



2011 INDIGENOUS EDUCATION STATEMENT

UNIVERSITY OF NEW ENGLAND

UPDATE ON 2010 YEAR

2011 Indigenous Education Statement for: **Ms Evelyn Woodberry**
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University of New England

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In consultation with staff of Ooralá Aboriginal Centre

2011 INDIGENOUS EDUCATION STATEMENT

Higher Education Provider: University of New England

Indigenous Education Unit: Oorala Aboriginal Centre

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Please supply a statement of:

- Your approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.
- Whether/how Indigenous perspectives are embedded in your strategic plan and/or other key institutional documents.

If you have developed an Indigenous education strategy, we invite you to include a copy in this statement, or provide the web address.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2010 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented toward achieving the AEP goals and evidence that these strategies are working
- constraints on your ability to achieve the AEP goals and
- plans for future improvement to existing strategies or 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 Indigenous peoples in educational decision-making.
- 2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Indigenous students to higher education.
- 4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.
- 5 Enable Indigenous 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 Indigenous traditional and contemporary cultures.

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

Aboriginal and Torres Strait Islander Australians involved in institutional decision-making processes and the nature of their involvement

Aboriginal and Torres Strait Islander people are included in all groups which provide advice and policy input to Indigenous education at UNE.

The Aboriginal and Torres Strait Islander Access and Participation Committee is an Advisory Committee to the Vice-Chancellor, chaired by the Vice Chancellor or nominee, comprising representatives from the local Aboriginal community, Aboriginal and Torres Strait Islander staff and students. The terms of reference and structure of this Committee were reviewed in 2010, with proposals for these being defined for 2011 and plans to increase Aboriginal and Torres Strait Islander representation of staff, community members and students on the Committee.

The number of Indigenous Australians involved in institutional decision-making processes and the nature of their involvement on boards and committees as follows:

- UNE Academic Board (2—1 Observer and 1 academic member from Faculty of The Professions, School of Rural Medicine)
- Aboriginal and Torres Strait Islander Access and Participation Committee (5: 2 staff, 2 local community reps and 1 student)
- Academic Board Teaching and Learning Committee (1)
- Vice Chancellor's Equal Employment Opportunity Advisory Committee (1)
- Student Access and Equity Committee (1)
- The Panel on Ethical Research Involving Aboriginal & Torres Strait Islanders (PERATSI) (4 including 1 Chair (Ooralala), academic staff and member with tertiary qualifications and research experience, and 1 community member nominated by local organisations)
- Human Research Ethics Committee (HREC) (2)
- Orientation and Open Day Committee (1)
- Joint Medical Program Committee (2 staff; 2 student reps.)
- Rural Medicine Head of School Course Advisory Committee (1)
- Health Teaching & Learning Committee (1)
- Occupational Health & Safety Committee (1)
- National Indigenous Higher Education Advisory Committee (NIHEAN) (1)
- Higher Education Network Aboriginal Corporation (HENAC) (3)
- Academic Services Group [1]
- Senior Management Committee [1]
- UNE Management Forum [1]

The information provided regarding committees, etc, for 2010 includes representation by Ooralala Acting Director and Ooralala staff as well as other UNE staff. Ooralala Acting Director was Chair of the PERATSI Committee throughout 2010 and was a representative on several other University committees. An Indigenous academic from School of Humanities (Faculty of Arts & Sciences) was a member of PERATSI and the Student Access and Equity Committee.

In 2010 an Indigenous academic from University of Newcastle (Discipline of Indigenous Health) involved in educational decision-making regarding the Joint Medical Program offered through University of Newcastle and UNE. In 2010 with the appointment of new Indigenous academics in the School of Rural Medicine and School of Health (Faculty of The Professions) there was increased representation on UNE Academic Board and the relevant School committees.

The School of Health consults and reviews with the Nursing External Advisory Committee on the development of nursing curricula; the Committee includes representation from Oorala and a representative from the Congress of Aboriginal and Torres Strait Islander Nurses (CATSIN).

Several UNE committees were being reviewed in 2010 for restructure in 2011 including PERATSI, HREC and Equity Committees. A review of Equity Committees was undertaken in 2010 by a panel including the Acting Director of Oorala and the Aboriginal and Torres Strait Islander Employment Officer, to recommend a structure that would better enable representation from Aboriginal and Torres Strait Islander students and staff at UNE. Coordinated by the UNE Employment Equity & Diversity Office, the review recommended the establishment of a UNE Social Justice Committee under proposed social inclusion measures, with Aboriginal and Torres Strait Islander representation on this committee and its subcommittees that will report on staff and student equity issues across the University. The recommendations have been approved for implementation in 2011, involving subsuming of the Vice Chancellor's EEO Advisory and Student Access & Equity Committees into the new committee structure.

The roles and responsibilities of Aboriginal and Torres Strait Islander leaders at UNE

Local Aboriginal community leaders are invited by Faculties, Schools and Directorates of the University to provide consultation and participation in protocols for official events and programs, including Welcome to Country and incorporation of Aboriginal and Torres Strait Islander perspectives. This consultation and participation is encouraged and facilitated by Aboriginal and Torres Strait Islander staff in key roles at Oorala and other parts of the University.

Aboriginal and Torres Strait Islander staff from both Oorala and across the University are involved extensively in roles engaging with communities in the region, participating in consultative groups and agencies, committees and activities related to education, health, employment, government and community activities, etc. Through also having active involvement in institutional decision-making as detailed under previous heading these staff provide valuable expertise to the University, gained through their academic and professional experience and community engagement.

The Acting Director and other staff of Oorala throughout 2010 were involved in several groups engaging with the community, details under next heading. The Acting Director was also involved in consultation and decision-making at the University on a range of matters by involvement in several University committees, boards, working parties and other groups.

The role played by Oorala Aboriginal Centre in decision making processes

Throughout 2010 Oorala Acting Director and staff provided representation and participation in a number of University committees involved in decision-making processes on a wide range of strategies, policies and procedures related to students and staff. The panel review of UNE Equity Committees also involved consultation with Oorala and the Aboriginal and Torres Strait Islander Employment Officer.

The Acting Director and staff of the Oorala Aboriginal Centre were also represented across the local community in regards to education, training, employment, local government and community activities and Oorala also facilitated the participation of the Aboriginal and Torres Strait Islander Employment Officer in committees as relevant. In 2010 this participation included the following staff representation:

- Gayinyaga Aboriginal Advisory Committee (2)
- Local Armidale Interagency Committee (2)
- Local Aboriginal Education Consultative Group (AECG) (3)
- NAIDOC Committee (3)
- Reconciliation Committee (3)

- Sorry Day Committee (3)
- Local Armidale Aboriginal Land Council (1)
- Board of Armidale Aboriginal Cultural Centre & Keeping Place (1)
- Aboriginal Circle Sentencing Committee (auspiced through NSW Attorney-General's Department) (1)
- Narwan Football Club & NSW Aboriginal Football Knockout Committees (1)

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

Outline of UNE's Aboriginal and Torres Strait Islander Employment Strategy including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet.

During 2010 the University signed a Memorandum of Understanding with the Northern Region Forum, representing the fourteen Local Aboriginal Land Councils of the NSW Northern Region, to formalise a partnership between UNE and local Aboriginal communities. A Regional Aboriginal Higher Education Strategy was being developed under the MOU which was intended to lead, *inter alia*, to increasing numbers of student employment pathways being developed within the University. The availability of pathways into future employment also provides additional incentives for students to continue with their studies.

In 2010 UNE appointed a new Aboriginal and Torres Strait Islander Employment Officer and arrangements for this position had been restructured for the role to involve supervision by Acting Director of Oorala Aboriginal Centre, reporting to Director of UNE Human Resource Services, with the role remaining under the auspice of the UNE Employment Equity & Diversity Office.

The Aboriginal and Torres Strait Islander Employment Officer drafted a new Aboriginal & Torres Strait Islander Employment Strategy and worked across the University in terms of gaining outcomes for Aboriginal & Torres Strait Islander people in employment and training opportunities. The Employment Officer also worked on the UNE Reconciliation Action Plan and coordinated regular meetings of the Aboriginal & Torres Strait Islander Access & Participation Committee.

UNE's existing Indigenous Employment and Career Development Strategy, 'Aroonba Yanaaya', which aimed to facilitate the increase of Indigenous people employed at the University, was finalised in 2003. The existing strategy is available on the UNE web at the following address:

<http://www.une.edu.au/eoo/indigenous/aronbayanaaya2003-2006.pdf>

It is planned for the new Aboriginal & Torres Strait Islander Employment Strategy to be publicly accessible on the internet once community and University consultations are completed and the final Strategy endorsed by the Aboriginal and Torres Strait Islander Access & Participation Committee and the Vice Chancellor's Committee.

In 2010 the Aboriginal and Torres Strait Islander Access & Participation Committee met for briefing and discussion on:

- the background of the existing Indigenous Employment Strategy at UNE
- feedback on community responses to the Strategy including potential for future community networks, programs and projects
- advice from Oorala on pathways for Aboriginal and Torres Strait Islander students
- culturally appropriate training options
- advice from University management on opportunities, support structures and funding through UNE to implement increased employment and training
- outline of the draft Aboriginal and Torres Strait Islander Employment Strategy, planned to be discussed further in 2011 through the Committee with consultation through community meetings

Another main objective of the Aboriginal and Torres Strait Islander Employment Officer was to also increase UNE's participation in the National Indigenous Cadetship Project (NICP) as UNE planned to create cadetships within the University under the NICP, and promote these as a pathway for supporting UNE students while also acting as a mechanism for increasing the number of Aboriginal and Torres Strait Islander employees at UNE.

Information on UNE's strategies for increasing numbers of Aboriginal and Torres Strait Islander Australians employed at UNE.

The University's new Aboriginal & Torres Strait Islander Employment Strategy will focus on strategies around building relationships with organisations and the Aboriginal communities, specifically the communities represented by the fourteen Local Aboriginal Land Councils of the NSW Northern Region. It will recognise the need for appropriate Aboriginal cultural awareness to inform the University's recruitment practices, and the importance of Aboriginal cultural awareness in ensuring career development and progression and the subsequent retention of Aboriginal staff. The strategy will also seek to develop pathways between education and employment for Aboriginal people of the Northern Region, and to capitalise on the University dual role as an employer and an education provider. The Employment Strategy requires deliverable outcomes and the accountability of Heads of Schools, Managers & Directors, with established monitoring and review mechanisms. The strategy will assist the University to raise its profile within Aboriginal communities and stakeholders as a preferred employer, to achieve its strategic aims to engage Aboriginal communities, as well as supporting the communities of the Northern Region to achieve outcomes in employment and education.

The new Aboriginal & Torres Strait Islander Employment Strategy is to be publicly accessible on the internet once community and University consultations are completed and the final Strategy endorsed by the Aboriginal and Torres Strait Islander Access & Participation Committee and the Vice Chancellor's Committee.

Other strategies identified by specific Schools across the University in 2010 included the following:

Faculty of Arts & Sciences

School of Environmental & Rural Science

The School Equity Plan for 2010 proposed to explore establishment of one or more traineeships as positions designated for Aboriginal and Torres Strait Islander people. In consultation with Oorala and the Aboriginal and Torres Strait Islander Employment Officer, the School's EEO Committee committed to plan for recruitment of trainees through the NICP.

Faculty of The Professions

School of Health and School of Rural Medicine

A new Aboriginal and Torres Strait Islander academic was appointed jointly in 2010 by these schools (Lecturer, Level B).

The number of Aboriginal and Torres Strait Islander-specific positions at UNE, detailed by occupation and level.

• **Table 1 - Continuing and Fixed term positions**

Faculty/Institute/Section	Staff	Academic	Professional
Oorala Aboriginal Centre			
Trainee	1		
HEO3	1		
HEO4	3		
HEO6	1		
HEO7	1		

Academic Acting Director		1
Academic Level A		1
School of Health/School of Rural Medicine		
Academic Level B		1
School of Humanities		
Academic Level A		1
Sport UNE		
HEO2	1	
Trainee	2	
Totals	10	4

• **Table 2 - Casual positions**

Faculty/Institute/Section	Staff	Academic	Professional
NONE			
Totals			

Note: If needed, list staff at the bottom of and list t

The current number of Aboriginal and Torres Strait Islander staff at UNE and their spread across the university (including numbers in academic and non-academic roles, and by level).

Faculty/Institute/Section	Staff	Academic	Professional
Ooral Aboriginal Centre			
Trainee	1		
HEO3	1		
HEO4	3		
HEO6	1		
HEO7	1		
Academic Acting Director		1	
Academic Level A		1	
School of Health/School of Rural Medicine			
Academic Level B		1	
School of Humanities			
Academic Level A		1	
School of Health			
Academic Level B		1	
Sport UNE			
HEO2	1		
Trainee	2		
Dixson Library			
HEO3	1		
College Residences			
HEO2	2		
Facilities Management Services			
HEO4	1		

Productivity Assist Team		
HEO5	1	
Student Administration		
HEO4	2	
Teaching & Learning Centre		
HEO5	1	
School of Business, Economics & Public Policy		
HEO4	1	
School of Health		
HEO4	1	
School of Science & Technology		
HEO4	1	
Totals	21	5

The UNE Annual Report 2010 outlined that in 2010:

- Aboriginal and Torres Strait Islander academic staff comprised 1.1% of the total of all UNE academic staff, an increase from the 0.5% total in 2009
- Aboriginal and Torres Strait Islander general staff comprised 2.2% of the total of all UNE general staff, an increase from the 2% total in 2009

(These percentages exclude casual staff and were derived from voluntary Equity Employment & Diversity data surveys at 31 March 2010).

The role played by Oorala Aboriginal Centre in improving Aboriginal and Torres Strait Islander employment at UNE.

The University consults with Oorala Aboriginal Centre on issues related to the Aboriginal and Torres Strait Islander Employment Strategy and improvement of Aboriginal and Torres Strait Islander employment at UNE. Oorala worked in partnership with UNE's Employment Equity & Diversity Office on the appointment of the Aboriginal and Torres Strait Islander Employment Officer and on facilitating progress with the Aboriginal and Torres Strait Islander Employment Strategy. In 2010 Oorala also facilitated some key aspects of this role including supervision, provision of work environment and resources, working with Employment Equity & Diversity to familiarise the Officer with UNE organisational structure, policies, procedures, etc, as relevant to the review of the Employment Strategy. Oorala also provided networking opportunities for the Officer through local Aboriginal employment and community committees, participation in outreach activities related to career opportunities, and was pivotal in referring local and regional employment information to the Officer.

In 2010 Oorala appointed a new staff member to the position of Aboriginal and Torres Strait Islander College Mentor, and created a secondment opportunity (Program Coordinator) for an existing Aboriginal and Torres Strait Islander staff member of UNE with expertise and experience from employment in Student Services.

Oorala was also consulted by UNE Office of Advancement regarding their appointment of an Indigenous Business Trainee in 2010.

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

Commencing Aboriginal and Torres Strait Islander student numbers for 2010 (access rate) as compared to 2009 (all student comparison).

• **Commencing Aboriginal and Torres Strait Islander students***

	2009	2010
Aboriginal and Torres Strait Islander students	170	188
Non Aboriginal and Torres Strait Islander students	7,584	7,872

These statistics show commencing enrolments as at 31 December 2009 and 31 December 2010. The commencing Aboriginal and Torres Strait Islander enrolments in 2009 comprised 124 off campus and 46 on campus students; commencing Aboriginal and Torres Strait Islander enrolments in 2010 comprised 139 off campus and 49 on campus students.

UNE offers a diverse range of courses that attract access by Aboriginal and Torres Strait Islander students and enrolments remained consistent in all subject areas, the strongest demand from commencing students in 2010 being in Behavioural, Cognitive & Social Science, Humanities, Education, Health and Law. With the high demand continuing for off campus study, enhancements to the Bachelor of Education (Primary) and Bachelor of Nursing, including enrolment in both on campus and off campus mode from 2010, lead to increases in commencing enrolments in both these courses (Bachelor of Education (Primary) increased from 7 in 2009 to 23 in 2010 including 18 off campus students; Bachelor of Nursing increased from 5 in 2009 to 10 in 2010 including 3 off campus students). Other courses showing trends for growth in commencing enrolments were the Bachelor of Laws (5 in 2009 and 9 in 2010) and Bachelor of Arts (6 in 2009 and 13 in 2010). There was a steady increase indicated for the Bachelor of Social Work (4 commencing in 2009 and 6 commencing in 2010), a new course introduced by UNE in 2009. Significantly, while commencing enrolments in the UNE Pathways Enabling Course remained steady (11 in 2009 and 12 in 2010) the access by Aboriginal and Torres Strait Islander students through this enabling program did not impact on the continuing strong demand for Oorala's TRACKS Tertiary Preparation Program (20 students commenced TRACKS in 2009 and 24 commenced in 2010).

Programs run, through Oorala Aboriginal Centre or UNE, to improve access of Aboriginal and Torres Strait Islander students.

UNE, in conjunction with Oorala Aboriginal Centre, continued to work towards increasing the access and participation of Indigenous students to higher education. UNE has promoted places for Aboriginal and Torres Strait Islander students in its undergraduate and postgraduate programs in its marketing campaigns.

The University's access programs include the UNE Pathways enabling course, the Teacher Education Enabling Course introduced in 2010 and alternative entry programs specifically for Indigenous people offered through Oorala Aboriginal Centre (Internal Selection Program and TRACKS Tertiary Preparation Program). Aboriginal and Torres Strait Islander students receive advice through Student Services and Oorala to access University study by choosing one of these programs as appropriate to their level of education and prior learning. This is reflected in enrolments in the Pathways and TRACKS programs and also in undergraduate programs.

The Internal Selection Program (ISP) has participating applicants for admission assessed by Oorala staff and subsequently admitted to a course on the basis of that assessment. In 2010, 14 prospective students participated in the ISP program and 12 successfully completed ISP; 8 of these participants progressed to enrolment in UNE undergraduate courses and one participant took up the recommendation to enrol in the TRACKS program. One of the successful participants also deferred commencing undergraduate study and may enrol at a later date.

Oorala Aboriginal Centre continued to conduct the TRACKS preparation program in 2010 to on campus and off campus students from communities in diverse regions by providing flexible delivery in the form of print-based resource material and on-line learning hub coordinated through the Centre. The TRACKS program is offered in a distance education version to Aboriginal and Torres Strait Islander men at correctional centres and in 2010 Oorala liaised with Woodford Correctional Centre in Queensland to re-engage its involvement in the program. Improvements were made to delivery of

TRACKS at Woodford with the Correctional Centre appointing a tutor specifically to meet regularly with its TRACKS students; Oorala also committed to making visits to this Correctional Centre once each term to offer additional support, orientation sessions and course materials. Visits to Woodford included involvement of Oorala's Aboriginal and Torres Strait Islander Campus Mentor for specific social and cultural support related to the educational experiences of these students. Through these initiatives 5 Woodford orientation participants in 2010 then enrolled in TRACKS for 2011 and with Oorala's continuing support access and participation is expected to increase in the future.

The TRACKS program won the Australian Awards for University Teaching (Innovative and Practical Approach to Provision of Educational Services to the Local and/or Regional Community) in 2001 and its coordinators were awarded a Carrick Citation for Excellence in University Teaching in 2007.

A major initiative in 2010 within the TRACKS program was the introduction of the Pre-Orientation Program (POP) for TRACKS students which was highly successful in increasing participation by TRACKS students. Aligned with UNE's orientation activities held at start of Semesters 1 and 2, the POP Program's objectives included the following:

'This initiative aims to orientate, and provide advice to, Aboriginal and Torres Strait Islander students seeking to access the University of New England through the 'TRACKS' tertiary preparation program, prior to the commencement of their course. The pre-orientation program will enable Aboriginal and Torres Strait Islander students to start their tertiary journey at UNE with confidence and gain important knowledge of university requirements in a culturally and socially supportive environment at the Oorala Aboriginal Centre.

Students will have developed a better understanding of the requirements of the course and started to develop an important relationship with staff involved in the teaching of various units, leading to a reduction of attrition. It will also provide opportunities for 'TRACKS' students to begin to plan their studies in an undergraduate degree at the University of New England through the provision of course information and academic advice.'

A total of 23 out of 29 TRACKS students attended POP, leading to increased online participation and increase in timely assignment submission with 85% of students meeting their first assignment due dates.

Through the Aboriginal and Torres Strait Islander Campus Mentor in 2010 Oorala also offered additional support on a range of study, cultural and social issues for TRACKS students from diverse communities. This was important for on campus students who had relocated some distance from their home communities and also for the off campus students travelling from their communities to attend POP and Intensive Schools within the TRACKS program. Approximately 80% of TRACKS students are from rural or remote areas, with a large number of those students being from low socio-economic backgrounds.

The success of these initiatives for access is reflected in increased TRACKS enrolments between 2009 and 2011 as below:

TRACKS Enrolments 2009-2011

	2009*	2010*	2011**
On campus	10	7	11
Off campus	18	25	25
Total TRACKS enrolments	28	32	36

*As at 31 December 2009 & 2010

**As at 13 May 2011

Six students successfully completed TRACKS in 2010 and 5 enrolled in undergraduate studies in 2011. Twelve are completing their TRACKS studies in Semester 1 2011, including students who enrolled mid-year in 2010.

The continuing appointment of a TRACKS academic from the local Aboriginal community involved further review of the program content. Under the leadership of a new Oorala Director in 2011 alternatives for content and pathways into undergraduate study are being explored with the TRACKS academic team and Schools within the University.

In 2010 approval was also formalised through UNE and University of Newcastle for TRACKS to be recognised as a pathway to study in the Joint Medical Program for students who aim for professional qualifications towards medical careers.

UNE academic staff who run undergraduate courses identified as areas of interest to TRACKS students and ISP participants engage with these students in the program activities, to offer academic advice relevant to the students' enrolment in further studies and career goals.

In 2010 UNE continued its involvement in Aboriginal and Torres Strait Islander education within the region to encourage access to higher education. This included direct professional involvement undertaken by staff in local government and community centres and schools. For example, Oorala staff are represented on the local Aboriginal Education Consultative Group (AECG) and participate in many local school events.

Details on outreach activities and their success in including and attracting Aboriginal and Torres Strait Islander students.

UNE outreach activities in 2010 included:

- Representation of Schools and Faculties at Agquip, the annual agricultural industry field event held in Gunnedah, NSW, including distribution of course information to a range of Aboriginal organisations. Academic staff involved in Indigenous Studies units in the School of Humanities (Faculty of Arts & Sciences) utilised this event to engage with local Elders about study opportunities in this area.
- The School of Health (Faculty of The Professions) worked closely with Oorala to attract enrolments into Health courses via Oorala's TRACKS program.
- In 2010 the School of Health worked with Oorala and the School's Aboriginal and Torres Strait Islander Lecturer towards developing a Diploma in Aboriginal Health, which was planned to incorporate aspects of the TRACKS program and selected Health units, as a pathway into a range of health courses such as nursing, social work and ageing and community care courses.
- UNE and Oorala were included on a new 'MidCoast Uni Portal', an online hub conceptualised by the Port Macquarie-Hastings Council which offered educational information from TAFE and six universities to encourage access and participation from prospective students in communities of the region such as Port Macquarie, Wauchope, Kempsey, Taree, Forster and others. Through this portal Aboriginal and Torres Strait Islander students can find a comprehensive guide to UNE's pathway programs and Oorala's alternative entry programs as well as a direct link at the main menu to Oorala's support services.

Oorala's outreach activities in 2010 included participation in the following:

- 'Day of Opportunity' expo in Moree, NSW, organised jointly by Moree Plains Shire Council and UNE
- Mini Careers Expo, Tingha, NSW
- Local Services Expo, Armidale (held during local NAIDOC Week celebrations)

Oorala contributed significantly to the Moree 'Day of Opportunity' with a presentation covering educational opportunities for Aboriginal and Torres Strait Islander students at UNE, and the importance of life skills and creation of further opportunities through formal education. Oorala also contributed a display and fielded questions from attendees, complementing displays by a cross-section of UNE Schools. Approximately 250 people attended the day and its success has led to planning of a similar event planned in July 2011.

Oorala also hosted the following school visits at the request of schools in local and further regions of NSW:

- Bourke Primary School
- Peel High School, Tamworth
- Drummond Primary School

By providing information and presentations on support services, pathways, courses and career opportunities in response to requests for these visits, Oorala encouraged further enquiries and networking with schools, government agencies and community organisations. In 2011 strategies are being strengthened to maintain contact through these networks, e.g. increasing communication with regional schools and organisations, and mapping regions of community demand for study at UNE.

These activities were linked to strategic planning to focus on recruitment in regions of northwest NSW, as identified in 2009 through the Memorandum of Understanding between UNE and Local Aboriginal Land Councils of the NSW Northern Region.

In 2010 Oorala also expanded its outreach through increased sponsorship of local school awards for Aboriginal and Torres Strait Islander students.

The overall success of Oorala's and UNE's outreach activities are reflected in increasing enrolments over the 2009 and 2010 years, which also reflect the educational and career priorities of prospective students from diverse Aboriginal and Torres Strait Islander communities.

Details of Aboriginal and Torres Strait Islander-specific and other scholarships offered by UNE

Commonwealth Equity Scholarships

No.s of Scholarships Allocated & Undertaken By Aboriginal and Torres Strait Islander Students 2010

Scholarship Type	Number Allocated	Number Undertaken	
	New	New	Continuing
CECS-Indigenous	10*	9	19 (2 holders granted Leave of Absence)
Ordinary CAS-Indigenous	5	5	18 (1 holder granted Leave of Absence)
CECS-Indigenous Enabling	8	8	5
CAS-Indigenous Enabling	5	Nil	Nil
Indigenous Access Scholarships	23	17	Nil
Total	51	39	42

*8 allocated from 1st semester, additional 2 allocated by DEEWR from 2nd semester

Scholarships offered by UNE (excluding Commonwealth Equity Scholarships)

Aboriginal and Torres Strait Islander-specific scholarships	No. awarded to Aboriginal and Torres Strait Islander students
Enabling Courses (TRACKS Tertiary Preparation Program)	
Mick Young Scholarship 2010	5
Lyn McGettigan Scholarship 2010	2
Subtotal	7
Undergraduate	
Annie & Terry Connor Memorial Scholarship	1
Max Schroder UNE Scholarship	2
Subtotal	3

Postgraduate	
DeHub Indigenous Research Scholarship	1
Subtotal	1
Non-specific Scholarships (including Equity scholarships)	
Undergraduate	
CWA / Earle Page Equity Scholarship	Nil (awarded to applicant from another equity group)
St Albert's College Entrance Scholarship – Community	1
Subtotal	1
Postgraduate	
UNE-Apted Honours & Postgraduate Research Scholarship	1
UNE Domestic Strategic Scholarship	1
Subtotal	2
Total UNE Scholarships Awarded To Aboriginal & Torres Strait Islander Students	14

Scholarships offered by non-UNE providers

Aboriginal and Torres Strait islander-specific scholarships	No. awarded to UNE Aboriginal and Torres Strait Islander students
Undergraduate	
Freddy Fricke Scholarship 2010 (NSW Aboriginal Land Council)	Nil
Education Endowment Fund Scholarship 2010 (NSW Aboriginal Land Council)	2
Puggy Hunter Memorial Scholarship 2010 (Royal College of Nursing Australia)	1
Subtotal	3
Non-specific scholarships (portion of total allocation offered by provider for Aboriginal and Torres Strait Islander applicants)	
Undergraduate	
NSW Teach Scholarship 2010 (NSW Department of Education & Training)	4
Rural & Remote Undergraduate Nursing Scholarship (Royal College of Nursing Australia)	1
Subtotal	5
Postgraduate	
NSW Teach Scholarship 2010 (NSW Department of Education & Training)	1
Total	1
Total non-UNE Scholarships Awarded To Aboriginal & Torres Strait Islander Students	9

Promotion of scholarships to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.

Oorala Aboriginal Centre maintained the following strategies throughout 2010 to promote scholarships to Aboriginal and Torres Strait Islander students, encouraging students to access and participate in range of opportunities. These included promotion of scholarships offered specifically for Aboriginal and Torres Strait Islander students, Equity and other scholarships offered by UNE and other providers:

- Information on current scholarships available to all prospective and current students on Oorala homepage at UNE website and Oorala blog.
- Distribution of Oorala flyer summarizing scholarships available throughout the academic year via career markets, recruitment activities, student-related events, displays and mailouts.

- Flyer mailouts on specific application rounds of scholarships, e.g. Commonwealth Equity Scholarships and scholarships for TRACKS students.
- Email updates to enrolled students on current scholarships.
- Information sessions integrated in alternative entry programs and other student-related activities, e.g. during Internal Selection Program, Pre-Orientation and Intensive Schools for TRACKS Program.

The take-up rate for Commonwealth Equity Scholarships remained strong in 2010 compared to 2009 and scholarships in each category were awarded in accordance with the 2010 Commonwealth Scholarships Guidelines and allocations determined by DEEWR. The low take-up rate for CAS-IE scholarships may reflect the availability of Relocation Scholarships offered from 2010 through Centrelink (equivalent to CAS), as well as higher demand for off campus study by students enrolled in UNE's approved enabling course (TRACKS Tertiary Preparation Program); as CAS-IE scholarships required applicants to have relocated from regional or remote area to commence on campus study in an approved enabling course. While overall there was a lower take-up rate of new Commonwealth scholarships compared to 2009, demand exceeded 2010 allocations for CECS and CAS offered to undergraduate students and the allocations affected the award of these. For the enabling scholarships timing issues also affected take-up rates and there was higher demand in the mid-year application round. There was also a much higher rate of continuing Commonwealth scholarships in 2010 (13 continuing in 2009; 42 continuing in 2010) which reflects the success of this assistance for students completing TRACKS, progressing into undergraduate study or continuing their academic progress in undergraduate study. Also included in continuing Commonwealth Scholarships was one CECS for a student progressing from undergraduate to postgraduate study in an area of national priority (Education).

There was a significant increase in 2010 of UNE scholarships awarded compared to the take up rate of 4 in the 2009 year, especially for the Mick Young and Lyn McGettigan Scholarships. This was due to Oorala working with Office of Advancement and donors to offer further application rounds in line with final enrolments and orientation for new TRACKS students, and also removal of institutional restrictions which had previously prevented applicants from holding Commonwealth Equity Scholarships concurrently with UNE scholarships. 4 of the 5 Mick Young Scholarship recipients in 2010 were also awarded Commonwealth Equity Scholarships. The recipient of the UNE-Apted Honours & Postgraduate Research Scholarship was also awarded the UNE Domestic Strategic Scholarship to assist with research for thesis entitled 'An exploration into the emotional health & wellbeing of Aboriginal children with disabilities who have experienced trauma' (Doctor of Philosophy, Counselling Studies).

Two new UNE scholarships were offered in 2010:

- The De Hub Indigenous Research Scholarship was developed and awarded by Distance Education Hub (DE Hub) in consultation with Oorala for a research and reporting project associated with the experiences of Aboriginal and Torres Strait Islander people engaging in higher education. (DE Hub is a central research institute that provides information to assist educators, students and communities in new ways of thinking about education.)
- The St Albert's College Entrance Scholarship for community service or involvement was offered in 2010 in addition to St Albert's scholarships offered for academic excellence and cultural activities, in an expansion of its offering from previous years.

There was also an increase in 2010 in scholarships awarded through non-UNE providers; in comparison the 2009 total was 7. Four of the applicants awarded the NSW Teach Scholarships and the applicant awarded the Puggy Hunter Memorial Scholarship were also Commonwealth Equity Scholarships holders.

The role played by Oorala Aboriginal Centre in seeking to improve Aboriginal and Torres Strait Islander access to UNE.

In 2010 Oorala Aboriginal Centre continued to work towards improving access to UNE for Aboriginal and Torres Strait Islander students via the following strategies:

- Maintaining contact with students via a range of formal and informal methods to make admission, enrolment and application procedures more accessible.
- Liaison with UNE Student Services admission and enrolment staff to enhance support for prospective students regarding online admission and enrolment processes. A staff member from Student Services was seconded to Oorala in 2010 with responsibilities including access issues for prospective students.
- Promotion of scholarship and cadetship opportunities to prospective students who experience disadvantage due to financial circumstances or being located in regional or remote areas.
- Providing specific support and service information through UNE recruitment activities and specific recruitment activities within communities in targeted regions of Northwest NSW (Open Day, 'Day of Opportunity' Expo in Moree, etc).
- Promotion of Oorala facilities, support services, alternative entry programs and scholarships via a range of strategies (advertising, sponsorship, events involving community engagement, UNE and Oorala recruitment activities, online and printed material).
- Strong focus on community engagement and social inclusion for community members and students.
- Participation of Aboriginal and Torres Strait Islander Campus Mentor in recruitment and alternative entry programs to encourage access to Oorala and UNE by prospective and new students from diverse communities.
- Effective usage of Oorala's facilities in new Oorala building for community and student-related events.
- Ongoing review of alternative entry programs as pathways to higher education.

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

The total number of Aboriginal and Torres Strait Islander student enrolments for 2010, compared to 2009 (all student comparison).

The total number of Aboriginal and Torres Strait Islander enrolments for 2009 and 2010 is as follows:

	2009	2010
Aboriginal and Torres Strait Islander students:	326	378
Non Aboriginal and Torres Strait Islander students:	18,405	18,723

These statistics show enrolments as at 31 December 2009 and 31 December 2010.

Total Aboriginal and Torres Strait Islander enrolments in 2009 comprised 249 off campus students and 77 on campus students; total Aboriginal and Torres Strait Islander enrolments in 2010 comprised 283 off campus students and 95 on campus students.

As a result of strategies by UNE and Oorala to address Indigenous participation, total enrolments for 2011 (after Semester 1 census date) increased to 423 (302 off campus and 121 on campus).

As reported in the University's Performance Portfolio 2009, from the overall UNE student demographic in 2007 "a substantial proportion of the University's student population was from regional (44.99%) and remote (2.21%) backgrounds and/or from a low socio-economic status background (23.39%)" including "a significant representation of Indigenous students (1.6%)." In 2010 the overall UNE student demographic included representation of 1.97% enrolments by Aboriginal and Torres Strait Islander students, a significant increase since 2007.

Details of UNE's strategies to address Aboriginal and Torres Strait Islander student participation.

In October 2009 UNE and the 14 Local Aboriginal Land Councils of the NSW Northern Region had signed a Memorandum of Understanding (MOU) to improve educational and research opportunities relevant to Indigenous communities. The MOU marked a commitment to developing more appropriate higher education courses in the fields of Aboriginal culture, language and health, social and economic attainment and to enable mutually beneficial staff and student mentoring programs for people in the New England Region.

Building on the MOU signed in 2009, the University hosted a meeting in 2010 to develop a series of strategies to increase participation by Aboriginal and Torres Strait Islander students. Through this meeting the development of an operational plan included representation from Northern Region Aboriginal Land Council (NRALC), UNE Partnerships, New England TAFE and Department of Education and Training as well as both UNE Faculties and the Oorala Aboriginal Centre. The University also addressed issues of participation through meetings of the Aboriginal and Torres Strait Islander Access & Participation Committee and a review of the University's Reconciliation Statement with a draft UNE Reconciliation Plan commenced for implementation across the University.

Other strategies for Aboriginal and Torres Strait Islander participation through UNE included:

Faculty of The Professions

School of Health

- As outlined in 2.3 the proposal being developed through School of Health and Oorala to support pathways into a range of health courses was intended to increase student participation in areas such as nursing, social work and ageing and community care.

The role played by Oorala Aboriginal Centre in seeking to improve Aboriginal and Torres Strait Islander participation at UNE.

Oorala Aboriginal Centre provides a range of student support, as well as cultural and social support in combination with inclusive learning environments and activities for students who are enrolled in alternative entry programs and UNE courses. The Centre also offers student access to tutoring through the Indigenous Tutorial Assistance Scheme (ITAS) and online learning through facilities in its student computer lab.

Strategies utilised by Oorala in 2010 included:

- Maintaining contact with Aboriginal and Torres Strait Islander communities in catchment regions, via community events, career markets and visits.
- Continued representation on student-related committees and other University committees.
- Review of pathways through alternative entry programs offered by Oorala (ISP and TRACKS), which include access to appropriate course and admission advice at UNE to assist students in making suitable choices for higher education study.
- Review of course content in TRACKS program with the expertise of local Aboriginal academic involved in the program.

- The Pre-Orientation Program (POP) commenced in 2010 for TRACKS students, to improve participation for both on campus and off campus students in tertiary preparation and the UNE learning environment; POP was run at start of Semesters 1 and 2, 2010 with very successful outcomes in participation and will continue to run for the remainder of the 5 year funding period.
- The Aboriginal and Torres Strait Islander Campus Mentor based at Oorala was appointed in 2010 with the primary aim of supporting the social and cultural needs of Aboriginal and Torres Strait Islander students in on campus accommodation. The Mentor also offers specific support to other students in local accommodation who have relocated from regional or remote home communities. The main longterm objectives for establishment of the position are to enhance the learning experience in the University environment for on campus students and to enhance their personal development and professional attributes after completion of their studies when they return to their communities. The Mentor was intensively involved in Oorala's Internal Selection Program, POP sessions and Intensive Schools for TRACKS programs and a number of other student activities involving TRACKS and undergraduate students, e.g. National Indigenous Tertiary Education Games.
- Throughout 2010 Oorala continued its work experience program for a local Aboriginal student who has a disability and plans to go on to further study after completion of high school. This student worked on specialised projects with Oorala including a community history project related to the 2010 Frank Archibald Memorial Lecture and the 2010 NAIDOC Week theme.
- Involvement of undergraduate students in activities with prospective and new students in alternative entry programs and orientation programs to encourage participation.
- Effective use of online and other technologies to maintain participation by students in TRACKS program and students accessing tutoring through the Indigenous Tutorial Assistance Scheme (ITAS); maintaining effective communication with a network of suitably qualified tutors to match with students accessing ITAS tutoring.
- Referral of off campus students to facilities in UNE Access Centres in specific regional areas, or other available facilities, to maintain communication and participation.
- Oorala's alternative entry programs include content with focus on assessing and enhancing academic skills, to improve participation in higher education at undergraduate level.
- Students have access to community and student peer support networks through Oorala, by attending and participating in community events, and student related activities.
- Oorala hosted regular meetings with students to discuss issues related to resources and facilities, also to address issues related to participation in the University learning environment, support available for academic progress and to encourage student participation in opportunities and upcoming activities.
- Oorala also sponsored a team of 16 students to represent UNE at the National Indigenous Tertiary Education Games, an annual event which in 2010 was hosted by Wollotuka Institute, University of Newcastle. Through these Games the UNE team, enrolled in a range of degrees from first year onwards, participated with Aboriginal and Torres Strait Islander students from Universities throughout Australia. Attending with student support staff the students built team skills by competing in Games events and participation in social activities together during their visit. The team also established strong networks for peer support in their chosen fields, encouraging greater participation through ongoing contact at their own University and with students from other regions.

5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

The total number of Aboriginal and Torres Strait Islander completions at Bachelor level and above in 2010, compared to 2009 (all student comparison).

The total number of graduations at Bachelor level and above in 2009 and 2010 are as follows:

Graduations of Aboriginal and Torres Strait Islander students

	2009	2010
Aboriginal and Torres Strait Islander students:	28	26
Non Aboriginal and Torres Strait Islander students:	3,292	3,192

These totals are for completions reported for 2009 year (graduations in October 2009 and April 2010 ceremonies) and for 2010 year (graduations in October 2010 and April 2011 ceremonies).

Support mechanisms in place at UNE for Aboriginal and Torres Strait Islander students.

Support mechanisms for Aboriginal and Torres Strait Islander students through UNE during 2010 included:

- Consultation by Faculties and Schools with Oorala on future pathways through alternative entry and mainstream admission.
- Community engagement in student related activities as appropriate.
- Community engagement in UNE degree awards, incorporating Aboriginal and Torres Strait Islander knowledge and expertise through members of the local community in delivery of degree programs.
- Consultation and referrals by UNE Student Services, Faculty and School representatives with Oorala on student support matters, to encourage academic progress.
- Promotion of the Indigenous Tutorial Assistance Scheme through UNE Faculties and Schools to encourage academic progress, retention and success.
- Faculty Mentors in Schools of each Faculty offer additional support.
- Consultation by UNE Office of Advancement and Scholarships Office with Oorala for recommendations on award and continuation of scholarships, also for recommendations to establish new scholarships.

Specific support for Indigenous students through Faculties in 2010 included:

Faculty of Arts & Sciences

School of Humanities

- The School's project, 'Improving pathways to success for Aboriginal and Torres Strait Islander students' focused on students enrolled in undergraduate Arts and Education units; this project continued throughout 2010 and will cease in 2011. One of the longterm project objectives is the creation of a website to provide online support to these students.

School of Environmental & Rural Science

- The School's Equity Plan 2010 identified as a priority for peer support and the Indigenous Tutorial Assistance Scheme to be included in its communication strategy for promoting support services and programs to undergraduate students, e.g. through the School's orientation sessions, unit introductions and email contact with students.

- The School's EEO Committee highlighted that linking Aboriginal and Torres Strait Islander students with cadetship, traineeship and employment opportunities relevant to their studies in E&RS had potential to improve student retention rates. The Committee also proposed for student incentives, such as fee subsidies and scholarships, to be considered.

School of Behavioural, Cognitive & Social Sciences

- In 2010 the offering of the Muriel Mary Snow Indigenous Honours Prize commenced; this prize was to be awarded by the School to an Aboriginal or Torres Strait Islander student with the highest GPA in undergraduate psychology units who also submits a research proposal in either counselling, clinical or social psychology. To date the Prize has not yet been awarded but will be reoffered in future years.

Faculty of The Professions

- The First Year Advisor for School of Law and School of Business, Economics & Public Policy, provides academic support to Aboriginal and Torres Strait Islander students in their first year of study in units offered through these Schools.

School of Health

- Students admitted into health courses, either via direct entry or through alternative entry programs, are supported by School of Health staff including Course Coordinators and the Aboriginal and Torres Strait Islander Lecturer. The School also promotes to Health students the ITAS tutoring and other support services offered through Oorala.

School of Law

- The School actively promoted the annual National Indigenous Legal Conference to Law students, offering students the opportunity to meet successful Aboriginal and Torres Strait Islander Lawyers, develop networks and gain knowledge about the legal profession. The School and Oorala promote the opportunity of sponsorship of two students each year, through the NSW Bar Association, to attend the conference.

The role of Oorala Aboriginal Centre and Aboriginal and Torres Strait Islander community involvement.

The Oorala Aboriginal Centre has continued to ensure achievement for Aboriginal and Torres Strait Islander students by utilizing the following strategies: (1) providing a supportive and culturally inclusive environment for students including social support (2) providing effective student academic support through the Indigenous Tutorial Assistance Scheme, and (3) continuing to develop the TRACKS course to provide a firm foundation for both school leaver and mature-age students.

This enables Aboriginal and Torres Strait Islander students to more equally participate in tertiary studies and at the same time enhance both the retention and success rates.

To implement these strategies Oorala's student support services for Aboriginal and Torres Strait Islander students in 2010 included:

- Significant resources allocated specifically to coordination and delivery of alternative entry programs, to ensure provision of appropriate educational pathways for students, and also allocated to Indigenous Tutorial Assistance Scheme (ITAS), to ensure appropriate tutoring for students progressing to UNE awards.
- Provision of inclusive facilities for student access, including learning spaces for students participating in alternative entry programs, Student Resource Area (computer lab and tutorial rooms for ITAS tutoring), lecture theatre, interview rooms for accessing student support through Oorala staff.

- Maintaining provision of inclusive spaces for social interaction between students, staff and community members (Student Resource Area and Foyer) and hosting of student activities and events for community engagement.
- Promoting the Student Resource Area through Aboriginal and Torres Strait Islander student networks as a designated facility accessible by both on campus students and off campus students who were attending intensive schools and other study activities.
- Advice and referrals on a range of matters related to admission, enrolment and academic progress, with arrangements for a specific staff member in UNE Student Services to assist Aboriginal and Torres Strait Islander students with online admission and enrolment processes.
- Advice and referrals for students to UNE residential services (for University accommodation on campus) or organisations offering other local accommodation and ongoing support for students on accommodation issues.
- The Aboriginal and Torres Strait Islander Campus Mentor, a staff member from the local Aboriginal community, provided extensive study, social and cultural support for students participating in alternative entry programs, orientation activities, and other student activities. This support included students who had relocated from diverse communities to study on campus as well as off campus students attending intensive schools.
- The Pre-Orientation Program (POP) provided new TRACKS students with an introduction to their tertiary preparation studies, as well as to learning environments and support services through Oorala and UNE. Through POP students also established strong peer support networks and early engagement in online resources for study.
- Oorala collaborated with a local housing organisation to offer additional student accommodation in Armidale designated for Aboriginal and Torres Strait Islander students relocating from regional or remote areas. The Campus Mentor was a main contact to link students with this housing assistance and to provide advice to students throughout their relocation process.
- Advice on Abstudy assistance available for on and off campus students, including assistance to attend intensive schools, practicums and field trips.
- Referrals for appropriate unit and course advice to encourage students to complete their chosen awards and to continue with further study in higher education.
- Referrals for career advice relevant to students' goals for achievement in higher education.
- Information sessions on student support and opportunities; Oorala also hosted a visit from the Australian Public Service to promote scholarship, cadetship and graduate opportunities to students in support of their ongoing development.
- Advice and assistance on scholarship, cadetship and graduate opportunities, including a range of scholarships to assist students with study costs, relocation and accommodation costs associated with studying at university.
- Advice and referrals relevant to transition from alternative entry programs to UNE awards, award completion and graduation.
- Support to graduands and family members attending graduation ceremonies.
- Students networked with local Elders and Aboriginal community members through participating in NAIDOC Week activities.
- Oorala also involved local Elders and Aboriginal community members in student activities associated with the Pre-Orientation Program and TRACKS Intensive Schools. Students

participating in the Semester 2 Intensive School joined community members and other students in attending the 2010 Frank Archibald Memorial Lecture and associated community workshop as well as informal interaction with the guest speaker and Archibald family members.

6. To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

Details of how and to what extent Indigenous perspectives are reflected in curriculum at UNE.

All UNE students have access to developing knowledge and cultural competency through units with Aboriginal and Torres Strait Islander content offered in a range of disciplines by both Faculties. The majority of units with this content in 2010 were offered through the School of Humanities, Faculty of Arts & Sciences, through the Bachelor of Indigenous Studies degree and some units through other courses in areas such as Archaeology, Peace Studies, Political Studies and History. There was also relevant curriculum in units offered through School of Behavioural, Cognitive & Social Science in areas such as Geography and Planning, Psychology and Criminology, and relevant units in School of Arts were in the areas of Music and English & Communication Studies. The Faculty of The Professions offered several relevant units through the School of Education, School of Health (in Nursing and Counselling) and School of Law.

The Faculty of The Professions and the Faculty of Arts and Sciences continued work towards developing a greater extent of Aboriginal and Torres Strait Islander perspectives in the UNE curriculum and the following have been developed in 2010 or maintained from previous years:

Faculty of The Professions

School of Education

- A new postgraduate course was offered from 2010, 'Graduate Certificate in Indigenous Australian Education'. The course includes a compulsory core unit, 'Indigenous Australian Education: Issues and Problems' with specific Indigenous content and elective units covering diversity in education in both classroom and virtual learning environments. The course is described as follows: 'Since Indigenous Australians remain the most educationally-disadvantaged people in the country, then knowledge of issues and problems in Indigenous Australian Education is crucial for all who are concerned with social justice and equity in education. This course provides students with the knowledge and critical analytical skills to approach Indigenous Australian and intercultural educational contexts. Students explore critically the legacies of colonisation and racism in Australia and examine legislation, policies and strategies that seek to redress the effects of these in educational contexts. Students study issues of power, authority and diversity in Indigenous Australian Education. By responding critically to multimedia and interactive sources, students both explore and demonstrate their knowledge of and skills in Indigenous Australian Education.'

School of Health & School of Rural Medicine

- These Schools jointly appointed an Aboriginal and Torres Strait Islander academic who advises on and lectures relevant content across both Schools.
- Aboriginal and Torres Strait Islander content in Health is integrated across all professional entry-nursing courses in response to consultation on the development of the curriculum undertaken at annual Nursing External Advisory Committee meetings. The first year unit 'Cultural Competence in Australian Nursing Practice' (HSNS122) introduces students to culturally determined attitudes, beliefs, values and practices, the social and political history of Aboriginal and Torres Strait Islander health issues in Australia and the concepts and practice of cultural competence, specifically focused on the provision of nursing care for Aboriginal and Torres Strait Islander individuals and communities. Further specific learning outcomes related to this area of health are integrated across the following 2 years of the course to ensure that graduates develop and consolidate their knowledge and skills in cultural safety and competence. Nursing students can also study the elective unit 'Nursing Australian Indigenous People' (HSNS231), to build on the core knowledge gained throughout their studies.

School of Law

- The Australian Centre for Agriculture and Law, based in the School of Law, applied for an ARC Discovery grant with colleagues at UWS, specifically focused on protection of Aboriginal and Torres Strait Islander cultural knowledge. A second application has been submitted and it is proposed that the grant may enable the School to recruit an Aboriginal PhD scholar.
- The Centre proposed projects related to the protection of cultural values in Aboriginal foods via the CRC Remote Economic Participation and involving the Aboriginal and Torres Strait Islander academic in School of Health.
- The School has also proposed to develop a new unit in 2012 on aspects of 'Aboriginal Law and Lore', covering protection of environmental values and environmental law.
- The Law School recently undertook a project entitled 'Incorporating Knowledge of Indigenous Culture in the Law Curriculum' funded by the Dean's Initiative for Innovative Collaboration across Faculties. The project considered strategies for incorporating knowledge of Aboriginal and Torres Strait Islander culture into the law curriculum at UNE and aimed to embed relevant content in the 'core' legal curriculum. Existing units which incorporated these perspectives were identified as well as potential for new units to be introduced. Listed below is a sample of units which incorporate Aboriginal and Torres Strait Islander content:
 - Compulsory Units: 'Law in Context' (LS101) and 'Property Law' (LS 281). In 2011 the major research assignment for LS101 was based on issues involved in the legislative framework of the Commonwealth Government's Northern Territory Emergency Response. Following review of LS281 in 2009 the unit content was amended with input and content from an Indigenous law working party led by a Law academic in the School; relevant readings were included which were then available to LS 281 students through e-reserve.
 - Other relevant Law units included: 'Criminal Process, Sentencing and Punishment' (LS 315), 'Intellectual Property Law' (LS 331), 'Indigenous Australians and Law' (LS 364), 'Family Law' (LS 370), 'Law for Social Work' (HSSW 302); and elective units: 'Introduction to Environmental Law' (LS 341) and 'Alternative Dispute Resolution' (LS 357).
 - The unit HSSW 302 was delivered in 2010 by the School of Law into the Bachelor of Social Work program.
 - A number of other Law units include content on Aboriginal and Torres Strait Islander issues as relevant to the subject but not as a main element of the unit.
- A new book relevant to LS 281 was co-authored by the School's academic in Property Law and published in 2010 by LexisNexis, *Study Guide: Property Law* (Authors: Werren, Kep and Jackman, Bronwen). The book includes the chapter 'Native Title' which focused on recognition by Australian law that some Aboriginal and Torres Strait Islander people have rights and interests to their traditional land stemming from traditional laws and customs. The discussion includes the recognition, interpretation, characterization and extinguishment of native title rights through judicial decision and parliamentary will.

Faculty of Arts & Sciences

School of Humanities

- In all units and majors offered through the School there is a requirement that Aboriginal and Torres Strait Islander perspectives are included whenever possible, e.g. in Australian History units, Peace Studies units, etc.
- There are also specific Indigenous Studies units which purposely seek to engage with this as it is the core nature of the discipline to present perspectives on matters that promote an understanding or and respect for Aboriginal and Torres Strait Islander cultures.

- It was proposed by the School for an Aboriginal academic with expertise in History to lecture in the unit 'Issues in Contemporary Indigenous Societies' (IDIG 101) in 2011.

School of Behavioural, Cognitive & Social Sciences

- The School offers the unit 'Australia's Indigenous Languages' (LING566/366) which includes extensive content by Aboriginal and Torres Strait Islander authors; with the focus on Aboriginal and Torres Strait Islander languages the content covers attitudes towards languages, the status and maintenance of languages, as well as languages and the law, languages in the education system and languages in song and in the public domain.

How UNE addresses the cultural competency of its staff and students.

Principles pertaining to equity and diversity are incorporated into all of the University's student support services and programs, as well as staff employment, training and professional development. As set out in UNE's *Equal Employment Opportunity Policy Statement* the University aims to 'ensure that all of its management and educational policies and practices reflect and respect the social and cultural diversity contained within the University and the community it serves'.

All staff at UNE have access to equity training, such as online modules in the 'EO Online: fair play on campus', training presentations on 'Creating Respect and Dignity in the Workplace', and others. These training programs include Indigenous perspectives. The 'Stocktake of Indigenous Cultural Competency' document drafted by UNE in 2009 noted that cultural diversity programs are offered to all academic and general staff and are a requirement for Heads of Schools. With the appointment in 2010 of the Aboriginal and Torres Strait Islander Employment Officer it was planned that in future years this Officer would coordinate the induction of new staff to ensure inclusion of appropriate cultural competency addressing Aboriginal and Torres Strait Islander perspectives.

The University recognises the significance of community consultation. In 2010 it was proposed that the draft Aboriginal and Torres Strait Islander Employment Strategy would be submitted to consultation through a variety of mechanisms, including local and regional Aboriginal organisations, the Northern Regional Forum, and to the University community. The consultation process was planned to ensure the longevity and viability of the Aboriginal and Torres Strait Islander Employment Strategy at UNE.

In 2010 it was also planned that during 2011 the University will also seek community consultation for its draft Reconciliation Action Plan (RAP). The RAP will be related to the Aboriginal and Torres Strait Islander Employment Strategy, but will also exceed it in scope. The RAP ensures that the University of New England publicly acknowledges its role as a higher education institution in overcoming some of the disadvantage arising from European occupation of Australia and the subsequent dispossession of the land of Aboriginal & Torres Strait Islander people. The RAP indicates that the University seeks to foster reconciliation and is committed to promoting the rights of Aboriginal & Torres Strait Islanders to equitable participation in the higher education sector. Once the necessary consultation rounds are completed, the RAP will be registered with Reconciliation Australia and be the subject of yearly monitoring and reporting.

All UNE students have access to developing knowledge and cultural competency through units with Indigenous content offered in a range of disciplines by both Faculties, and initiatives through the Faculties to enhance competency of students and University staff are detailed below.

Cultural competencies specifically addressed through UNE Faculties in 2010 included the following:

Faculty of The Professions

School of Education

- In 2009 the School of Education had commenced its project, 'Enhanced Teacher Training', to link Indigenous mentors in the Education field with UNE Education students whose career paths would involve teaching in Indigenous communities. This project continued throughout 2010 with Oorala's Acting Director mentoring students, involving *Yarn Ups* (conversations) to share histories, points of view and to share cross-cultural understanding in a mutually respectful mentor-student relationship.

School of Health

- Staff who teach in Nursing units consult with support staff at Oorala and the School's Aboriginal and Torres Strait Islander Lecturer, to ensure they are culturally competent in their teaching strategies. Nursing students undertake core and elective units that cover cultural competencies and the program including involvement by local community members. Students can also undertake clinical placement at a range of Aboriginal Medical Centres in NSW, or at a remote community in the Northern Territory.

School of Law

- Academic staff in the School continued their research on 'Indigenous Family Forms', examining the tacit assumptions which underpin family law legislation. The legislative framework of Australian family law constructs a biological hetero-nuclear model of the family. The legislation is premised on this model, which privileges the relationship between parents and their biological children. Indigenous family forms often do not conform to this model. Although the Family Law Act provides mechanisms whereby non-parents may seek parenting orders, the cultural assumptions and biases which permeate the legislation will present evidentiary hurdles which can disadvantage non-parental applicants. One consequence of the legislative bias may be to discourage Indigenous 'non-parents' from applying for parenting orders, and to render non-parental and non-biological relationships less visible.
- An academic in the School co-authored a book, with an academic of Flinders University, on the regulation of tourism (published by Glasshouse, Routledge) that includes chapters on the impact of tourism on Indigenous rights in public space and in relation to Indigenous cultural rights.
- Four members of the Law School were members of the Faculty of the Professions 'Forum for Researchers in Indigenous Issues' Group.

In 2010 UNE's Teaching & Learning Centre developed 'The Cultural Diversity and Inclusive Practice Toolkit' for use by the UNE community, including students and staff. The toolkit had been adapted by TLC from a resource created by Flinders University. Available online through TLC: 'The CDIP toolkit aims to assist all members of the UNE community to increase awareness of cultural diversity and inclusive practice and to promote mutual respect and intercultural understanding.' The toolkit includes General Information Folios on: 'Culturally Inclusive Environments', 'Culturally Inclusive Practice', 'Cultural Diversity at UNE', 'Understanding & Supporting People Experiencing Culture Shock' and 'Appropriate Terminology: Aboriginal and Torres Strait Islander people of Australia'. The Toolkit also includes 'Theory into Practice Strategies' for use in teaching and learning, research, leadership and administration and the University community.

UNE's involvement with Indigenous community members in working toward this goal.

All UNE students are also encouraged to participate with the local community, including the Aboriginal community, through a range of projects and events.

The University continued to involve local Aboriginal and community members in official events and educational programs for the observance of protocols and enhancement of the cultural competency of both staff and students.

In 2010 members of the Aboriginal and Torres Strait Islander Access & Participation Committee proposed for an Aboriginal and Torres Strait Islander Course & Research Consultation Group to be implemented.

Cultural competency of UNE staff and student researchers on proposed projects involving Aboriginal and Torres Strait Islander content was also adhered to by continuing involvement of Aboriginal and Torres Strait Islander University staff and local Aboriginal community representation on UNE's PERATSI committee.

In 2010 examples of Aboriginal and Torres Strait Islander community involvement with the University in programs, research, projects and other activities included:

Faculty of Arts & Sciences

School of Humanities

- The School commenced planning for the 2011 Nonviolence Film Festival, including acknowledgement in the Festival program of local Aboriginal traditional owners and communities and inclusion of the film 'Embassy Days' covering relevant issues.

School of Behavioural, Cognitive & Social Sciences

- In the School's unit 'Australia's Indigenous Languages' (LING566/366), students have the opportunity to watch footage of ceremonial activities performed by the Wangga/Djanba communities in the Nauiyu/Wadeye area. This content, and the way in which it is supported by explanation, was planned by the Wangga/Djanba song owners. By communication mediated through the unit coordinator students also have the opportunity to interact with the performers and ask questions to learn more about language and ceremony.

Faculty of The Professions

School of Health

- Local Aboriginal and Torres Strait Islander community members are invited by the School to present guest lectures to nursing students. Students undertaking clinical placements with Aboriginal Medical Centres also have access to community expertise.

School of Law

- The School's project on 'Incorporating Knowledge of Indigenous Culture in the Law Curriculum' involved work towards developing connections between the School and the local Aboriginal community as well as with Aboriginal and Torres Strait Islander legal educators from other regions. Some progress was made however the School has highlighted there was still much scope for it to further develop its relationships with members of the local Aboriginal community, the broader Aboriginal and Torres Strait Islander community and those involved in Indigenous legal education across Australia and overseas.
- An academic in the School undertook narrative research into the impact of government policy on the lives of Aboriginal people of the Northern Territory. The research involved Aboriginal women in three Northern Territory communities. One of the aims of the project is to allow the participants to tell their stories of the realities of living under past and present government policies and to make these stories available to policy makers, academics and the wider Australian community. Three communities in the Northern Territory have been visited, to build relationships with members of these communities and gain community support for the project. The research has been developed in consultation with the communities involved and will be framed in such a way that it will be both useful to the participants and inform a wider audience.

The role of Ooralá Aboriginal Centre in enhancing the status of Indigenous knowledges and overseeing cultural competency at UNE.

The Ooralá Aboriginal Centre continued to collaborate with Faculties and Schools to promote Aboriginal and Torres Strait Islander knowledges and perspectives in curricula and to support cultural inclusivity in academic units and programs. These strategies ensure a more inclusive and relevant

environment for Aboriginal and Torres Strait Islander students and greater cultural awareness by non-Aboriginal and Torres Strait Islander students.

UNE's Teaching & Learning Centre consulted with Oorala in developing its General Information Folio on 'Appropriate Terminology: Aboriginal and Torres Strait Islander people of Australia' for 'The Cultural Diversity and Inclusive Practice Toolkit'. This Folio covered advice for University staff and students on use of appropriate language when referring to Aboriginal and Torres Strait Islander people in writing about or discussing history, culture, effects of colonisation, etc.

Oorala worked in partnership throughout 2010 with UNE's Employment Equity & Diversity office on progressing development of the University's Aboriginal and Torres Strait Islander Employment Strategy and Reconciliation Action Plan.

Throughout 2010 the Acting Director of Oorala was Chair of the University's Panel on Research Involving Aboriginal & Torres Strait Islanders (PERATSI) and in this role consulted with the University's Research Services directorate in regard to research including Aboriginal and Torres Strait Islander subjects and issues, through a range of postgraduate study and projects conducted at UNE.

Oorala staff attended the following professional development in 2010 with a specific Aboriginal and Torres Strait Islander cultural focus:

- Indigenous Community Liaison Officers' Forum, Sydney
- The Dreaming Festival, Woodford, QLD; this event included forums, panels, performances, and exhibitions representing Aboriginal and Torres Strait Islander history and culture from communities all around Australia

Oorala staff attended meetings with Indigenous units from other NSW and ACT universities through Higher Education Network (HENAC) and regional ITAS Coordinator meetings, and Oorala also hosted these network meetings at UNE in Semester 2. Staff continued their representation on local community committees, as outlined in Section 1.

Through this representation Oorala staff maintained professional relationships with other Universities and local organisations. These networks continued to enhance the cultural competency of staff and provide a forum for discussion of cultural and support issues relevant to Aboriginal and Torres Strait Islander engagement in education, employment, community involvement, etc.

The Oorala Aboriginal Centre was active throughout 2010 in involving community members in University events, participating in and contributing to events hosted by the local community and providing facilities for Elders' groups and other community meetings. Through this involvement Oorala encouraged local community members to engage with the University in working towards providing all students with an understanding and respect for Aboriginal and Torres Strait Islander cultures.

Oorala held key events at the Centre involving the local Aboriginal and UNE communities and these included the Frank Archibald Memorial Lecture, which in 2010 was presented by the Indigenous Liaison Officer, Australian War Memorial, on '*Unsung Heroes: Aboriginal & Torres Strait Islanders' Service in the Australian Defence Force*'. Held during the Semester 2 Intensive School, this event provided opportunities for interaction between the local Aboriginal community and students. The guest speaker also presented a community workshop which was included in the Intensive School program and attended by Elders, community members and students. The 2010 NAIDOC event coordinated and hosted by Oorala involved local Aboriginal community speakers who addressed the University and wider community on the NAIDOC theme of '*Unsung Heroes - Closing the Gap by Leading Their Way*'. The event's program and displays focused on the history and community contributions of the local Narwan football team.

Oorala also supported and contributed to local community events, including NAIDOC Week, and invited the UNE Vice-Chancellor and local students to participate in the local NAIDOC dinner dance.

Through these events, staff and students enhanced their Aboriginal and Torres Strait Islander knowledges and cultural competencies to enable them to provide invaluable perspectives on a range of cultural and educational matters within the University environment.

Throughout 2010 Aboriginal and Torres Strait Islander knowledge and cultural competency was maintained in Oorala's programs through the following strategies:

- Oorala learning resources for the TRACKS Tertiary Preparation Program include a focus on Aboriginal and Torres Strait Islander material from a diverse range of sources, and emphasis on NSW but also on other States; materials and program content are reviewed each year.
- The continuing appointment of an Aboriginal academic from the local community provided knowledge and competencies in review of course design, teaching, assessment and academic mentoring for TRACKS as well as assessment and feedback for participants in the Internal Selection Program.

Oorala had also consulted with the Aboriginal and Torres Strait Islander Employment Officer on the prospect for development of a cultural awareness program involving expertise from relevant University and Oorala staff as well as the local Aboriginal community, to be facilitated through the Officer's role to UNE staff and students.

In 2010 Oorala also maintained University-wide input on knowledge and cultural competency matters through:

- Academic representation on PERATSI Committee, to assess research projects on Aboriginal and Torres Strait Islander topics.
- Providing consultation with UNE and University of Newcastle regarding program reviews on Joint Medical Program's, selection process for admission of Aboriginal and Torres Strait Islander students and pathways for alternative entry.
- Providing consultation to School of Education on mentoring project for Education students.

Section 2 must also include information that demonstrates the following conditions of eligibility for ISP funding:

- Implemented strategies for improving access, participation, retention and success of Indigenous Australian students
- Increased participation of Indigenous people in the provider's decision-making processes and
- Have an Indigenous employment strategy.

Information in section 2 should focus on key developments and be concise (dot points are acceptable).

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Please provide a report on the expenditure of the provider's ISP grant for 2010. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2010 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

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

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 and 6 is provided below.

Indigenous higher education expenditure 2010

INCOME for Indigenous Support Program for 2010

1	2010 ISP grant	\$ 863,000
2	Unspent 2009 ISP funds, to be carried over to 2010 – as reported in your providers 2010 audited annual financial statements. (Report expenditure separately)	\$ 181,608
3	TOTAL ISP income for 2010	\$ 1,044,608

4	EXPENDITURE of Indigenous Support Program (ISP) 2010 (from Item 1)	
4a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please)	
	Salaries	\$ 686,972
	Fuel purchases	\$ 3,378
	Parking fees	\$ 109
	Stationery	\$ 5,364
	Laundry services	\$ 1,711
	Photocopying	\$ 953
	Motor Vehicle Operating Costs	\$ 591
	Repairs & Maintenance	\$ 1,171
	Motor Vehicle Leases	\$ 10,648
	Postages	\$ 1,015
	Telephone Calls	\$ 8,019
	Internet Charges	\$ 738
	Insurance Premiums	\$ 1,372

4a	Operating costs (continued) Fees, Hire Charges, Consumables & Minor Items Total Operating Costs	\$ 22,031 \$ 744,072
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU). New computer for Oorala Aboriginal Centre staff area	\$ 1,171
4c	Higher education provider overheads.	\$ 46,158
4d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs). Alternative Entry Programs Recruitment activities Community engagement events Student sponsorship (National Indigenous Tertiary Education Games) Other student activities Conferences and professional development for staff Advertising & Promotional costs School sponsorship Total – Other Indigenous Support Program expenditure	\$ 9,984 \$ 1,512 \$ 9,632 \$ 1,981 \$ 478 \$ 18,306 \$ 22,146 \$ 1,445 \$ 65,484
4e	Total Indigenous Support Program expenditure for 2010	\$ 856,885

5	EXPENDITURE of Indigenous Support Program carry over funds 2010 (from Item 2)	
5a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please)	\$
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. New computers in the ISU).	\$
5c	Higher education provider overheads.	
5d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$
5e	Total expenditure of carry over funds.	\$ Nil

6	INCOME for Other Indigenous funds provided in 2010	
6a	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds) Income for 2010 included: Indigenous Tutorial Assistance Scheme, Higher Education Equity Support Program funding for special projects (TRACKS Pre-Orientation Program over 5 year period and Aboriginal and Torres Strait Islander Campus Mentor over 3 year period), Commonwealth Equity Scholarships (Indigenous)	\$ 912,190
6b	Total income Other Indigenous funds for 2010	\$ 912,190

7	EXPENDITURE of Other Funds in 2010 (Item 6b)	
7a	Expenditure of Other funds provided to Indigenous higher education Item 5 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds). Expenditure for 2010 included: Indigenous Tutorial Assistance Scheme, Higher Education Equity Support Program funding for special projects (TRACKS Pre-Orientation Program to be expended over 5 year period and Aboriginal and Torres Strait Islander Campus Mentor to be expended over 3 year period), Commonwealth Equity Scholarships (Indigenous)	\$ 264,923
7b	Total expenditure Other Indigenous funds for 2010	\$ 264,923

*** Item 2**

- If there is a carryover of funds from 2010 to 2011 (Item 2), a separate letter to DEEWR signed by the Vice-Chancellor/Chief Executive is required requesting carryover of 2010 ISP funds, specifying the purpose the funds will be used for and by when in 2011.

**** Item 4**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.
- Where total ISP funds for 2010 (Item 4e) are not fully expended, a separate letter to DEEWR signed by the Vice-Chancellor/Chief Executive is required requesting carry forward of unspent 2010 ISP funds, specifying the purpose the funds will be used for in 2011.

***** Item 6**

- Please provide a breakdown of and detail regarding other funding to Indigenous higher education.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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Pro Vice-Chancellor (Students & Social Inclusion)
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Name: Eve Woodberry

Signature: 

Date: 17 June 2011

Indigenous Education Unit

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Name: Debra Bennell

Signature: 

Date: 17 June 2011

SECTION 5 PUBLICATION OF THE STATEMENT

On approval from DEEWR, providers are to publish the Indigenous Education Statements on their website and on publication, provide DEEWR with a link to the statement for the DEEWR website.

UNE will advise the link as soon as it has been created.

