



## INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 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 has, in the past, been 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 during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 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 and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: [ISSP@pmc.gov.au](mailto:ISSP@pmc.gov.au)

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## 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.....

Kurungkurl Katitjin, Centre for Indigenous Australian Education and Research.....

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

Please provide evidence of:

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

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

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as Academic and Professional 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 and Diversity Committee on matters which impact on ECU's service provision, outcomes and reputation in relation to Aboriginal and Torres Strait Islander peoples.

In 2016, the Indigenous Consultative Committee met on a regular basis and all positions on the committee are currently filled. The University provided interim Chair arrangements pending the appointment of a new external chair – who will be an Aboriginal and/or Torres Strait Islander person.

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

An elevated Vice-Chancellor's Reconciliation Committee held its inaugural meeting in March 2016 with a further three meetings held throughout the year in accordance with the Vice-Chancellor endorsed Terms of Reference for the Committee. Following an open nominations process, all Aboriginal staff and students who expressed an interest in participation were invited to attend all Committee meetings, thereby maximising the contributions of Aboriginal and Torres Strait Islander staff and students to the Committee's business and decision-making. The Committee Chair is external to the University and is a respected Aboriginal community member. The Committee has a significant role in monitoring the *Reconciliation Action Plan 2015-2018* and routinely reviews progress of the Seven RAP Themes in detail.

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 2016. In this capacity, Professor Hayward also continued as a member of the University Executive, the key senior leadership group at ECU, providing strategic advice directly to the Vice-Chancellor. Professor Hayward presents an annual progress report on the RAP to ECU's governing Council and engages Council members in discussion about current and future Reconciliation efforts.

In addition, Professor Hayward chaired the University's Equity and Diversity Committee and the Indigenous Employment (Development and Implementation) Sub-Committee. Professor Hayward was a key member of the Vice-Chancellor's Reconciliation Committee and also sat on the Indigenous Consultative Committee, temporarily providing the Chair functions pending a permanent appointment to that role.

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

Actions to increase Aboriginal and Torres Strait Islander representation on decision-making bodies during 2016 were as follows:

- One member of Council, who identifies as Aboriginal, served until the cessation of their term of office in October 2016. A potential member pool for appointments to Council and committees of Council has been developed and as future 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.
- The Human Resources Service Centre has introduced a register of Aboriginal and Torres Strait Islander staff and students who have expressed an interest in participating in University committees.
- The Vice-Chancellor's Reconciliation Committee, established in 2016, has representation from Aboriginal staff and students. Nominations for membership from Aboriginal and Torres Strait Islander staff and students exceeded the two places originally made available on the committee. All four nominees were accepted for committee membership.
- The Aboriginal Inclusivity Working Group in the School of Nursing and Midwifery had Aboriginal student membership, representing all years of the undergraduate program. Kurongkurl Katitjin, ECU's Centre for Indigenous Australian Education and Research is also represented on this group.
- One of the three School of Medical and Health Sciences representatives on the Vice-Chancellor's Student Advisory forum identifies as Aboriginal. A further two Aboriginal representatives on this group are nominated through Kurongkurl Katitjin.
- 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.
- 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 the key element of ECU's plans for future improvement in participation in decision-making. The Council approved *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;
- maintain the high level Vice-Chancellor's Reconciliation Committee to monitor RAP implementation;
- support Aboriginal staff, building capacity and leadership potential; and
- improve the representation of Aboriginal and Torres Strait Islander students, staff and community members in ECU's decision making processes.

It is the responsibility of the Vice-Chancellor's Reconciliation Committee to monitor the University's progress in the implementation of the *RAP 2015-2018*. In 2016 annual reports on progress against RAP initiatives were provided to the ICC, the Equity and Diversity Committee, University Executive, University Council and externally to *Reconciliation Australia*.

**2. Increase the number of Aboriginal and Torres Strait Islander staff employed as Academic and Professional 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 its progress is measured, how and when its progress is 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 Professional roles, and by level).

**ECU's strategies and evidence**

The ECU and Commonwealth-funded *Aboriginal and Torres Strait Islander 'cohort' Employment Program* continued in 2016. The various 'cohorts' within the program are:

- **Trainees** – five positions were filled, meeting target.
- **Cadetships/Internships** (preferably ECU students) – one position was retained in *HealthInfoNet* and one filled in the Marketing and Communications Services Centre. The Finance and Business Services Centre traineeship remained vacant.
- **Merit selection** and 12 months supported appointments (local catchment area).
- **50 D roles** (Aboriginality as a job requirement) - all 50D positions were maintained into 2016 following ECU's Academic Reorganisation in 2015.
- **Professional** appointments.
- **Academic appointment** (including researchers).
- **ECU students in casual work engagements** to support their study, progress and work readiness. Two students were in casual work contracts.

In 2016, following increased engagement by the Human Resources Adviser (Aboriginal and Torres Strait Islander Employment) with ECU centres and schools, the target of filling five traineeships was achieved.

In this reporting period Aboriginal and Torres Strait Islander employee levels were 1.9% (n = 20) for professional staff and 1.2% (n = 4) for Academic staff.

A '*Growing Our Own*' initiative is currently being pursued with funding sought. This initiative displays ECU's multi-faceted approach to increasing support for Aboriginal and Torres Strait Islander staff employment. The program will assist students in transitioning from undergraduate to postgraduate study and into an academic career.

The new *Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2016-2018* was approved by University Executive in 2016 and articulates annual targets for increased representation and improved distribution of Academic and Torres Strait Islander staff across Academic and Professional positions. The Plan specifies outcomes, targets, responsibility and timeframes and is aligned with the University's *Reconciliation Action Plan 2015-2018*. All Deans and Centre Directors have responsibility for its implementation. Progress against the RAP Actions was reported to the Vice-Chancellor's Reconciliation Committee, Equity and Diversity Committee and the Indigenous Employment (Development and Implementation) Sub Committee (IEDISC). Aboriginal and Torres Strait Islander employment information is reported annually to University Executive, governing Council and externally to *Reconciliation Australia*.

Throughout 2016, the IEDISC provided advice to the Equity and Diversity Committee in relation to Aboriginal and Torres Strait Islander employment and participated in the development of ECU's new *Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2016-2018*.

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 Human Resources Adviser (Aboriginal and Torres Strait Islander Programmes); and
- other staff.

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

The University had 16 Aboriginal and Torres Strait Islander specific positions (50D) in 2016 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	3	Professional	HEW 9
HR Adviser - Aboriginal and Torres Strait Islander Employment	1	Professional	HEW 6/7
Cultural Awareness Officer	2	Professional	HEW 6
Communications & Events Officer	1	Professional	HEW 6
Student Information Officer	4	Professional	HEW 4
Senior Student Adviser	2	Professional	HEW 4/5
Student Recruitment Officer	1	Professional	HEW 6

Table 1 and Table 2 detail the number of staff employed at ECU who identify as Aboriginal and/or Torres Strait Islander as at 25 March 2016.

**Table 1 – Permanent positions**

Faculty/Institute/Section	Academic / Professional by level	Position title
School of Nursing and Midwifery	Professional	Coordinator
Kurongkurl Katitjin	Academic	Pro-Vice-Chancellor (Equity and Indigenous) and Head of Centre
Kurongkurl Katitjin	Academic	Professor
Kurongkurl Katitjin	Academic	Senior Lecturer
Kurongkurl Katitjin	Academic	Lecturer
Kurongkurl Katitjin	Professional	Officer x 3
Kurongkurl Katitjin	Professional	Research Officer
Kurongkurl Katitjin	Professional	Administration Officer
Kurongkurl Katitjin	Professional	Administration Assistant
Western Australian Academy of Performing Arts	Professional	Executive Officer
Human Resources Service Centre	Professional	HR Adviser
Facilities and Services	Professional	Cleaning Supervisor
Facilities and Services	Professional	Cleaner x 2
Library Services Centre	Professional	Coordinator
Marketing and Communication Services Centre	Professional	Officer
Office of Research and Innovation	Professional	Coordinator
Student Services Centre	Professional	Coordinator
Student Services Centre	Professional	Student Information Officer x 3

Student Services Centre	Professional	Team Leader
<b>Total</b>	<b>Total Academic: 4</b> <b>Total Professional: 20</b>	

Source: EIM – as at 24 March 2016

**Table 2 - Casual positions**

Faculty/Institute/Section	Academic / Professional by level	Position title
Kurongkurl Katitjin	Academic	Academic Casual x 3
Kurongkurl Katitjin	Professional	Research Assistant x 5
School of Arts and Humanities	Academic	Academic Casual x 3
School of Education	Academic	Academic Casual
School of Medical and Health Sciences	Professional	Research Assistant
School of Nursing and Midwifery	Professional	Academic Casual
School of Science	Academic	Academic Casual
School of Science	Professional	General Casual
Western Australian Academy of Performing Arts	Academic	Academic Casual x 3
Centre for Learning and Teaching	Academic	Academic Casual
Facilities and Services	Professional	Sport and Recreation
Marketing and Communication Services Centre	Professional	General Casual
Strategic and Governance Services	Professional	General Casual
<b>Total</b>	<b>Total Academic: 13</b> <b>Total Professional: 10</b>	

Source: EIM – as at 24 March 2016

### Constraints on ECU's ability to achieve this goal

ECU, like other employers, is aware that the participation of Aboriginal and Torres Strait Islander people in employment is impacted by 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 new *Aboriginal and Torres Strait Islander Employment Strategy and Action Plan 2016-2018* 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. A 'Growing Our Own' initiative to support Aboriginal and Torres Strait Islander students from undergraduate to postgraduate study and into an academic career is well developed.

ECU's [commitment](#) to the recruitment, development and retention of Aboriginal and Torres Strait Islander people is articulated on the web pages.

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

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

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

**Commencing Aboriginal and Torres Strait Islander students**

Student load (EFTSL) data

	2015	2016
Aboriginal and Torres Strait Islander students	115	134
Non Aboriginal and Torres Strait Islander students (Domestic students only):	5,898	6,181

Note: 2016 data extracted from ECU's EIM (24/4/2016)

Student enrolment data

	2015	2016
Aboriginal and Torres Strait Islander students	200	221
Non Aboriginal and Torres Strait Islander students (Domestic students only):	9,922	10,162

Note: 2016 data extracted from ECU's EIM (24/4/2016)

The total number of commencing Aboriginal and Torres Strait Islander students increased between 2015 and 2016 from 200 (2.0% of all commencing domestic students) to 221 (2.2% 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"> <li>1. science knowledge                         <ol style="list-style-type: none"> <li>a. traditional Aboriginal science knowledge</li> <li>b. contemporary science knowledge</li> <li>c. link between them</li> </ol> </li> </ol>	In 2016, the program expanded its outreach by building on relationships with existing school partners, and including new schools in the program. Our school partners increased to 6 metropolitan and 4 rural/remote schools, and due to increased demand, an additional ECU lecturer has delivered the program, Dr Kristina Lemson, who has introduced additional scientific principles in plant biology. Overall, in 2016, the program delivered workshops to 342 high school



2. communication skills
- presentation skills
3. leadership skills

students and 16 teachers; 307 primary school students and 26 teachers, delivered community initiatives such as the Wadjak Community Science Day which had approximately 350 participants and organised the Tim Harrison presentation, which had participation from approximately 340 high school and 330 primary school students.

Study Hard, Play Hard	Secondary school students across the Perth metropolitan region	This project combines sport and educational activities to boost aspiration for Aboriginal and non-Aboriginal students at the secondary level. The program includes guest speaker sessions and mentoring by elite athletes. Applied sports science equipment, skills and techniques are used to demonstrate the science behind sport as well as future employment opportunities. Lectures and laboratories/workshops expose students to educational activities that they could expect if they attend university.	In 2016, over 24 sessions were held by the program, with participation from students from 14 metropolitan schools. Participants were surveyed, and 31% said that they knew more about university after participating in the program, and one quarter of the students were inspired to attend university.
Creating Community Space at Girrawheen Senior High School	Female Aboriginal and Torres Strait Islander students in years 7-12 at Girrawheen Senior High School and their families.	The Creating Community Space project is a collaborative community partnership to transform an existing demountable classroom on the school site into a site specifically for female Aboriginal students, as the male Aboriginal students are already part of the Clontarf Academy on the school grounds. The project is designed to enhance support for Aboriginal female students in maintaining a positive attendance at school and in specialist projects.	In 2016, the project transformed an existing demountable, although not the one initially proposed for the project. The new space is more central within the school. Artworks produced through a specialist project within the program had a successful exhibition called <i>Yokayi Waarbiny Wer Malayin Djin-Djin (Celebrate Art and Cultural Spirit)</i> , which was attended by over 350 people and will become an annual event. An application to continue this project in 2017 with the WA Department of Education is currently being considered.
Hot 'n' Deadly Health 'n' Science	Aboriginal and/or Torres Strait Islander secondary school students in Years 8-12.	The Hot 'n' Deadly Health 'n' Science program consists of practical workshops at ECU campuses over four days to give students hands-on experience in health and science.	In 2016, the program was held on 23 & 24 November 2016 at the ECU South West Campus. 56 Aboriginal and Torres Strait Islander high school students from Bunbury, Harvey, Margaret River and Cape Naturaliste participated.

#### Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Edmund Rice Multi-cultural Centre	Community	<p>A variety of community based educative programs have been funded and supported. These include:</p> <ul style="list-style-type: none"> <li>Moorditj Koolanga: Aboriginal and/or Torres Strait Islander afterschool club (for ages 7-11)</li> <li>Computer literacy classes: held at Wadjak Northside Community Centre in Balga, and delivered by an Aboriginal tutor.</li> <li>AFL clubs: Specific initiatives have been established for young people of culturally and linguistically diverse backgrounds using AFL as a medium for engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Moorditj Koolanga: Average attendance for the year was 15 students. Other activities undertaken during 2016 included family fun days, activities encouraging team-work and excursions.</li> <li>Computer Literacy classes: During 2016, 18 courses of 9 weeks duration were held, with 170 students participating. Students included those with English as a second language backgrounds, job seekers and senior citizens.</li> <li>AFL Clubs: This program was run through the ERC Lions and Butler Falcons. The ERC Lions had 65 participants, and the Butler Falcons had 25 participants during 2016,</li> </ul>
Dreamtime Project	Young Aboriginal and/or Torres Strait Islander Women	Using the platform of modelling and fashion, the Dreamtime Project engages girls in ways that help them increase their confidence, self-worth and self-image through workshops and activities.	<p>104 women participated in the program in 2016, an increase from 34 in 2015. Of these, 54 took part in the metropolitan based program, 20 in Kalgoorlie-Boulder and 30 in Port Hedland.</p> <p>Key outcomes included improvements in self-confidence, positive attitudes towards future outlook, job prospects and access to further education.</p>
Wadjak Northside Community Science Exchange	Aboriginal and Torres Strait Islander communities in northern Perth	<p>The event aims to encourage Aboriginal and Torres Strait Islander students to study and work in STEM-related areas and to redress underrepresentation in these areas.</p> <p>Activities included basket weaving (sustainability), tool making (chemistry), boomerang throwing (physics of flight) and incorporated elements of contemporary science – such as microscope discovery, rockets and robots.</p>	More than 350 people attended the event exposing families and the community to science and the possibilities of education within a familiar cultural context.

### 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. In late 2016, Professor Colleen Hayward AM joined the Board of a not-for-profit organisation building aspiration and educational achievement through sport, specifically netball.

## 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 2016.

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarde d	Comments
Indigenous Commonwealth Accommodation Scholarship (ICAS)	Commonwealth	4	\$5,199	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	6	\$2,599	5	
Indigenous Access Payment	Commonwealth	8	\$4,904	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	2	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	2	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	\$8,000	0
Western Power Aboriginal and Torres Strait Islander Scholarship	Donor	1	\$10,000	0

ECU uses various methods of advertising scholarships to students. All scholarship information and associated application processes are prominently displayed on ECU's website. Targeted marketing of the full suite of scholarships available to ECU students is undertaken by SSC, towards students likely to meet eligibility criteria. Kurongkurl Katitjin assists with the promotion of scholarships by including scholarship information in a weekly mail-out to all students.

### **Indigenous Education / Support Unit's Role**

Kurongkurl Katitjin is ECU's Centre for Indigenous Australian Education and Research. The centre plays a vital role in assisting the University to meet its commitment to Indigenous peoples through support of University-wide activities and programs, as well as activities specific to Indigenous Australian people and their cultures. This includes:

- Engaging closely with Indigenous people and communities;
- Assisting Indigenous students and staff to realise their full potential;
- Ensuring that individual differences and diversity are respected; and
- Contributing to Indigenous community development and sustainability through our students, staff and graduates.

Some more specific ways in which Kurongkurl Katitjin assists in ensuring the equitable access of Aboriginal and Torres Strait Islander students to higher education include:

- Promotion of scholarship opportunities in our weekly mail-out to students.
- Involvement on selection panels of donor-sponsored scholarships.
- Providing assistance through the Aboriginal and Torres Strait Islander Tutorial and Mentoring Program (ATMP) tutors to students in the completion of their scholarship applications.
- The implementation of two cash-prizes to assist with study requirements – this is under the auspice of the Indigenous Consultative Committee. In 2016 it was decided to increase the number of prizes from two to three , for implementation in 2017.
- Kurongkurl Katitjin staff lead or are otherwise involved in a number of HEPPP-funded programs, as well as leading ECU's involvement with Australian Indigenous Mentoring Experience.

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

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

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

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

Student load (EFTSL) data

	2015	2016
Aboriginal and Torres Strait Islander students:	210	242
Non Aboriginal and Torres Strait Islander students (Domestic students only):	14,285	14,632

Note: 2016 data extracted from ECU's EIM (24/4/2016)

Student enrolment data

	2015	2016
Aboriginal and Torres Strait Islander students:	351	392
Non Aboriginal and Torres Strait Islander students (Domestic students only):	22,795	23,131

Note: 2016 data extracted from ECU's EIM (24/4/2016)

**ECU's strategies to address participation**

The total number of Aboriginal and Torres Strait Islander students increased between 2015 and 2016 from 351 (1.5% of all enrolled domestic students) to 392 (1.7% of all enrolled domestic students).

Work has continued across the University to increase participation of Aboriginal and Torres Strait Islander students. ECU's Kurungkurl Katitjin has a vital role in assisting the University to increase the participation of Aboriginal and Torres Strait Islander people in higher education. Kurungkurl 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 2016 Kurungkurl 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*.

Kurungkurl Katitjin continued the distribution 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 2016. 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 XX young girls into the *Dreamtime* Project in Semester 2, 2016 is a XX% increase on the same time last year.

An Aboriginal Student Recruitment Officer was appointed in 2016 located within the University's Marketing and Communications Services Centre. Where similar positions have been in place previously, such positions were HEPPP-funded. This 2016 appointment is ECU-funded to ensure certainty around the activities of the position. The Officer undertook student recruitment activities for prospective Aboriginal and Torres Strait Islander students including specific 'Drop In Sessions' for Aboriginal students seeking course information or entry advice, *Follow The Dream ECU Explore* events, yarning sessions and

numerous inter-varsity presentations with Murdoch and Curtin Universities.

ECU's Student Services Centre ensured that alternative entry pathways information was provided to all Aboriginal applicants where direct entry to Bachelor courses was not met. All new Aboriginal and Torres Strait Islander students were alerted to available specialist support programs such as tutorial assistance.

Also in 2016, Kurongkurl Katitjin continued to provide Indigenous-specific testing as an alternate entry pathway for Aboriginal and Torres Strait Islander prospective students. Additionally the previous tutorial assistance scheme was enhanced to encourage tutors to also mentor students. The new program is called the Aboriginal Tutorial and Mentoring Program (ATMP).

#### 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 mid-2015, AIME expanded its program to include ECU's South West, with 9 Bunbury schools participating in the program during 2016. During 2016, 316 Aboriginal and Torres Strait Islander High School students participated in the program from 16 schools. Mentor numbers increased to 148, which is a 60% increase from 2015 mentor numbers.
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 2016, the test was held 4 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.
Aboriginal Tutorial and Mentoring Program	The ATMP aims to improve the educational outcomes of Aboriginal and Torres Strait Islander students by providing up to two hours tutorial assistance per subject per week, plus supplemented hours for exam preparation. Mentoring has been introduced into the program, to create a relationship of trust between tutors and students. Students are encouraged and enabled to continue their studies as tutors assist with a range of issues, which may affect their success.	In 2016, 77 students accessed individual tutorial support. In addition to this tutorial support, group workshops were available to students. These workshops covered subjects including: time management; communication; writing skills; and exam preparation. The program assisted students to achieve an 87% pass rate in Semester 2, 2016

#### 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 completion rates from award courses in higher education as for other Australians.**

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

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

	<b>2015</b>	<b>2016</b>
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	6	3
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	468	449
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	9	9
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	1,177	1,056
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	22	30
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	2,483	2,476

The total number of Aboriginal and Torres Strait Islander student completions increased between 2015 and 2016 from 37 to 42.

**ECU's strategies for improving completion rates**

In 2016, 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.

ECU has three Elders-in-Residence, Dr Noel Nannup (Mount Lawley), Mrs Oriel Green (Joondalup) and Mrs Lera Bennell (Bunbury). Dr Nannup is also ECU's Cultural Ambassador. 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.

**Aboriginal and Torres Strait Islander Tutorial and Mentoring Program (ATMP)**

The Aboriginal and Torres Strait Islander Tutorial and Mentoring Program (ATMP), managed through Kurongkurl 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 of non-Aboriginal Australians.

The program consists of academic and pastoral support to develop good study habits to equip students for success. In 2016, 77 students accessed individual tutorial support. In addition to this tutorial support, group workshops were available to students. These workshops covered subjects including: time management; communication; writing skills; and exam preparation. The program assisted students to achieve an 87% pass rate in Semester 2, 2016.

**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.

A summary of mechanisms to support students is provided below.

### Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Aboriginal and Torres Strait Islander Tutorial and Mentoring program (ATMP)	Kurongkurl Katitjin continued to support Aboriginal and Torres Strait Islander students through tutorial assistance	Demand for tutorial support currently exceeds the Commonwealth funds allocated to this activity	Support was provided for 77 students. These students achieved an 87% pass rate.
Common rooms and student lounges	The student lounges includes a computer laboratory and common room for aboriginal and Torres Strait Islander students which contains computers, scanner, printer and multipage photocopier.		A sense of collegiality has been shown to improve retention rates.
Indigenous Student Information Officers	Indigenous Student Information Officers provide targeted support to students.		Support from Indigenous Student Information Officers aids retention.

In addition to the direct support provided by, Kurongkurl Katitjin, initiatives have been developed, often with the support/advice from Kurongkurl Katitjin staff, at school level to assist with improving retention rates, completion rates and employment outcomes for Aboriginal and/or Torres Strait Islander students. This includes:

- The School of Medical and Health Sciences co-ordinates the Department of Health WA funded **Yirra Djindas (Rising Stars) Project**. This aims to *Build the Aboriginal Workforce for a Healthier Future* by supporting Aboriginal and/ or Torres Strait Islander students in health-related courses to manage their study and personal challenges and successfully transition into the health workforce. The project commenced in May 2016 and as such, it is too early to demonstrate measurable outcomes.
- The School of Medical and Health Sciences employs a current Aboriginal health student (three hours per week), in the role of **Aboriginal Student Ambassador**, to provide peer-to peer support.
- An annual online **survey of Aboriginal and/ or Torres Strait Islander students** in the School of Medical and Health Sciences to consult on what support mechanisms students would welcome in the future.
- The **Aboriginal Inclusivity Working Group** in the School of Nursing and Midwifery that has Aboriginal student representative from each year of the School's undergraduate programs. This working group helps to inform the nursing curriculum through engagement, for improved retention and success
- The Western Australian Academy of Performing Arts (WAAPA ) establishes early connections with Aboriginal and/or Torres Strait Islander students, through the auditions and interview process undertaken as part of the assessment for entry. The relatively small cohort sizes in courses ensures personal attention and strong pastoral care for every Aboriginal and/ or Torres Strait Islander student. WAAPA connects students requiring additional supports to ECU Learning Advisors; tutorial assistance and Elder support through Kurongkurl Katitjin.

### 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. The course approval process is overseen by ECU's Academic Board, on which Aboriginal interests are represented through Professor Colleen Hayward AM.

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.

**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 2016, the following activities on cultural competence were undertaken:

- *Cross-cultural Awareness* was delivered to 44 participants;
- *Developing Cultural Competence* delivered to 44 participants;
- *Moorditj Team Building* was delivered to 21 participants; and
- *Unconscious Bias (Foundation course supporting a range of Diversity initiatives with specific references to Aboriginal and Torres Strait Islander peoples)* — 98 ECU attendees including all members of the University Executive.

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

At the biennial Council Retreat, Members of University Council and Executive were able to view **'Synergies Walking Together Belonging to Country'**. This documentary, a collaboration between ECU, the University of Western Australia and Murdoch University, takes its audience through a 300 million year journey, celebrating flora and fauna and the remarkable similarities between Nyoongar knowledge and Western science. This contributed to further developing 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. 2016 highlights included the following activities:

#### **Alumni**

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

The annual ECU Aboriginal and Torres Strait Islander Alumni event - **Rock Solid Foundations** – was held in late November and included a screening of a specially produced video featuring the story of ECU's first Aboriginal graduate – Mr Len Hayward.

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

#### **Premier Partnership**

ECU was the first Australian University to be invited to partner with the winners of *Reconciliation Australia's* Indigenous Governance Awards Corporate Partner Program in 2016. ECU will provide support over twelve months to the **Marninwarntikura Fitzroy Women's Resource Centre** to develop its digital presence, and its marketing and fundraising options, in the context of a developing and mutually beneficial relationship.

#### **Key events and activities**

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

The work undertaken under the auspice of ECU's **Aboriginal Cultural Ambassador Initiative** continued with the support of ECU's three Elders-in-Residence, with Mrs Oriel Green (Joondalup) and Mrs Lera Bennell (Bunbury) supporting Dr Nannup, and further enabling ECU representation in engagement activities; both within ECU and the broader external community in which we operate.

A major event was the annual **NAIDOC Celebration of Indigenous Art and Culture Exhibition** with the theme of: *Songlines: the living narrative of our nation*. ECU's Elders-in-Residence and their stories were the central focus of a photography and painting exhibition created by world renowned photographer and cultural nomad Russell James. Three commissioned artworks were unveiled as part of NAIDOC Week celebrations with each piece focusing on an Elder and story.

Kurungkurl Katitjin held a **Black Moon Breakfast** in October 2016 as part of ECU's 25th Anniversary celebrations. The event celebrated and acknowledged 25 people who had made significant contributions to the advancement of Aboriginal and Torres Strait Islander peoples and culture at ECU, during the past 25 years. A specially designed commemorative, handmade pin was presented to each person to mark ECU's appreciation of their efforts.

**'Natural Elements'**, ECU's second **Cultural Reflection Space** on the Joondalup Campus was completed and officially opened by ECU's Cultural Ambassador and Elder-in-Residence Dr Noel Nannup and Vice-Chancellor Professor Steve Chapman. The lakeside location of the reflection space celebrates the elements of earth (*boya/stone*), wood (*boorn*), wind (*maam*), water (*keip*) and fire (*karla*). These reflection spaces support ECU's RAP and provide an opportunity for all people to learn about various aspects of traditional Whadjuk Nyoongar knowledge. They are intended to be signal points reinforcing the message of welcome to all members of the ECU community, especially Aboriginal and Torres Strait Islander people.

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

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

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

## SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Education Support Unit Officer
Name: Mr Steven Newman	Name: Professor Colleen Hayward AM
Position Title: Manager, Strategy and Performance	Position Title: Head, Kurungkurl Katitjin
Phone Number: 08 6304 2296	Phone Number: 08 9370 6773
Email: <a href="mailto:s.newman@ecu.edu.au">s.newman@ecu.edu.au</a>	Email: <a href="mailto:c.hayward@ecu.edu.au">c.hayward@ecu.edu.au</a>

## 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 2016 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>