



The Yarning Circle

Winter 2022 | Edition #9

Artwork by Chris Edward (2010)
Swimmy Creek [Mixed media on Latvian
linen 100cm x 145cm Western Sydney
University Art Collection Image in
Western Red].

Acknowledgement

With respect for Aboriginal cultural protocol and out of recognition that its campuses occupy their traditional lands, Western Sydney University acknowledges the Darug, Eora, Dharawal (also referred to as Tharawal) and Wiradjuri peoples and thanks them for their support for its work in their lands in Greater Western Sydney and beyond.

Disclaimers

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Aboriginal and Torres Strait Islander readers are warned that the following magazine may contain images or names of deceased persons.

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Western Sydney Indigenous students, staff, friends and community members who attended the event.
Photography: Kyi Han.

Western's Indigenous students win the decider soccer match against staff team

Friday the 18th of March 2022 saw Western's Indigenous students and staff pack up their books and pull on their soccer boots for the third annual Staff vs Student Soccer match. The event was held at the Penrith Valley Regional Sports Centre and provided Western's students, staff, Elders, alumni, and community the opportunity to meet, connect and celebrate.

The game was nail biting. Students were up 3-0 in the first half before a concerted effort by the staff team in the third quarter which tested the student defence. The student team

held their lead and came away with a score of 4-2. Many thanks to all who participated, cheered from the sidelines and to Professor Kevin Dunn, Pro Vice-Chancellor Research, for refereeing the game.

Professor Kevin Dunn was astounded by how serious the players took to their roles and were particularly impressed by Bonnie Zawetz's performance and awarded her as the Best and Fairest Player of the match.

The winning student team was co-captained by Kayden Edwards, a Darug Education student, and Luke Hodge, a Dunghutti Communication Arts student.

"Despite decimating any hopes of a Staff victory on the day, being part of the Indigenous Students vs Staff match was an absolute privilege.

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Seeing the many facets of community come together from spectators and organisers to students and staff was inspiring. I was fortunate enough to meet and co-captain a great squad of students, new faces and old and I can't wait to put even more grey hairs on the Staff team with them next year! Thank you to all those who worked behind the scenes to manage and elevate the event to a new level this year and a special thanks to all staff who played and helped out throughout the day," said Kayden.

"The annual Indigenous Staff vs Students Soccer Game 2022 came with a lot of pressure this year, considering it was the decider. Yet the students triumphed! It was incredible to see the amount of support on the day and to see everyone come together and commemorate the success of our Western Indigenous staff and students, truly was a heart-warming experience I'll carry with me for a very long time," said Luke.

Josh Mason, Captain of the Staff Team and Senior Student Advancement Officer in the Badanami Centre for Indigenous Education, said it was great to once again be part of such an amazing event and catch up with everyone face to face for the first time in a long time.

"It was a great reminder of the valuable connections that have been created all across Western for the benefit of



Bonnie Zawetz was awarded Best and Fairest Player of the match. Photography: Kyi Han.

Indigenous success at our university. Congratulations to the students who were this year's winners and a huge thank you to everyone who got involved, in particular Professor Michelle Trudgett, Deputy Vice-Chancellor Indigenous Leadership and her office for hosting and organising the event. I'm sure there are a lot of people out there who are already looking forward to next year's game," said Josh Mason.

Professor Michelle Trudgett, Deputy Vice-Chancellor, Indigenous Leadership, said that the annual soccer game is a key event on Western's Indigenous calendar that brings everyone together in a fun way that promotes Indigenous



Auntie Jean South holding the game trophy. Photography: Kyi Han.

excellence and wellbeing through positive engagement.

"It was a day of coming together and building valuable connections between our Indigenous students and staff here at Western. Congratulations to all who were involved and helped contribute to what was a great game. I would like to thank Professor Kevin Dunn who once again demonstrated his skill and knowledge of the game as referee. There were a number of very talented players on both sides, however the student team were too good on the day," said Professor Trudgett.

MESSAGE FROM THE DEPUTY VICE-CHANCELLOR, INDIGENOUS LEADERSHIP

Welcome to the Winter 2022 edition of The Yarning Circle, our newsletter that celebrates Indigenous excellence at Western Sydney University. The first half of the year has seen many accomplishments in the Indigenous space at Western Sydney University. In late April we saw 97 Indigenous students graduate with degrees from varying disciplines. We also saw Emeritus Professor MaryAnn Bin-Sallik AO awarded an Honorary Doctorate of Letters in recognition for her significant contributions to Indigenous education over several decades. We also launched the Indigenous Professoriate Lecture Series with Professor Gawaian Bodkin-Andrews presenting on

'Resisting Genocide through D'harawal Relatedness: Understanding the Appin Massacre and the Story of how Wiritjiribin the Lyrebird came to be.' Another exciting initiative was the launch of the Western Sydney University Social Justice Network in late March. The Network will bring together and promote the important work undertaken by the University and the Western Sydney community in tackling global and regional injustices.

I would also like to congratulate everyone who played in the third Annual Indigenous students versus staff soccer match at Penrith Regional Sports Centre. This year the students took the match despite a great effort by the staff team. This event has come to be a highlight of the Indigenous calendar at Western. Another highlight is walking around our campuses and seeing Indigenous staff and students proudly wearing the new Indigenous branded hoodies. There is a great sense of pride in identity clearly visible across our campuses and broader communities which is wonderful to see.



Professor Michelle Trudgett, Deputy Vice-Chancellor, Indigenous Leadership. Photography: Sally Tsoutas.

I trust you will all enjoy reading about the many wonderful initiatives and achievements happening across Western in this edition.

Professor Michelle Trudgett (BA, MPS, EdD)
Deputy Vice-Chancellor,
Indigenous Leadership

BOLD

conversations

Dr Michelle Locke

The Bold Conservation segment encourages Indigenous staff and students to share their honest perspectives and opinions about key topics and current issues in order to promote discussions in a culturally safe environment.

Dr Michelle Locke. Photography: Sally Tsoutas.



Dr Michelle Locke is a proud Dharug woman and a proud mum of two deadly sons. Her doctoral thesis, *Yanna Jannawi: Centering Indigenous Ways of Knowing in Early Education and Care Services* was conferred in January 2021 by the University of Technology Sydney. This thesis examines Indigenous perspectives on culturally relevant and respectful approaches to the inclusion of Indigenous Ways of Knowing in mainstream early education and care services. In 2018, she received the Australian Association for Research in Education's Aboriginal and Torres Strait Islander Postgraduate Student Researcher award for her conference paper, *Wirrawi Bubuwul – Aboriginal Women Strong*. Currently Dr Locke is employed at Western as a Postdoctoral Research Fellow in the Office of Deputy Vice-Chancellor, Indigenous Leadership on the Developing Indigenous Early Career Researchers ARC project.

In the following segment Dr Locke offers a personal insight into the differences between and the significance of a Welcome to Country and an Acknowledgement to Country.

As an Indigenous academic I have confidence in Western Sydney University's commitment to its Indigenous students, staff and knowledges. Since beginning here in January 2020, I have witnessed and experienced multiple examples in which Aboriginal and Torres Strait Islander staff and student contributions and achievements have been recognised and celebrated. As an Indigenous early childhood and higher education educator and researcher, I feel there is a genuine ground swell across all

levels of education to understand, engage and collaborate with Aboriginal and Torres Strait Islander peoples and our ways of knowing, being and doing. I am inspired and motivated by teachers and students who are open to truth telling and are willing to listen and learn about Aboriginal and Torres Strait Islander knowledges and narratives from Aboriginal and Torres Strait Islander Peoples. However, I am also disheartened by the ways in which Aboriginal and Torres Strait Islander Peoples and our knowledges have at times been misinterpreted, misused and/or appropriated. Certainly, *Bold Conversation* pieces, authored by Western's Indigenous academics, in previous editions of this Yarning Circle have drawn attention to the fact that there is still much work to be done in addressing the multiple inequities faced by Aboriginal and Torres Strait Islander peoples. To add to this conversation, I wish to draw the reader's attention to a topic that I feel, and fear is misunderstood, misinterpreted and from my experience, at times dismissed. While it is not my position or intention to speak for all Aboriginal peoples, I am hoping that by sharing my understanding and personal experiences, as a Dharug (Aboriginal) woman and academic, I can provide some clarity and perhaps provoke a deeper level of understanding of the difference between and the significance of a Welcome and an Acknowledgement to Country.

For clarity the main difference between a Welcome to Country and an Acknowledgement to Country is dictated by cultural protocols identifying who has the right and responsibility to

offer a Welcome or Acknowledgment to Country. A Welcome to Country can only be offered by a Traditional Owner of the land on which the meeting/event is taking place. For instance, as a Dharug woman I am only able to offer a welcome at meetings/events conducted on Dharug Country. In contrast an Acknowledgement to Country can be offered by any Indigenous or non-Indigenous person. It is not dissimilar to you either:

- (i) **welcoming** someone into your home or
- (ii) actively **acknowledging** the generosity of another who has welcomed you into their home.

In relation to who can offer a Welcome to Country, priority is usually assigned to Elders of that Country. However, if there are no Elders present another traditional owner of that country can offer the welcome on behalf of their Elders and Ancestors. In some cases, the Elder may nominate a specific community member to offer the welcome on their behalf, which may be part of that person's cultural training and development. It is important to note that there is no **one** way to offer a Welcome to Country. A welcome may include music, singing, dance or storying. The Traditional Owner offering the welcome may present some of the welcome in their traditional language. Depending on the event or occasion, a welcome may also involve a Smoking Ceremony.

What is most significant about a Welcome to Country is that it is in effect a sharing of explicit cultural knowledge, specific to the Aboriginal Nation on which an event/meeting occurs.

1. As I am a Boorooberongal woman of the Dharug Nation, I cannot speak for other Aboriginal peoples or for Torres Strait Islander peoples. For this reason, it is imperative to establish and build trusting relationships with the Traditional owners of the land on which you study, work and/or live as through these relationships you will come to know the cultural practices and protocols that are specific to that place.

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A welcome provides insight into Aboriginal ways of knowing, being and doing, it identifies connections and accountabilities that the traditional owners have with all entities (human and otherwise). A Welcome to Country shares intellectual knowledge of the physical, ancestral and spiritual histories and narratives of place and in doing so offers 'safe passage' to those that live, work and travel on or across Country. A welcome is a request that all people take care to understand and respect cultural connections and protocols of the traditional owners, so that we can fulfill our accountability to Country. Thus, a Welcome to Country is more than words, it is the sharing of a knowledge system that has existed for many tens of thousands of years with the intention of continuing respectful relationships and growing strong reciprocal connections.

Although an Acknowledgement to Country can be offered by an Indigenous person with connections to a different Aboriginal or First Nations Country or by a non-Aboriginal person there are cultural protocols that should be honoured. Firstly, it is important for the person offering the acknowledgement to position themselves. This means that you introduce yourself and share your ancestral connections. It is an important cultural protocol that Aboriginal and Torres Strait Islander peoples have practiced in various ways since long before invasion. It is an introduction of respect and reciprocity that enables us to identify our kin and spiritual connections to one another and to Country. Traditional Owners who offer a Welcome to Country will also position themselves in this way, as it provides a form of cultural validation of their right to offer a welcome as opposed to an acknowledgement.

Following this the person offering the acknowledgment must identify the Traditional Owners of the Country and offer respect to their Elders, who have, do and will walk the Country on which the meeting/event is held. Like with a Welcome to Country there is not one way to offer an Acknowledgement to Country. In my experience the most well received acknowledgements are not those that are recited from an overused script but those that are genuinely expressed from the heart. It doesn't really matter if you stumble over your words, what matters is the intention behind the acknowledgement. When an acknowledgement is offered because it is a compulsory component

on the agenda, it is separated from the purpose and intentions of the meeting or event and as a result can come across as lip service or box ticking. Like a Welcome to Country an Acknowledgement to Country is more than words, its significance is the recognition and respect that it offers to the Traditional Owners and to the Country where the meeting is held. For Aboriginal people Country is our mother and is representative of all entities that support, guide and shape our very existence on this planet. Country is inclusive of the land, waterways, oceans, plants, animals, the stars and all other elements of the skies, as well as all of the people that are living and in spirit. To offer an Acknowledgement to Country does not require that you fully understand or abide by this worldview. A genuine Acknowledgement to Country expresses respect and values the existence and validity of an Aboriginal knowledge system and its peoples to the history, progress and future of all peoples living, visiting, working and/or studying on that place.

To offer a genuine Acknowledgement to Country requires that you consider a worldview that may be significantly different to your own and to contemplate how this worldview can benefit and influence the way you see and engage in the world. It does not require you to give up your own cultural beliefs or practices rather it provides an opportunity for you to broaden your mind and spirit by acknowledging and considering a way of being that has existed and continues to exist across this country since time immemorial. From my perspective, an Acknowledgement to Country is invaluable in that it enables non-Indigenous and Traditional Owners from other nations to express their respect and understanding of the importance and value of local knowledges, languages and protocols to all people living, working and travelling in Australia.

To finish I offer my respect to my Ancestors and Elders, past, present and emerging of the Dharug Nation, where I sit typing this piece to you. I hope that my thoughts and perspectives in this piece are received with the same good intentions that they are written. I offer my respect to each and every reader, to your Elders and Ancestors as I do my best to continually *yanama budgeri gumada* – walk with good spirit.

Didjerigur – (enough)

Upcoming events

Western Sydney University has planned the following face-to-face and digital events in the coming months to showcase Indigenous knowledges, success and stories and empower networking and learning opportunities across all teams and Schools. All events may be subject to change. Please follow the link for updates on Western's calendar and upcoming events:

www.westernsydney.edu.au/aboriginal-and-torres-strait-islander/events

- 3rd June, 10am – 12pm, The Badanami Team will be holding an event to celebrate Mabo Day at Liverpool Campus, Level 1 at the Badanami Centre.
- 16th June, 11am-12pm, all Indigenous staff members will engage in an Indigenous Staff Network zoom meeting.
- 22nd June, 9.30am – 1.45pm, the Future Student Engagement Team will be holding the Year 11 Campus Experience Day on Parramatta South Campus. Workshops will discuss Western Life, makerspaces and students will engage in a campus race.
- 26th – 30th June, 16 Western Sydney University students will represent the University at the Indigenous National Games at Queensland University of Technology.
- 3rd – 10th July, Western will celebrate NAIDOC Week's 2022 theme of 'Get up! Stand up! Show up!'. All staff, students and community will be invited to engage in several online and in-person events throughout this week.
- 5th July, Parramatta City Provost will be holding a NAIDOC Week event at Parramatta City Campus.
- 4th August, 10am – 12pm, to celebrate National Aboriginal and Torres Strait Islander Day Western's Indigenous Professoriate will be holding their second Lecture featuring Professor Susan Page at Parramatta South Campus and via zoom.
- 9th August, 10am – 12pm, the Badanami team will be holding an event for International Day of the World's Indigenous People at Hawkesbury Campus, K4, at the Badanami Centre.
- 10th August, the Future Student Engagement Team will be holding an on-campus Heartbeat event for Stage 3 primary school students titled 'Science Matters'.
- 17th August, the Future Student Engagement Team will be holding an on-campus Heartbeat event for Stage 3 primary school students titled 'Science Matters'.
- 25th August, Western Sydney University's Elder's Advisory Committee will meet at Parramatta South Campus.

IGNITE Traineeship Program Launch



IGNITE trainees. Photography: Sally Tsoutas.

On the 30th of March 2022, the Office of the Deputy Vice-Chancellor, Indigenous Leadership launched the Ignite Indigenous Traineeship Program, held within the Whitlam Institute at Parramatta South Campus. This program is administered by the Office of Deputy Vice-Chancellor, Indigenous Leadership in partnership with Western's own Registered Training Organisation (RTO), *The College*. This is a university-wide initiative focally centred upon increasing employment opportunities for Indigenous people within the university sector.

In 2022 the program established 11 new business administration traineeship positions across multiple campus locations, whereby trainees have been placed at various participating host Divisional and School offices. Currently, the program offers a nationally recognised Certificate III in Business Administration as the vocational outcome for the traineeship which incorporates on the job training in administration over the next 12 months the whole cohort will complete a fixed-term traineeship contract where they will learn various

aspects of business administration within their respective host business unit office.

Importantly, these entry level positions provide valuable support to Western Sydney University operations more broadly, as it is noted that trainees will gain a unique university administrative skillset within their respective host office.

Ashleigh Lia is a proud Aboriginal woman and trainee in the School of Science at Hawkesbury Campus. She said she is incredibly grateful for securing the traineeship position and looks forward to the traineeship journey.

"This program has been a gamechanger for my whole life and for my kid's life! The support offered will allow me to learn, progress, and achieve my aspirations. I am really enjoying my traineeship, and I would like to thank every single person who has supported me. I would particularly like to acknowledge the Office of Deputy Vice Chancellor Indigenous Leadership, The College, the Dean of the School of Science Associate Professor Gary Dennis, School Manager Jannette Rawlinson, Kim, Emma and Sanah from

my team. Everyone at Western has made me feel welcome and comfortable to ask questions. I have already gained so much knowledge. At first I was unsure about applying for this opportunity because I wasn't sure if I had the qualifications or experience to be chosen, but I would recommend for anyone interested to take up opportunities like this and make the most of them," said Ashleigh Lia.

Stacey Kim Coates, Manager of Indigenous Employment in the Office of Deputy Vice-Chancellor, Indigenous Leadership, said the Ignite launch event was a great opportunity to meet and network with all trainees and teams involved.

"I would like to collectively thank all participating Schools, Divisions and Institutes in the re-establishment of this valuable employment program at Western and would like to also acknowledge all the behind the scenes work from all the Western teams who have played an integral part in bringing this program to life. The Ignite Traineeship Program is a well-designed program carefully structured to meet the demands of future industry. As set out in the 2020-2025 Indigenous Strategy, Western is committed to ensuring that at least 3% of the workforce comprises of Indigenous Australians by 2025 and it is programs like this that support the achievement of this. Furthermore, by employing more Indigenous people will improve workplace relationships between colleagues and Indigenous people as cultural diversity and awareness is increased," said Stacey Kim Coates.

To learn more about other Indigenous engagement opportunities please follow, www.westernsydney.edu.au/aboriginal-and-torres-strait-islander



The IGNITE Trainee Launch Event. Photography: Sally Tsoutas.

Western's Heartbeat and Pathways To Dreaming programs are empowering the next generations of Indigenous leaders

Western Sydney University offers a range of programs that incorporate Aboriginal and Torres Strait Islander cultural enrichment as an essential element and involve current Aboriginal and Torres Strait Islander students to be mentors and role models to our new and prospective students entering the university. From our Heartbeat program aimed at and designed for primary school age students with its focus on health, medicine and related sciences, to our Pathways To Dreaming program aimed at broadening the horizons and aspirations of high school students, we aim to encourage Aboriginal and Torres Strait Islander people to see higher education as a viable choice in their future.

The Heartbeat program raises the aspirations of Western Sydney Aboriginal and Torres Strait Islander primary school students in years 3-6. The program consists of an on-campus visit, an in-school presentation and an online webinar each year. Heartbeat raises students' awareness of their well-being, Aboriginal and Torres Strait Islander-related health issues and inspires them to consider careers in medicine and health science-related fields. Aboriginal and Torres Strait Islander culture is also embedded in the program and delivered by Aboriginal and Torres Strait Islander Elders, staff, students and a range of community and industry partners.

Last year alone 522 students from 17 local partnering primary schools engaged in in-school workshops that were based around activities on Health and Wellbeing, the Bioregions of Australia and Aboriginal trading. Nine online webinars were also held with 1,296 students from 49 partnering primary schools taking part. The impact of this program was significant for our young mob with 87% of students feeling they know more about what University is like and 83% of students enjoying meeting current University students while finding their stories on life as a University student interesting and helpful.



Students at a Western Heartbeat Program day

A student from a local primary school said, "I have had a fun and enjoyable time participating in the programs. Please keep doing these webinars for years to come. It should help everyone."

The Pathways To Dreaming program engages with Aboriginal and Torres Strait Islander students in years 8-12 across the Greater Sydney Region to support student aspirations and raise awareness of post school pathways. The program currently runs in 40 south western and western Sydney high schools. Targeted areas include Campbelltown, Liverpool, Penrith, Seven Hills, Mt Druitt and Blue Mountains regions. Pathways To Dreaming delivers in-school workshops, online yarning sessions and Campus Experience Days that support both the students' skills building, educational outcomes and cultural competency.

Last year, 489 high school students engaged in Online Yarning Sessions, 414 students participated in Campus Experience Days and 800 students participated in the 55 in-school mentoring sessions delivered by the Pathways To Dreaming Project Officers. The impact of the Pathways To Dreaming program is significant with 80% of secondary students indicating that they better understand what university is and their options for careers after school. 95% of teachers involved felt that Pathways to Dreaming has helped their students see university as a realistic future option and 77% felt that the program helped their students feel more confident in their cultural knowledge and/or identity.



Students at a Western Pathways to Dreaming Program Day

A teacher from Windsor High School said "It is an excellent program. A big thing at Windsor High School is seeing students, especially Aboriginal students, complete year 12 and attend Uni. Pathways To Dreaming has definitely started to improve this!!!"

Jim Micsko, Senior Manager of Engagement Programs at Western Sydney University, is proud to be working with the Pathways To Dreaming team, Indigenous Elders, staff, students and a range of community and industry partners to ensure Indigenous culture is effectively embedded and delivered through the programs.

"At Western, we believe that higher education should be accessible to all. Aboriginal and Torres Strait Islander Education is a key priority for us. Working with Aboriginal and Torres Strait Islander Elders and educators, the multiple school sectors and other stakeholders, we aim to build the educational aspirations, skills and confidence of Aboriginal and Torres Strait Islander school students, support their participation and champion their success in higher education whilst raising their awareness of the many other beneficial post-school career pathways." said Mr Micsko.

To find out more about Western Sydney University's Aboriginal and Torres Strait Islander Engagement programs and to contact the team, please follow www.westernsydney.edu.au/schools-engagement/connecting-with-western-aboriginal-and-torres-strait-islander-engagement.



Stacey Coates

Western alumni Stacey Kim Coates is appointed as the Manager of Indigenous Employment

Western Sydney University is pleased to announce the appointment of Stacey Kim Coates as the new Manager of Indigenous Employment in the Office of Deputy Vice-Chancellor, Indigenous Leadership. She commenced her role in March. This is a new position created to drive Indigenous employment initiatives across Western to ensure that we meet our strategic objectives in the *Western Sydney University 2020-2025 Indigenous Strategy*.

Stacey is a proud Wiradjuri woman, born in Gadigal country and lives on Dharawal land. She is a passionate educator and has a natural love of learning. Stacey has enrolled in three degrees at Western including the completion of a Bachelor of Social Science, Psychology in 2007 and a Master of Teaching (Primary) in 2013. Stacey will soon be submitting her PhD which examines synergies between the governance structures within Australian universities and outcomes in relation to Indigenous leadership in Higher Education.

Stacey is a highly respected higher education researcher and brings a wealth of experience into her role. She has extensive experience within the Indigenous employment space and has facilitated the development and introduction of Indigenous traineeships across South Eastern Sydney Local Health District. Stacey was also responsible for developing and implementing Indigenous employment policies across South Eastern Sydney Local Health District.

Stacey aims to facilitate the capacity to build and promote strong foundations for lasting positive change.

"I'm thrilled to join Professor Trudgett's team. We have a number of exciting new initiatives planned that will facilitate with strengthening Indigenous employment and leadership opportunities across Western. We also intend to activate our Indigenous alumni network and continue building collaborative relationships with external industry partners in order to provide our Indigenous students with sustainable career opportunities," said Stacey Kim Coates.

Professor Michelle Trudgett, Deputy Vice Chancellor, Indigenous Leadership, says she is delighted to welcome Stacey Coates into her new role.

"Western Sydney University, with the support of our valued Indigenous staff and community is playing a huge role in fostering Indigenous excellence in education, employment, and research in Western Sydney. The appointment of Stacey Kim Coates will help lead the implementation of our University's Indigenous Strategy and work to strengthen Indigenous employment across the University. She is an outstanding higher education leader, who is passionate about expanding our knowledge and understanding of Indigenous matters and increasing Indigenous peoples' participation in higher education," said Professor Trudgett.

To learn more about Western's 2020-2025 Indigenous Strategy follow this link: www.westernsydney.edu.au/_data/assets/pdf_file/0017/1670102/2020-2025-Indigenous-Strategy-FINAL.pdf

Indigenous Professoriate Lecture Series introduced at Western



Western Sydney University's Professoriate Lecture

On the 14th of April Western Sydney University's Indigenous Professoriate held its first lecture in a new series. Western's Indigenous Professoriate is growing and passionate about contributing to national and international conversations regarding Indigenous recognition and the respectful dissemination of Indigenous knowledge.

Professor Gawaian Bodkin-Andrews, Director of Indigenous Research in the Office of the Deputy Vice-Chancellor, Indigenous Leadership, presented the first lecture. It was titled '*Resisting Genocide through D'harawal Relatedness: Understanding the Appin Massacre & the Story of how Wirritjiribin the Lyrebird came to be*'. Many students, staff and community members engaged both in person at Campbelltown campus and online.

Professor Gawaian Bodkin-Andrew's lecture firstly saw Aunty Frances Bodkin and Uncle Gavin Andrews (his parents) give a D'harawal Welcome to Country in Language. The lecture promoted a greater sense of epistemic peace between peoples through understanding the lessons deeply embedded within D'harawal Stories. Professor Bodkin-Andrews acknowledged that whilst there have been many attempts to document and explain the Appin Massacre, these have been limited to explorations of the historical archives that have been written, and analysed, through the lens of the colonisers themselves. It was the purpose of the lecture to explore the Appin Massacre from the

lens of not only D'harawal Elders and Knowledge Holders, but that of the deep learnings gifted through the D'harawal Ancestral Dreaming Story of how the Lyrebird came to be. In doing so the lecture revealed how the Massacre and associated hostilities could have been avoided if D'harawal ways of Relatedness and Responsibility had been acknowledged and respected. Further implications explored ways of 'resisting' contemporary forces that perpetuate cultural genocidal narratives today.

Professor Gawaian Bodkin-Andrews, Director of Indigenous Research said the lecture highlighted the importance of Storytelling as a method of revealing the strengths imbedded within notions of Indigenous Relatedness – the immense responsibilities we, as Aboriginal peoples, have not only to each other, but to all of Country (e.g., lands, waters, sun, moon, stars, all flora and fauna), and our Ancestors, Creator Spirits, and their Laws).

"From this foundation, I wove the D'harawal Story of Wirritjiribin the First Lyrebird into an academic narrative exploring the antecedents of the Appin Massacre. Through an in-depth critique of the colonial archives surrounding the Appin Massacre, and the voice of an Elder from the D'harawal Traditional Descendants and Knowledge Holders Circle, I spoke of a severe drought prior to the massacre, the responsibilities of the D'harawal to freely share Country with the Gundungurra during times of strife, the settler-invader farmers

who did not welcome the families of what they called the mountain-tribes (including killing their children, scalping of a mother). All of which led to the Appin Massacre itself, effectively a surprise attack by the 42nd regiment on what was a peace gathering between the D'harawal and Gundungurra peoples. I concluded the lecture by speaking of the need to understand the many attempts of genocide, physical and cultural, that have targeted Aboriginal peoples both historically and contemporarily, and how such practices impact communities today. Finally, I drew from one of the lessons of the Wirritjiribin Story, a lesson that spoke of learning to respect our varying pathways, our differing Stories, of survival," said Professor Bodkin-Andrews.

Professor Michelle Trudgett, Deputy Vice Chancellor, Indigenous Leadership, thanks Professor Bodkin-Andrews for his beautiful, thoughtful lecture.

"It was great to commence the Indigenous Professoriate lecture series with such esteem. The lecture series demonstrates Western's deep commitment to Indigenous leadership and developing staff and student knowledge about Indigenous peoples, cultures, and Country. I look forward to the next lecture of Western's Indigenous Professoriate Lecture Series which Professor Susan Page will present next semester. More details and information regarding this upcoming event will be shared soon," said Professor Trudgett.

Students

WESTERN SYDNEY UNIVERSITY'S INDIGENOUS STUDENTS ACHIEVE GREAT THINGS

Seven deadly questions: Introducing Robert Doyle

Who are you?

My name is Rob Doyle. I am passionate about supporting Aboriginal and Torres Strait Islander community mental health and wellbeing. I have always enjoyed working in the health sector. When I graduated from high school I enrolled straight into nursing, then I spent some time working in aged care and I also worked as a missionary with my local church. In 2019, I graduated from a Bachelor of Nursing from RMIT in Melbourne and took some time to work in community mental health. A little while ago, I decided to challenge myself and enrol in a Master of Research degree, which I am almost halfway through. I could not be more appreciative for the unwavering support my supervisor, Dr Brahm Marjadi, has offered. My Master of Research examines the barriers and facilitators of cultural proficiency in mental health. I hope my research can lead to future changes in the sector which assist clinicians to become more cultural proficient and highly skilled.



Robert Doyle

Who is your mob?

I am a proud Aboriginal man with ancestral connections to Gadigal Country from my grandmother and Winninni Country from my grandfather. I am grateful to have grown up on beautiful Darkinjung Country in the Central Coast.

What community or cultural events have you been involved in lately?

I recently helped facilitate an annual event in Western's School of Medicine. The day is entitled 'Tharawal Day' and all 1st year medical students engage in the event. It truly was a great demonstration of Aboriginal and Torres Strait Islander strength and community. It was also a good opportunity to sit with and learn from Uncle Ivan and the Koomurri Dancers.

Why did you choose to study at Western Sydney University?

I chose to study my Master degree at Western because of the phenomenal support offered in the Medicine School. Specifically, I wanted to work with Dr Brahm Marjadi, the Associate Dean for Engagement and Senior Lecturer in Community Engaged Learning at the School of Medicine when exploring some burning research questions that I derived from my experience working in and with communities.

Have you faced any challenges as an Indigenous student? If so, how did you overcome them?

As a light skinned Aboriginal student, I have faced a few hardships particularly around some people in the institution challenging my identity and questioning my Aboriginality. This experience was traumatic and sad for myself and my family. However, I overcome this by learning to rely on community who support me and my strengthening of cultural identity and knowledge.

When you graduate from Western Sydney University what do you hope to achieve?

Once graduated from my Master of Research, I hope to do more in community in the mental health space. I am also looking to enrol in a Master of Counselling and in the future at some point I would love to extend upon my research career and complete my PhD.

You are clearly a busy person with lots of commitments, what are your top tips towards success for other Indigenous Western Sydney University students?

I encourage all students to first and foremost learn how to manage their time most effectively and efficiently. Succeeding in tertiary education can be tricky as we all tend to have incredible workloads, study-loads, and emotional-loads. I recommend for students to research and practice using time-management tools. I have learnt to use outlook calendar, post-it notes, and even set phone reminders to ensure I am on track and focussed. I also think it is important to surround yourself with supportive friends. You need to have sacred time with your friends to yarn and share the mental load.

Students

Western congratulates Corina Norman on being awarded the Sheldon Masters Scholarship in Australian Indigenous Languages

Western Sydney University is proud to welcome Corina into our community of scholars. Corina is the recipient of the Sheldon Masters Scholarship in Australian Indigenous Languages. Western acknowledges that the teaching, learning, and research undertaken across our campuses continues the teaching, learning and research that has occurred on these lands for tens of thousands of years.

Corina Norman belongs to multiple clans and has a deep connection across Dharug and Dharawal Country. Corina is dedicated to revitalising Indigenous languages generally and in particular Dharug and Dharawal languages of her father's lines. In her current work in the community in Western Sydney, Corina is a researcher, teacher, artist and activist for Dharug language and culture and highly respected for her achievements. To hear a recent radio interview with Corina and her colleague Jasmine Seymour please follow the link: www.sbs.com.au/language/english/audio/extraordinary-path-of-the-dharug-aboriginal-language-from-almost-extinct-to-thriving

Corina is enrolled in the Master of Research at Western, a two-year research degree which provides a strong pathway into PhD study and a subsequent academic or industry career in research. For her thesis, Corina intends to research effective ways to train community adults to acquire knowledge about Aboriginal languages and about how to teach language so that Aboriginal community members – and non-Indigenous Australians – can learn to speak, understand and respect language.

The Sheldon Scholarship will assist Corina to achieve her research and career aspirations. Supporting a Higher Degree in Research of Indigenous languages, equips graduates to become experts in their field and provides a rich, cultural benefit to many as they use their knowledge to teach others - in both educational settings as well as the wider community.

Corina Norman said there are so many intricate dynamics to language learning, and it can be challenging, yet highly rewarding.



Corina Norman. Photography: City of Parramatta Council.

"Like most of our 2nd language learner speakers, we are all on a steep learning journey, having varying levels of knowledges and values to contribute towards igniting living languages. I am very humbled and honoured to be involved in the reclamation and revitalisation of our local languages and excited for the future opportunity that will emerge," said Corina.

Professor Caroline Jones, MRes supervisor for Corina at The MARCS Institute for Brain, Behaviour and Development, and the current Director of Impact and Engagement at MARCS, said we are really honoured and thrilled that Corina is joining Western and excited to travel with her along the research journey.

"It's a great time for language at Western right now; the University community is fortunate to be able to learn from, and with, excellent Indigenous scholars like Corina Norman," said Professor Jones.

Western would like to thank the Sheldon Foundation for supporting this research of significant cultural importance to all Australians.

Staff

WESTERN SYDNEY UNIVERSITY'S PASSIONATE INDIGENOUS STAFF

Seven deadly questions: Introducing Dr Sarah Kennedy

Who are you?

My name is Sarah Kennedy, and I am a proud Wiradjuri woman from Dubbo, Western NSW. I have lived on the land of the Eora peoples for the past 10 months since moving to Sydney. Prior to that, I lived on Awabakal land in Newcastle where I completed my university study – with Awabakal country also where my brother and I were born before moving back to Dubbo.

Who is your mob?

My mob are the Wiradjuri people from Wellington, Western NSW. My mum was born and raised there, and still lives there today, along with my nan and pop. I am the eldest of four, with two brothers and a sister. My family also includes many aunts, uncles, and cousins, living on Awabakal, Eora and Wiradjuri lands.

What community/cultural events have you been involved in lately?

Despite the barriers COVID has placed on us to come together as a community, I have been fortunate enough to be involved in a number of events since starting at Western in July last year. In December, I was involved in the 'Unlocking Careers in Sport' online event. During this event, I yarned with local Indigenous students to provide information on the career opportunities available after studying Health/PE, sports development and sport and exercise science here at Western. Later that month I was also honoured to attend the Graduation ceremony as part of the academic procession, to celebrate the success of our students. Another major highlight was the students vs. staff soccer match earlier this year – bringing us all together for a bit of fun!

What is your current position at Western Sydney University and how long have you worked at the University?



Dr Sarah Kennedy

I am a Lecturer in Sport, Health and Physical Education, within the School of Health Sciences here at Western. I have been in this role for almost 10 months now.

Have you always aspired to work in tertiary education?

Since my school days, I always thought I would end up working in some aspect of sport, however I never would have imagined I would end up where I am today. I am lucky enough that my family has supported me through everything I have ever wished to achieve, and without them I wouldn't have been able to follow my path in life. This journey took me from exercise science, to teaching, to combining the two to educate the future generations of university students aspiring to move into those fields.

What is your favourite thing about working at Western Sydney University?

My favourite thing about working at Western is the sense of community I feel amongst a group of genuinely supportive colleagues. I look forward to continuing to grow these relationships, and to meet more of the students now we are back face-to-face.

Do you have any advice for Aboriginal and Torres Strait Islander people wanting to work at Western Sydney University?

Believe in yourself and what you are capable of! There are so many people here to support and encourage you – to strengthen community and collaboration with our people.

Staff Updates

Western Sydney University would like to congratulate the following staff members on their new appointments.

- Stacey Coates commenced as the new Manager of Indigenous Employment in the Office of Deputy Vice-Chancellor, Indigenous Leadership in March.
- Adrian Adkins commenced as a Badanami Student Success Officer at Bankstown Campus in February.
- Wayne Clarke also commenced as a Badanami Student Success Officer at Parramatta Campus in April.
- Georgina West also commenced as a Badanami Student Success Officer at Liverpool Campus in May.
- Amelia Corr commenced as Project Officer for Pathways to Dreaming at Hawkesbury Campus in April.
- Tania Shephard commenced as Project Officer for Pathways to Dreaming at Hawkesbury Campus in May.

Western Sydney University would also like to thank all of the Indigenous staff who continuously demonstrate excellence and the Universities values ensuring Western is the place to be.

Elders



Auntie Rasme Prior

Seven deadly questions: Auntie Rasme of Western's Elders Advisory Committee

Please tell us about yourself.

My name is Rasme Prior. I grew up in North Queensland but have lived in 3 States and the ACT working in the public sector. I am an activist about

social justice and issues addressing racism. Before I retired, I had my own consultancy addressing these issues.

Who is your mob, and where are you from?

I am proud Meriam woman from the eastern Torres Strait, my bloodline extends also to Erub. Though like most Torres Strait Islanders, I live on the mainland for educational and work prospects. Saltwater is in my DNA and my culture defines me.

What does it mean to be an Elder?

An Elder is a community defined recognition of respected status rather than defined by age. Respect is not only given by keeping culture strong and working in community, but by the mentoring and sharing of the wisdom of life experiences.

Who inspires you?

I was fortunate to have wonderful Elders to guide me and amazing aunts! I am also inspired by our young people and the educational pathways they are taking, especially in STEM! To know we now have so many young professionals doing amazing work is very satisfying.

Why have you joined the Elder's Advisory Committee of Western Sydney University?

I am passionate about education and appreciate all its possibilities. Of great importance to me is that the Elders are consulted in the decision making process for projects, policies and strategies being put into place for our students, staff and communities.

I enjoy the role as an Elder on the Elder's Advisory Committee of Western Sydney University as we come from many cultural backgrounds and bring many life experiences to the committee.

What are your hopes for Aboriginal and Torres Strait Islander people in years to come?

Constitutional Reform! The recognition of our strong history and culture to Country and community. That our stewardship to Country will educate others to heal this beautiful country that we all share.

Do you have any advice for the next generation of Aboriginal and Torres Strait Islander people who are striving to make change in community?

Stay strong in your culture and community as this not only grounds you but supports your wellbeing. Respect and be kind to yourself and others. Be passionate and inspirational in whatever career pathway you choose. Seize opportunities as your success is in your hands.

Vale Auntie Sandra Lee

Western Sydney University honoured esteemed Elder on Campus Auntie Sandra Lee at a special memorial event held on the 20th of April.

Auntie Sandra served on Western Sydney University's Elders Advisory Committee since 2010 – prior to this, her mother Auntie Mavis Halvorson served on the same committee.

Deputy Vice-Chancellor, Indigenous Leadership, Professor Michelle Trudgett, acknowledged Auntie Sandra's significant and generous contributions, including guiding the University on how to meaningfully engage with the Indigenous community.

"Western Sydney University extends our deepest condolences to Auntie Sandra's family and community at this

very sad time. We will always appreciate and be indebted for the knowledge and thoughtfulness that Auntie Sandra generously shared with our students, staff and broader community," said Professor Trudgett.

Auntie Sandra was held in high regard as a Senior Darug Elder and descendant of Gomebeeree, who was the Chief of the Boorooberongal clan of the Darug nation. She did extensive work promoting Darug heritage and culture with her family connections to the Blacktown area.

She was the founder of the Burbaga Aboriginal Corporation which not only recognises the Darug community and their Elders, but also embraces all Aboriginal communities. Over the years, Auntie Sandra visited many local schools to complement the work of teachers in the dissemination of Darug education. She was also a strong advocate of First

Peoples sovereignty, changes to the Native Title legislation, education and the welfare of Aboriginal youth.

Auntie Sandra was a member of Blacktown City Council and Holroyd Aboriginal Advisory Committee, and received numerous requests for information from researchers, archaeologists and government. She was very passionate about the work she undertook with the Department of Community Services, assisting with Aboriginal children in foster care and facilitating connections to the Aboriginal community.

In acknowledgement of her vast contributions to the area, Auntie Sandra received a Western Sydney University Community Award in 2012, and was a joint winner of the Blacktown Woman of the Year award. She also received life membership with the Western Sydney Community Forum.

Alumni

WESTERN SYDNEY UNIVERSITY'S INDIGENOUS ALUMNI

Seven deadly questions: Introducing Dr Angela Dos Santos

Western alumni, Dr Angela Dos Santos is Australia's first Indigenous neurologist with subspecialty training in stroke. She works at the Royal Melbourne, the Alfred Hospital and is a stroke specialist for ambulance Victoria within the Victoria Stroke Telehealth Network. Angela will be a key clinical expert for the Australian Stroke Alliances aeromedical plans and is co-chair of their Aboriginal and Torres Strait Islander Leadership Council. Her doctoral research is focussed on stroke in Aboriginal and Torres Strait Islander Australians.

Who are you?

My name is Dr Angela Dos Santos. I am a proud Gumbaynggirr and Kwiamble woman from the New South Wales Mid North Coast. I graduated from Western's Medical school in 2011 and am Australia's first Aboriginal neurologist.

How have you engaged in community?

I have been really lucky to have lived on Gumbaynggirr Country for most of my life and moved to Sydney after high school where I worked for a few years before commencing university to study medicine in 2007. I graduated from Western Sydney University in 2011 and completed physician and neurology training in Sydney in 2018. I underwent further stroke speciality training with a Fellowship at the Royal Melbourne Hospital in 2019. I am Australia's first Aboriginal neurologist. I work onboard Australia's only Mobile Stoke unit and work for Ambulance Australia in their Victorian Stroke Telehealth team to provide assistance with stroke treatment for patients in regional and remote areas. I am also a senior clinical researcher in the Australian Stroke Alliance and Medical Research Future Fund where a \$40 million long-term investment has been embedded to support Australian health and medical research. Through this we aim to transform health and medical research and innovation to



Dr Angela Dos Santos

improve lives, build the economy and contribute to the health system sustainability. I am currently in the final year of completing my PhD at the University of Melbourne. My research focuses on Aboriginal and Torres Strait Islander Australians and specifically their experience of stroke. I am examining the incidence of stroke, risk factors, treatment of stroke and outcomes. I have looked at metropolitan, regional and remote populations and am looking forward to submitting and graduating. I have also been appointed to the UNSW Scientia Fellowship Program where I work as a clinical academic at UNSW Southwestern Sydney Clinical School. Through my research and work I am grateful to engage and be supported by Aboriginal communities nationally.

What is your current position and why are you passionate about it?

I am a neurologist with subspecialty training in stroke. When you study medicine there are many possibilities and specialisations, however I knew I wanted to become a stroke specialist early on in my career. When I was a junior doctor, I treated my first stroke patient in the emergency department. It was a young mother who had recently given birth. She was treated swiftly, and her stroke symptoms were resolved within minutes of treatment. I was stunned by the power of medicine, but also, I struggled to understand why patients being treated on my Country were not receiving the same treatment as those in big city hospitals. It was then

I knew I wanted to be a stroke specialist. This was the ammunition I needed to pursue my career and hopefully change the narrative around Aboriginal and Torres Strait Islander incidence of stroke and outcomes.

What degree did you study at Western Sydney University?

In 2007 I started in the first cohort of medical students at Western Sydney University. I began my Bachelor of Medicine and Bachelor of Surgery before Western's medical school was built. It was in the second semester that our cohort moved to Campbelltown Campus. I really enjoyed my time studying at Western. I was part of a small cohort of medical students, and we had the opportunity to get to know one another really well.

What has your experience at Western Sydney University given you that is unique compared to graduates from other universities?

Compared to other Universities, Western's Medical School enables students to access and integrate in the hospital setting early. I really benefitted from this as it allowed me to have more patient contact and gain experience early. It made us more practical doctors and interns.

Who is your role model and why do they inspire you?

I have many role models. When studying in Medicine I was incredibly lucky to have a phenomenal role model who was an Advanced Trainee (when I was an intern), named Tim. He mentored and guided me towards pursuing my career in stroke. At the moment, Ash Barty is another major role model. As an Indigenous Australian, as a woman and as a leader, Ash Barty inspires me.

What would be your top tip towards success for Indigenous graduates from Western Sydney University?

Self-motivation is key! It is important to dedicate your time and stay focused on the end goal. It may be easy to be side-tracked and divert your attention to other distractions, but it is vital to always prioritise your study.

Alumni

Congratulations to our Indigenous graduates

Western Sydney University is committed to empowering and supporting Indigenous students' study and graduate from degrees of their choice. Currently, Western Sydney University has over 1,471 Indigenous alumni who have graduated from a variety of degrees across the University's range of Schools.

Graduation is an incredibly important milestone as it celebrates all the hard work and time put into achieving a degree, marking the formal end of tertiary study and the beginning of a new career.

Our staff are looking forward to celebrating your graduation with you and your closest.

In April 2022, 97 deadly students graduated including 1 Associate Degree, 4 Graduate Certificate, 3 Diploma, 1 Undergraduate Certificates, 77 Bachelor Degrees, and 11 Master Degrees. Congratulations to the following students, we are so proud of each of you and wish you the best of luck in your future endeavours.

Adina Dunn graduated from a Bachelor of Business (Advanced Business Leadership) (Applied Finance)

Alexander Leslie graduated from a Bachelor of Medical Science

Alicia Allira Syron graduated from a Bachelor of Nursing

Amanda Cooksley-Davis graduated from a Bachelor of Medicine, Bachelor of Surgery

Amy Lee McGarva graduated from a Bachelor of Psychology (Honours)

Amylea Jewell graduated from a Master of Art Therapy

Andrew Griffiths graduated from a Master of Teaching (Secondary)

Armani Sari graduated from a Bachelor of Arts

Ashlee Scott graduated from a Bachelor of Health Science (Health and Physical Education)



Western's Indigenous Graduates in the School of Medicine

Ashley Sumner graduated from a Bachelor of Social Work

Bianca Nowland graduated from a Bachelor of Nursing

Blake Toomey graduated from a Bachelor of Arts

Brandon Kober-Brown graduated from a Bachelor of Medicine, Bachelor of Surgery

Brandon Gregory graduated from a Bachelor of Engineering (Honours) (Civil)

Bree Turner graduated from a Bachelor of Nursing

Brendan Jones graduated from a Bachelor of Education (Primary)

Brooke Toli graduated from a Bachelor of Midwifery

Bryce Woodland graduated from a Bachelor of Social Science (Psychology)

Carl Smith graduated from a Bachelor of Arts

Chantelle Attard graduated from a Master of Teaching (Secondary)

Chloe Mancuso graduated from a Bachelor of Criminal and Community Justice

Courteney Beky graduated from a Bachelor of Arts

Dean Giles graduated from a Bachelor of Cyber Security and Behaviour

Eloise Williams graduated from a Bachelor of Health Science (Health Promotion)

Emily Brown graduated from a Bachelor of Nursing

Emily Delauney graduated from a Bachelor of Medical Science (Advanced)

Emily Jodi Dunn graduated from a Master of Professional Psychology

Emily Hudson graduated from a Bachelor of Nursing

Emma Pagett graduated from a Bachelor of Nursing

Emma O'Brien graduated from a Bachelor of Arts

Gabrielle Talbot-Mundine graduated from a Graduate Certificate in Business

Georgia McGarrity graduated from a Bachelor of Health Science (Paramedicine)

Georgia Stark graduated from a Bachelor of Nursing

Grace Barlow graduated from a Bachelor of Nursing

Grant Dillon graduated from a Bachelor of Arts

Harmony Young graduated from a Bachelor of Social Science

Hayden Williams graduated from a Bachelor of Education (Primary)

Heidi Duncan graduated from a Bachelor of Social Work	Lachlan Moore graduated from a Bachelor of Design Studies	Scott Freeman graduated from a Bachelor of Laws
Jack Clifton graduated from a Bachelor of Science (Forensic Science)	Lachlan Marlow-Conway graduated from a Bachelor of Science	Shauna Moore graduated from a Bachelor of Social Science (Psychology)
Jasmine Macey graduated from a Bachelor of Social Work	Laura Tramonte graduated from a Master of Social Work (Qualifying)	Shayne Miller graduated from a Bachelor of Medicine, Bachelor of Surgery
Jennifer Whitton graduated from a Diploma in Science	Laurinne Montgomery graduated from a Graduate Certificate in Mental Health Nursing	Shelby McInerney graduated from a Bachelor of Education (Primary)
Jessand Eleter graduated from a Bachelor of Social Work	Liam Fink graduated from a Bachelor of Education (Primary)	Sin Ho graduated from a Master of Nursing (Clinical Leadership)
Jessica Dunn graduated from a Bachelor of Nursing	Linda Williams graduated from a Bachelor of Criminal and Community Justice	Stacey Whittard graduated from a Master of Teaching (Secondary)
Jodie Leibeck graduated from a Bachelor of Nursing	Marc Odell graduated from a Bachelor of Business (International Business)	Stephanie Swannell graduated from a Bachelor of Business (Advanced Business Leadership) (Accounting)
Joe Townsend graduated from an Undergraduate Certificate in Information and Communications Technology	Megan Flavell graduated from a Bachelor of Design (Visual Communication)	Tahnee Dickson graduated from a Bachelor of Criminology
Joel Walsh graduated from a Bachelor of Arts	Melanie Hunt graduated from a Bachelor of Nursing	Taje Fowler graduated from a Bachelor of Community and Social Development
Jonathan Naden graduated from a Bachelor of Health Science (Paramedicine)	Melissa Moore graduated from a Master of Teaching (Birth - 12 Years)	Talyssa Baker graduated from a Bachelor of Education (Primary)
Justin David Anthony Peachey graduated from an Associate Degree in Engineering	Mikaela Hartley graduated from a Bachelor of Medicine, Bachelor of Surgery	Tamara Blanch graduated from a Graduate Certificate in Child and Family Health (Karitane)
Kate Faucett graduated from a Bachelor of Physiotherapy	Natasha Bucknall graduated from a Bachelor of Community and Social Development	Tayla Rae graduated from a Bachelor of Planning
Kate Jeffery graduated from a Bachelor of Medicine, Bachelor of Surgery	Natasha Heal graduated from a Diploma in Science	Tei Lawford graduated from a Master of Teaching (Secondary)
Katie Delauney graduated from a Bachelor of Nursing	Patricia Fleming graduated from a Master of Public Health	Tiana Powell graduated from a Diploma in Social Science
Kayla Towle graduated from a Bachelor of Education (Primary)	Payton Bond graduated from a Bachelor of Midwifery	Tiana Andrews graduated from a Bachelor of Occupational Therapy
Kaylee-Ann Evans graduated from a Bachelor of Education (Primary)	Rebeca Garland graduated from a Bachelor of Planning	Victoria Simiana graduated from a Bachelor of Science
Kelsey-Jane Sealby graduated from a Bachelor of Arts	Rebecca Chalouf graduated from a Bachelor of Social Science	William Brush graduated from a Bachelor of Business (Property)
Kiona O'Neill graduated from a Bachelor of Social Work	Rebecca Schweikert graduated from a Bachelor of Midwifery	
Kristy Rendell graduated from a Master of Teaching (Primary)	Rebekah Caterer graduated from a Bachelor of Nursing	
Kulaii Reynolds graduated from a Bachelor of Education (Primary)	Renee Walsh graduated from a Bachelor of Community and Social Development	
Lacey Richmond graduated from a Graduate Certificate in Child and Family Health (Karitane)	Sally Cole graduated from a Bachelor of Nursing	

Research

CELEBRATING INDIGENOUS RESEARCH AT WESTERN SYDNEY UNIVERSITY

Western Sydney University is very proud of our Indigenous researchers. Please read about some of their outstanding research that was completed late last year and this year. The bolded names are Western Sydney University's Indigenous academics and higher degree research students.

Chantelle Khamchuang, Caroline Jones, Emilee Gilbert, Karen Mattock & Christa Lam-Cassettari (2022). Suitability of vocabulary assessments: Comparing child scores and parent perspectives on communicative inventories for Aboriginal families in Western Sydney. *International Journal of Speech-Language Pathology*, DOI: 10.1080/17549507.2022.2045357

Christopher Pitt, **Auntie Kerrie Doyle**, Elias Mpofu, **Paul Saunders**, **Robert William Doyle** & Lauren Parkinson Zarb. (2021). Leadership for Sustainable Organizational Health and Well-Being: Indigenous Community Perspectives. In *Cross-cultural Perspectives on Well-Being and Sustainability in Organizations* (pp. 121-136). Springer, Cham. Doi: 10.1007/978-3-030-86709-6_8

Corrinne Sullivan, Georgia Coe, Kim Spurway, Linda Briskman, John Leha, Will Trewlynn & Karen Soldatic. (2022). Transforming colonial social suffering: Strategies of hope and resistance by LGBTIQ+ Indigenous peoples in settler-colonial Australia. In *Social Suffering in the Neoliberal Age* (pp. 196-209). Routledge. DOI: 10.4324/9781003131779-15

Gawaian Bodkin-Andrews, Shannon Foster, **Frances Bodkin**, John Foster, Gavin Andrews, Karen Adams, Ross Evans & Bronwyn Carlson. (2022). The colonial storytelling of good intent: Or the inspired erasure of our ancestors?. *Griffith Review*, (75), 110-122. Doi: 10.3316/informit.305966353467220

Kim Spurway, **Corrinne Sullivan**, John Leha, William Trewlynn, Linda Briskman & Karen Soldatic. (2022). "I felt invisible": First nations LGBTIQSB+ young people's experiences with health service provision in Australia. *Journal of Gay & Lesbian Social Services*. Doi: 10.1080/10538720.2022.2045241

Michelle Lea Locke, **Michelle Trudgett** & **Susan Page**. (2022). Building and strengthening Indigenous early career researcher trajectories. *Higher Education Research & Development*. DOI: 10.1080/07294360.2022.2048637

Scott Avery. (2022). Intersections in Human Rights and Public Policy for Indigenous People with Disability. In Felder F., Davy L., Kayess R. (eds) *Disability Law and Human Rights: Palgrave Studies in Disability and International Development*. Palgrave Macmillan, Cham. Doi: 10.1007/978-3-030-86545-0_11

Toby Raeburn, **Kayla Sale**, **Paul Saunders** & **Auntie Kerrie Doyle**. (2021). Aboriginal Australian mental health during the first 100 years of colonization, 1788-1888: a historical review of nineteenth-century documents. *History of Psychiatry*. Doi: 0957154X211053208.



Western Sydney University students at Bankstown Badanami

Badanami team supports Western's Indigenous students' success

Autumn semester has continued to be a very busy time for the Badanami team. The launch of 'Operation Hoodie' has seen over 170 of our Indigenous staff and students at Western receive an Indigenous branded hoodie. The hoodies have been extremely well received and as we move into the colder months of the year, we are sure we will see more and more around our campuses. Badanami staff also participated and attended the annual Staff v Student Soccer match which was a great opportunity to engage with our students as well as our broader Indigenous community. We also have been fortunate to welcome three new staff members to the Badanami team. Adrian Aitkens, Wayne Clark and Georgina West have joined our team as Badanami Student Success Officers based at our Bankstown, Parramatta South and Liverpool centres respectively. Students should feel free to reach out to Adrian, Wayne, Georgina or any other Badanami team member if in need of support during their studies. Students can contact the team via phone, email or visit their local Badanami Centre.

