples;
- reflecting on some of the opportunities and challenges for ECU in its work with students (national and international);
- challenging personal perceptions of cross-cultural awareness;
- embedding cultural aspects/perspectives into the curriculum and HR practices.

In 2015, the following activities on cultural competence were undertaken:

- *Cross-cultural Awareness* was delivered five times with 56 participants;
- *Developing Cultural Competence* delivered twice with 14 participants;
- *Moorditj Team Building* was offered four times with 15 participants; and
- *Courageous Conversations About Race* – two offered externally – 10 ECU attendees.

In addition, coaching sessions on acknowledging country and Elders have been provided across the University by the Aboriginal development consultant and employment adviser. These sessions have resulted in increased confidence and take-up of the practice of showing this form of respect.

Members of University Council and Executive, along with Kurongkurl Katitjin's Elders, enjoyed a cultural tour along the Derbarl Yerrigan (Swan River) to explore its rich Nyoongar heritage in December 2015.

The event, entitled Danjoo Bily-ak (a Nyoongar phrase meaning 'together on the river') highlighted the cultural significance of the Derbarl Yerrigan and other locations.

Dr Noel Nannup lead a cultural story-telling component of the tour, which provided a unique opportunity to further develop Council members' cultural knowledge and experience of Nyoongar history and people, as part of

ECU's *Reconciliation Action Plan* implementation.

ECU's Involvement with the Aboriginal and Torres Strait Islander Community

Through its work, ECU seeks to raise awareness of Aboriginal and Torres Strait Islander cultures and issues amongst the general community, as well as with ECU students and staff. 2015 highlights included the following activities:

Alumni

ECU continued to engage with Aboriginal and Torres Strait Islander Alumni.

The annual *Rock Solid Foundations* event, celebrating ECU's Aboriginal and Torres Strait Islander Alumni, saw the unveiling of 42 graduate names from the 2013-2014 cohort on the seventh pillar of the tribute, as well as a preview of the *Rock Solid Foundations* tribute story.

The short, introductory video includes the back-story of the *Rock Solid Foundations* tribute and how it currently inspires our current and future ECU students. It also showcases ECU more generally, with the objective to make graduands proud to be a graduate of ECU.

Regular communications alert alumni to events, career development opportunities, and sought input into the further development of the alumni program.

Key events and activities

The University continued its program of on-campus events and activities that are significant in Aboriginal and Torres Strait Islander and non-Aboriginal communities, including Reconciliation Week NAIDOC Week and that were attended by Aboriginal Elders, students, staff and broader communities.

The first major event for the year was the opening of Ngoolark, Joondalup Campus's newest multi-storey building with a focus on student services in its myriad forms. The building takes its name from the Nyoongar word for the endangered Carnaby's black cockatoo and it incorporates local Nyoongar culture in many aspects of the design.

The golden sun-shading emulates the stunning plumage of Ngoolark's namesake. The pattern is also repeated in the building's flooring. The pattern and plumage of other native animals including the Bindi Bindi (double spotted line blue butterfly) and Jingee (honeyeater) are also part of the building's design.

The building was officially opened by ECU Chancellor The Hon. Hendy Cowan AO and Dr Noel Nannup at the University's Joondalup Campus in May 2015. To mark the occasion, Kurongkurl Katitjin commissioned a custom black metal feather as a special corporate gift for attendees at the event. Of note, all cultural elements in the design and construction of Ngoolark, the opening ceremony and the corporate commemorative gift marking the occasion.

National Reconciliation Week 2015 saw ECU launch its third *Reconciliation Action Plan*. The Plan covers the period 2015-2018 and was approved by Council following consultation with key stakeholders, including staff, students, Elders and community members. The Plan received extremely positive feedback, particularly from *Reconciliation Australia*, which endorsed it at "Stretch level", the third in their four level national framework and commended the approach and document as an exemplar for the sector.

ECU's *Celebration of Indigenous Art and Culture Exhibition* as part of NAIDOC Week celebrations focussed on each of the three ECU campuses that, in turn, had been considered in the cultural elements of Ngoolark.

Specifically, three commissioned artworks were based on the native animals *Bindi Bindi* (Double-spotted Line Blue Butterfly) representing the Bunbury campus; *Jingee* (Honeyeater) representing the Mount Lawley campus; and *Ngoolark* (Carnaby's black cockatoo) representing the Joondalup campus. The commissioned works were by established Nyoongar Artists.

In addition to the unveiling of the artworks, guests were treated to a mini fashion show, opening with a traditional dance and didgeridoo performance, with a unique and non-traditional runway was decorated with native wisteria and banksias to set the scene for the mini fashion show, created in collaboration the Dreamtime Project - one of ECU's sponsored engagement projects. Central to the fashion show were three custom outfits, each design showcasing the newly unveiled artworks.

Newsletters

During 2015, Kurongkurl Katitjin continued producing editions of its *Our Place* newsletter, which is distributed to staff, students, alumni and community partners. Headlines for the 2015 editions include:

- Birak – Blessing of the new Ngoolark Building
- Bunuru – Aboriginal art comes together

- Djeran – Two new Elders-in-Residence appointed
- Makuru – Art and fashion a new mix for ECU’s NAIDOC exhibition
- Djilba – Award winning science: Old Ways, New Ways
- Kambarang – Alumni sundowner in its fifth year

The newsletters can be accessed through the ECU website at the following link:
<http://www.ecu.edu.au/centres/kurongkurl-katitjin/news/newsletter-our-place>

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 2015, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2015 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: Mr Tony Lazzara	Name: Professor Colleen Hayward AM
Position Title: Director, Planning, Quality and Equity Services Centre	Position Title: Head, Kurongkurl Katitjin
Phone Number: 08 6304 2796	Phone Number: 08 9370 6773
Email: t.lazzara@ecu.edu.au	Email: c.hayward@ecu.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.

ECU's 2015 Indigenous Education Statement will be available for viewing at the following website:
<http://www.ecu.edu.au/about-ecu/indigenous-matters/statements/indigenous-education-statement>