



2013 INDIGENOUS EDUCATION STATEMENT

UNIVERSITY OF NEW ENGLAND

UPDATE ON 2012 YEAR

Reporting against 2012 outcomes
and future plans

Indigenous Tertiary Programs
Department of Industry, Innovation, Climate
Change, Science, Research and Tertiary
Education.

Prepared by

Oorala Aboriginal Centre, UNE
In consultation with Faculties, Schools and
Directorates of the University of New England

INDIGENOUS EDUCATION STATEMENT (IES)

UNIVERSITY OF NEW ENGLAND

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.

UNE's commitment to improving higher education outcomes for Indigenous Australians is embedded in its 2011-2013 Mission-Based Compact with the Commonwealth of Australia, its Strategic Plan, its Business Plan and its Graduate Attributes. This commitment has been extended into the 2014-2016 Compact. The Regional Aboriginal Higher Education Strategy is currently being implemented to enhance the effective management of existing practices and implementation of new strategies and projects.

Mission-Based Compact

UNE's mission as outlined in the Mission-Based Compact commits the University to the goal of improving access, participation and retention of Indigenous students. The mission states:

"UNE will become a leader in Aboriginal education and research, working with regional Aboriginal communities to improve pre-tertiary achievement, both at school and via alternative pathways. UNE will support collaboration between education providers to ensure a coordinated approach to engaging with Aboriginal communities, to identify new pathways to higher education, and to improve rates of retention and completion by Aboriginal students. UNE acknowledges that this will require a sustained University-wide commitment to implementing short, medium, and long-term priorities."

UNE also nominated *Domestic undergraduate students who are Indigenous* as its Performance Indicator 1B. The Commonwealth set a target of 2.00% for 2011 and 2.11% for 2012. UNE met the 2011 target and expects to meet the 2012 target (data not yet available from the Commonwealth).

Strategic Plan & Business Plan

UNE's *Strategic Plan 2011-2015 Learning without Limits* includes a direct reference to its Indigenous mission and a number of other related strategies including to:

- Innovate in the recruitment of regional, remote and ATSI students, particularly within the New England region.
- Expand and enhance our network of Access Centres to service blended delivery students everywhere.
- Provide on-campus students with a formative lifestyle, not merely a qualification.
- Enhance availability of online academic support for research on rural and regional innovation

This is further embedded in the 2013 Business Plan which includes the following deliverables:

- Implementation plan to be developed, for implementation of the *Regional Aboriginal Higher Education Strategy* (see below) by quarter 4, 2013.
- Allocation of Apted Scholarships aimed at attracting Aboriginal students. Funding will also be allocated to the Schools of Law and Education to enable employment of two HDR students into Academic Level A positions for three years. This initiative will enable these students to complete an HDR degree while obtaining valuable teaching experience and thereby increasing their ability to obtain an academic position upon completion.

UNE expects the following outcomes for key stakeholder groups as follows:

<i>Our Students and Partners:</i>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Increased opportunities for access and participation of ATSI students • Improved integrated support for ATSI students • Culturally safe environment for ATSI students • Increased access and participation for Aboriginal students in HDR studies • Reduced financial barrier to undertaking HDR studies • Increased skills for career progression
<i>Our Staff:</i>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Embedding a culturally safe environment for ATSI staff within UNE • Greater support for academic and general staff in their vital role in relation to Aboriginal education • Improved employment opportunities for Indigenous people throughout the university with an emphasis on the development of cultural competency in all staff • Increased workforce diversity
<i>Our Community</i>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Improved relationships with ATSI communities • Increased employment opportunities

UNE Graduate Attributes

UNE continues to include Indigenous culture and perspectives as part of its graduate attributes (social responsibility):

Graduates will be able to:

- demonstrate ethical action and social responsibility in their personal, professional and community lives
- demonstrate respect for, and acknowledgement of, ideas and knowledge of others
- acknowledge the social and ethical implications of their actions
- recognise social justice issues relevant to their discipline and professional area
- appreciate Indigenous culture and history

Regional Aboriginal Higher Education Strategy (RAHES)

In response to its mission and strategic plan UNE is implementing a Regional Aboriginal Higher Education Strategy (RAHES) that will focus on meeting two discrete but equally important strategic aims of the University.

To:

- i. innovate in the recruitment of regional, remote and ATSI students, particularly within the New England region; and
- ii. support collaboration between education providers to ensure a coordinated approach to engaging with Aboriginal communities to assist in building educational aspiration, relevant pathways to higher education and rates of retention and completion of higher education by Aboriginal students.

The Strategy includes ten key principles closely aligned with Universities Australia's *Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities*.

SECTION 2

ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

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

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

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

1. The number of Aboriginal and Torres Strait Islander Australians involved in institutional decision-making processes and the nature of their involvement, i.e. memberships on boards, committees etc.
2. If there is no Aboriginal and Torres Strait Islander membership on key decision making bodies, please provide an explanation.
3. The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution.

2.1.1 The number of Aboriginal and Torres Strait Islander Australians involved in institutional decision-making processes and the nature of their involvement, i.e. memberships on boards, committees etc.

Aboriginal and Torres Strait Islander people are included in many groups which provide advice and policy input to Indigenous education at UNE. The number of Indigenous Australians involved in institutional decision-making processes and the nature of their involvement on UNE boards and committees in 2012 were as follows:

- Academic Board Teaching and Learning Committee (1) Ooralala Director attends
- Library Advisory Committee, Dixson Library (1) Ooralala Student Services Manager attends
- Human Research Ethics Committee (HREC) (1) Ooralala Director attends
- Law Advisory (1) Ooralala Director attends
- Social Work Advisory Board (1) Ooralala Director attends
- Occupational Health & Safety Committee (1) Ooralala Administration Assistant attends
- UNE Management Forum [1] Ooralala Director attends
- Social Justice Committee (1) Ooralala Director attends

In the higher education sector there was also Indigenous representation from UNE on:

- Higher Education Network Aboriginal Corporation NSW (HENAC) (1) Ooralala Director attends
- National Aboriginal & Torres Strait Islander Higher Education Consortium (NATSIHEC) (2) Membership and attendance

The role played by Ooralala Aboriginal Centre in decision making processes -

Throughout 2012 the Ooralala 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. Through nominees the Centre also provided relevant reporting and input on matters reviewed by the UNE.

The 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. In 2012, this participation included the following staff representation:

- Gayinyaga Aboriginal Advisory Committee (1)
- Local Armidale Interagency Committee (1)
- Local Aboriginal Education Consultative Group (AECG) (1)
- NAIDOC Committee (1)
- Local Armidale Aboriginal Land Council (1)
- Aboriginal Circle Sentencing Committee (auspiced through NSW Attorney-General's Department) (1)
- Aboriginal Justice Advisory Committee (auspiced through NSW Attorney-General's Department) (1)

The information provided regarding committees, for 2012 includes representation by Oorala Director and staff as well as other UNE staff.

The School of Health consults and reviews with its External Advisory Committees on the development of Nursing and Counselling curricula; the relevant Nursing Committee includes Indigenous representation from UNE and the Congress of Aboriginal and Torres Strait Islander Nurses (CATSIN).

2.1.2 If there is no Aboriginal and Torres Strait Islander membership on key decision making bodies, please provide an explanation.

In addition to the formal representation outlined above there are opportunities for Aboriginal and Torres Strait Islander staff to be members of these and other committees, including Academic Board. However as staff are not required to identify as Aboriginal and Torres Strait Islander the representation will not be identified as such.

While the University Council does not identify a separate position to be filled by a person of Aboriginal and Torres Strait Islander descent, all positions on Council are open to be filled by someone of Aboriginal and Torres Strait Islander descent.

2.1.3 The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution.

- 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 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 Director and other staff of Oorala throughout 2012 maintained involvement in several groups engaging with the community, as details under the next heading. The Director was also involved in consultation and decision-making at the University on a range of matters through several University committees, boards, working parties and other groups.
- Aboriginal and Torres Strait Islander representatives including academic and non-academic staff from Oorala and across the University, and students, provided input on a range of employment and student support matters for the UNE.

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

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

1. An outline of your active 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. (please provide a current link)
2. Information on your strategies for increasing numbers of Aboriginal and Torres Strait Islander Australians employed at your university. (Please provide a link to your Employment statement).
3. The number of Aboriginal and Torres Strait Islander-specific positions at your university, detailed by occupation and level.
4. The current number of Aboriginal and Torres Strait Islander staff at your institution and their spread across the university (including numbers in academic and non-academic roles, and by level).

2.2.1 An outline of your active 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. (please provide a current link)

The UNE Aboriginal and Torres Strait Islander Employment Strategy 2013 - 2018 will provide a platform for increasing employment of Aboriginal and Torres Strait Islander Peoples within UNE with a strong focus on recruitment, employment retention and career development for current and future staff of UNE. The Aboriginal and Torres Strait Islander Employment Strategy will also guide the development of strategies that target appropriate workplace culture and practices, employment opportunities, career development plans and academic career paths, for both staff and students.

The strategy identifies objectives and initiatives aimed at increasing Aboriginal and Torres Strait Islander employment across all UNE Schools and Directorates -

- **Community Partnerships** – strengthening relationships between the community and UNE
- **Career Development** – building meaningful career paths for Aboriginal and Torres Strait Islander staff.
- **Becoming a Good Employer** – building understanding and appreciation of Aboriginal and Torres Strait Islander culture and appropriate workforce management practices
- **Attracting and Retaining** – increasing employment options for Aboriginal and Torres Strait Islander peoples.

Key objectives are:

Achieving ongoing representation of Aboriginal and Torres Strait Islander people at UNE.

Identifying and introducing specific strategies to support the attraction of Aboriginal and Torres Strait Islander professional and academic staff.

Identifying and introducing specific strategies to support the retention of Aboriginal and Torres Strait Islander professional and academic staff.

Establishing and promoting career development options for Aboriginal and Torres Strait Islander employees.

The strategy was authored by the Aboriginal Employment Officer in consultation with Human Resource Services, Aboriginal and Torres Strait Islander staff and local community, Director of Ooralala Aboriginal Centre and UNE senior staff. The strategy has been updated and consulted on over the last 12 months and as yet has not gone up onto the web.

2.2.2 Information on your strategies for increasing numbers of Aboriginal and Torres Strait Islander Australians employed at your university. (Please provide a link to your Employment statement).

<http://www.une.edu.au/eeo/indigenous/indigenous.php> by 30th June 2013 (if not before).

Community Partnerships

- Build links and relationships with employment and training networks and education providers.
- Engage with and represent the interests of UNE on community and organizational boards and committees.
- Build awareness of UNE as an employer through education around the recruitment process.

Career Development

- Design a career development program for Aboriginal and Torres Strait Islander employees.

Becoming a Good Employer

- Design and deliver Aboriginal and Torres Strait Island cultural education program.

Attracting and Retaining

- Flexible employment options established for Aboriginal and Torres Strait Islander academic staff.
- Work Study Strategy is endorsed and implemented.
- Promote traineeship opportunities to Faculties and Directorates.
- Work collaboratively with Faculties/Schools/Directorates to identify positions to be targeted for Aboriginal Torres Strait Islander applicants.
- Promote employment opportunities with Aboriginal and Torres Strait Islander organisations, job networks, training providers and Aboriginal Torres Strait Islander print media.
- Develop a register of potential applicants.
- Encourage Aboriginal and Torres Strait Islander employees to participate in promoting their career pathway in UNE on websites and Indigenous media.

The Strategy will be supported by an implementation plan that will detail accountabilities and timeframes to better support the implementation of the strategy across the institution.

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

Eight (8) identified Aboriginal/Torres Strait Islander Staff; six (6) of these positions are at Oorala and two in other areas of the University.

Oorala Aboriginal Centre

1. Director of Oorala – Contract
2. Associate Lecturer – ATA
3. Student relationship officer - HEO4A
4. Administrative Assistant – HEO4A
5. Student Services Officer – HEO6A
6. Student Services Manager – HEO7A

HRS

7. Aboriginal Employment Officer HEO7A

Humanities

8. Associate Lecturer – ATA

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

There are nineteen (19) Aboriginal/ Torres Strait Islander Staff members at UNE, wide spread throughout the institution. Oorala (6), School of Humanities (1), School of Health (1), Collections and Digital Infrastructure (1), FMS – Infrastructure (1), Human Resources Services – Planning (1), IT – Client Services (1), Learning Environments (1), Mary White College (1), Research Services (1), School of Science and Technology (1), Student Administration and Services (2), Yarm Gwanga Childcare (1).

Faculty/Institute/Section	Academic / Non-Academic	Level	Role
Oorala Aboriginal Centre	Non Academic	Contract	Director
Oorala Aboriginal Centre	Academic	ATA	Associate Lecturer
Oorala Aboriginal Centre	Non Academic	HEO4A	Student Relationship Officer
Oorala Aboriginal Centre	Non Academic	HEO4A	Administration Assistant
Oorala Aboriginal Centre	Non Academic	HEO6A	Student Services Officer
Oorala Aboriginal Centre	Non Academic	HEO7A	Student Services Manager
HRS	Non Academic	HEO7A	Aboriginal Employment Officer
School of Humanities	Academic	ATA	Associate Lecturer
School of Health	Academic	ATB	Associate Lecturer in Counselling
Collections & Digital Infrastructure	Non Academic	HEO4	Library Assistant
IT – Client Services	Non Academic	HEO5	Client Services Officer
Learning Environments	Non Academic	HEO5	Despatch Coordinator
Mary White College	Non Academic	HEO3	Maintenance Officer
Research Services	Non Academic	HEO6	HDR Support Officer
School of Science & Technology	Non Academic	HEO4	Administrative Assistant
Student Administration & Services	Non Academic	HEO4	Administrative Assistant
Student Administration & Services	Non Academic	HEO4	Administrative Assistant
Yarm Gwanga Childcare	Non Academic	HEO4	Trained Child Care Worker
FMS - Infrastructure Services	Non Academic	HEO4	Plumber
Totals			

• **Table 2 - Casual positions**

Faculty/Institute/Section	Academic / Non-Academic		Role
Oorala Aboriginal Centre	Non-Academic		Administration Assistant
Sport UNE	Non –Academic		Grounds Assistant

Current numbers of Aboriginal and/or Torres Strait Islander casual staff members were unavailable at the time of developing the UNE Aboriginal Torres Strait Islander Employment Strategy. The numbers of casual staff have not been collected in the past for various reasons, such as EEO data surveys not being given to casual employees. As such one focus of the UNE Aboriginal Torres Strait Islander Employment Strategy will look at ways to better gather data on Aboriginal and/or Torres Strait Islander peoples applying for and being employed in positions at UNE in all capacities.

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

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

1. Commencing Aboriginal and Torres Strait Islander student numbers for 2012 (access rate) as compared to 2011 (please provide an all student comparison).
2. Programs run, by the University, to improve access by Aboriginal and Torres Strait Islander students.
3. Details on outreach activities and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table).
4. Details of Aboriginal and Torres Strait Islander-specific and other scholarships offered by your university. (See table).
5. Promotion of scholarships to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
6. Indigenous Education Unit's role.

2.3.1 Commencing Aboriginal and Torres Strait Islander student numbers for 2012 (access rate) as compared to 2011 (please provide an all student comparison).

	2011	2012
Aboriginal and Torres Strait Islander students	248	275
Non Aboriginal and Torres Strait Islander students	8496	8912

2.3.2 Programs run, by the University, to improve access by Aboriginal and Torres Strait Islander students.

Program Name	Target audience	Outline of Program	Outcome
Internal Selection Program	Aboriginal and Torres Strait Islander future students	Alternative entry	Increase access opportunities
TRACKS Tertiary Preparation Program	Aboriginal and Torres Strait Islander peoples	Enabling program	Alternative pathway
TRACKS & Correctional Centres	Correctional inmates	Enabling program	Education in prisons
UNE Business School	All	Indigenous Major	Nil
School of Rural Medicine	Future medical students	Medical tertiary preparation	Student preparedness
School of Education	Aboriginal and Torres Strait Islander students & all students	Consultation with Oorala on OORA Units in mainstream courses	Nil
School of Humanities	Aboriginal and Torres Strait Islander students & all students	Consultation with Oorala on OORA Units in mainstream courses	Nil
School of Arts	Aboriginal and Torres Strait Islander students & all students	Consultation with Oorala on OORA Units in mainstream courses	Nil

UNE has not historically operated a specific strategy for the recruitment of Indigenous students. In 2013/14 however a marketing plan will be devised that focuses primarily on the activities and skills of the Student Recruitment team that attend career expos and speak face-to-face with prospective students. The plan which is yet to be developed will focus on the development of cultural competence skills and materials to supply information to prospective Indigenous students.

UNE Business School

Within the Diploma in Business, students can major in Indigenous Organisation Management, which includes eight units with a specific Indigenous focus (offered through the School of Humanities).

School of Rural Medicine

The Discipline of Indigenous Health at the University of Newcastle supports Aboriginal and Torres Strait Islander students through the Indigenous Medical Entry Program.

Both the University of Newcastle and The University of New England offer tertiary preparation programs to assist to develop academic skills required for undergraduate study. On completion of the program, students are eligible to apply for entry to the Bachelor of Medicine. This is being led by the Head of the Indigenous Health Discipline at the University of Newcastle, Peter O'Mara.

School of Education

Students from the Oorala Tertiary Preparation Class (TRACKS) also joined lectures in the School of Education including in the Courses EDCX 246 and EDUC 403, as a pathway to get a sense for the undergraduate education experience offered at the university.

2.3.3 Details on outreach activities and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table).

Outreach activity	Target audience	Outline of Program	Outcome
Indigenous Tutorial Assistance Scheme (ITAS)	Aboriginal and Torres Strait Islander Undergraduates	As per guidelines	Successful Unit Completion
School of Rural Medicine		Collaboration with Oorala	Collegial support
School of Environmental & Rural Science		Collaboration with Oorala	Collegial support
School of Arts	Community	See below	
Oorala Support Team	Aboriginal and Torres Strait Islander Students & Community	See below	Increase enrolments

School of Rural Medicine

The Indigenous Health Discipline at the University of Newcastle work closely with the Wollotuka Institute of Higher Education at UoN and Oorala Aboriginal Centre at UNE to promote Indigenous enrolment in the BMed-JMP.

There have been 65 graduates from the UoN BMed and today 51 students are enrolled in the BMed-JMP between the two campuses.

School of Environmental & Rural Science

Pathway program makes RSNR110 and RSNR120 available to applied science degrees These units do raise aspects of indigenous land use both historically and present.

The School has a promotional stall at Alice Springs show each year in July, where we regularly get enquiries from prospective indigenous students. In addition to providing general course information, enquirers are also provided with contact details for the Oorala Centre and information on indigenous scholarships.

School of Arts

An Aboriginal Arts Festival planned by the School's Equity Committee to coincide with 2013 Open Day in consultation with MAPA and Oorala did not eventuate due to structural changes in MAPA. The School will continue to work with MAPA and Oorala with a view to holding the event in 2014.

2.3.4 Details of Aboriginal and Torres Strait Islander-specific and other scholarships offered by your university. (See table below).

- Research Services - the only Aboriginal and Torres Strait Islander specific postgraduate scholarship offered by UNE in 2012 was the UNE Apted Honours and Postgraduate Research Scholarship.
- See Table Below.

Table 7: Commonwealth Equity Scholarships: No.s of Scholarships Allocated & Undertaken By Aboriginal and Torres Strait Islander Students 2012

Scholarship Type	\$ Cost / Amount	Number Allocated		Number Undertaken	
		New	Continuing	New	Continuing
Indigenous CECS-I	2377	22	16	22	1 LOA T1
Indigenous CAS-I	4754	6	5	12	1 LOA T1, 1 LOA T2
Indigenous Enabling CECS-E	2377	25	18	1	
Indigenous Enabling CAS-E	4754	10	2	0	
Indigenous Access Scholarships	4485	28	27	-	
Total		91	68	35	

Table 8: Scholarships offered by UNE (excluding Commonwealth Equity Scholarships)

	\$ Cost / Amount	No. awarded to Aboriginal and Torres Strait Islander students
Aboriginal and Torres Strait Islander-specific scholarships		
Enabling Courses (TRACKS Tertiary Preparation Program)		
Lyn McGettigan Scholarship 2012	5000	1
Subtotal		1
Undergraduate		
The Ella Schroder Indigenous Residential Scholarship	Up to maximum of 10000	1
Max Schroder UNE Scholarship	6000	2
Subtotal		3
Non-specific Scholarships (including Equity scholarships)		
Undergraduate		
Australian Wool Education Trust Scholarship	6000	1
CWA / Earle Page Equity Scholarship	2000	1 (awarded to Indigenous applicant as member of six equity target groups)
UNE Country Scholarship	6000	1
Subtotal		3
Postgraduate		
UNE-Apted Honours & Postgraduate Research Scholarship	Up to maximum of 10000	2
Subtotal		2
Total UNE Scholarships Awarded To Aboriginal & Torres Strait Islander Students		8

Note: The Mick Young Scholarship was not offered for university students in 2012

Table 9: Scholarships offered by non-UNE providers

Aboriginal and Torres Strait islander-specific scholarships	\$ Cost / Amount	No. awarded to UNE Aboriginal and Torres Strait Islander students
Undergraduate		
Governor-General's Indigenous Student Teacher Scholarship	N/A	1
Indigenous Business Australia (IBA) Scholarship	N/A	1
Total		2

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

No research has been carried out as to the low uptake of scholarships. Anecdotal evidence suggests:

- paperwork is often complex
- the requirement of proof of Aboriginality can be difficult for students to obtain
- fulfilling all requirements of eligibility
- means testing and timelines of some scholarships can be difficult to meet

Scholarships are administered by UNE Scholarship Office. Oorala Aboriginal Centre's role is advertising, promotion, assisting students meet requirements. Oorala is involved in the process of decision making only when requested by the Donor.

Indigenous Specific Scholarships are promoted by Oorala Aboriginal Centre via Internet Site (www.une.edu.au/Oorala), moodle site (<http://moodle.une.edu.au/course/view.php?id=2526>) and facebook site (<https://www.facebook.com/ooralaaboriginalcentre.oorala>).

Scholarship and Cadetship information is provided in our Student Computer Lab and at the Oorala Aboriginal Centre.

December 2012, UNE student wins Governor General's Indigenous Student Teacher Scholarship.

2.3.6 Indigenous Education Unit's role.

The University's access programs include the UNE Pathways Enabling Course, the Teacher Education Enabling Course 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 choose the access programs that are most appropriate to their prior learning and educational goals. Through Oorala's program activities, UNE academic staff also offer academic advice relevant to students' areas of interest. Commencing enrolments in access programs, including UNE enabling courses and Oorala's TRACKS program, totalled 63 in 2011 and 59 in 2012. While these pathways offer a range of options new demand for study in TRACKS remained strong (35 students commenced TRACKS in 2011 and 32 commenced in 2012).

In the Internal Selection Program (ISP) participating applicants for admission are assessed by Oorala to gain entry to a course. In 2012 ISP was offered on a flexible basis and overall 4 prospective students participated in the ISP program for admission to commence undergraduate study in 2013. Two sessions of ISP were run in 2012 and a further two applicants attended ISP in January 2013. All four of these applicants were successful in admission to UNE undergraduate courses.

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.

The success of access through TRACKS is reflected in enrolments between 2009 and 2011 as set out below:

Table 6: TRACKS Enrolments 2009-2012

	2009*	2010*	2011*	2012*
On campus	10	7	14	17
Off campus	18	25	37	31
Total TRACKS enrolments	28	32	51	48

*As at 31 December in the 2009, 2010, 2011 and 2012 years

Of the total TRACKS enrolments for 2012, eleven students successfully completed TRACKS in 2012 and 9 of these enrolled in undergraduate studies in 2013. A total of 202 TRACKS units were attempted and 139 of these units were completed (68% completion rate). Seven students are completing their TRACKS studies in Trimester 1 2013, including students who enrolled mid-year in 2012.

In 2012 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 organisations and schools.

The Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People: Final Report, published by the Australian Government in July 2012, cited Oorala's delivery of the TRACKS Tertiary Preparation Program as an example of a leading initiative in providing access and supporting success for Aboriginal and Torres Strait Islander people in higher education. In 'Part III: Lessons Learned', '9. Unlocking capacity and empowering choices' the *Report* detailed under '9.4 Correctional centres' critical success factors and key challenges of the delivery of TRACKS by Oorala in correctional centres. Key statements published in the *Report* about the success and challenges related to this delivery of TRACKS included:

'Often coming from non-traditional backgrounds, students include those who are the first in their families to participate in higher education, mature age, and those who are incarcerated. Approximately 80% are from rural or remote areas and many are from low socio-economic status backgrounds.'

'The TRACKS program embeds cultural knowledge in an academic framework and supports flexible learning—an approach that is particularly relevant to Aboriginal and Torres Strait Islander students...

TRACKS has had success in using Aboriginal and Torres Strait Islander pedagogy and in relating Aboriginal and Torres Strait Islander ways of learning to academic culture.'

'The Oorala Aboriginal Centre's Aboriginal and Torres Strait Islander Campus Mentor visits the centre to provide student support and a tutor works with the students two to three hours a week.'

'Completing TRACKS has helped build inmates' self-esteem and confidence and has assisted them to find employment upon their release. However, if they choose to study for a degree after completing TRACKS, inmates are limited in the degrees they can complete while in prison and face many obstacles. These include lack of regular access to a computer and online course materials and assessment, and to practical classes.'

Delivery of the TRACKS Program was expanded by Oorala to include students based in the Southern Queensland Correctional Centre. In 2012, 13 students enrolled in the Program were located at the Woodford and Southern Queensland correctional centres.

Oorala's initiatives to improve access for Aboriginal and Torres Strait Islander students at UNE included the following in 2012:

- In the TRACKS course, the unit TRAX105 was redeveloped in 2012, with changes implemented in 2013 to:
 - Ensure greater linkage with other units in TRACKS course
 - Create stronger scaffolding of student learning for their progression to further study.
- TRACKS academic staff met with the Education Consultative Committee from UNE's School of Education and reviewed how well Oorala unit activities and assessments prepared TRACKS students

for first year units in Education. Many TRACKS students progress to undergraduate courses in Education after completing the TRACKS Program. With the Committee, Oorala:

- Compared TRACKS assessments with assessments in UNE Education degrees and also evaluated whether Oorala's teaching in its program adequately scaffolds TRACKS students' learning in readiness for undergraduate study.
- Reviewed how Oorala marks TRACKS assessments and aligned the Centre's use of marking guides more effectively with assessment practices in Education courses.
- A partnership was established with the New England Institute of TAFE to offer the Certificate III in 'Vocational and Study Pathways' through TAFE from 2013 at the Armidale campus. Through this course students gain foundation skills to progress to university study and on successful completion are offered a place in Oorala's TRACKS Program. This initiative will lead to increased access for students who need to further develop their academic skills before entering the TRACKS program.

Through the partnership with TAFE, students in the Pathways Certificate III will be able to participate in specific TRACKS unit activities as part of the learning in their TAFE qualification, e.g. attending undergraduate lectures, seminars, tutorials. TAFE will also have access to use UNE teaching spaces for delivery of some classes in the Pathways Certificate coursework within the UNE environment.

Oorala's Student Support team participated in the local regional Aboriginal Education Consultative Group Conference and Career Market held in Armidale.

Oorala Aboriginal Centre provides alternative entry programs for Aboriginal and Torres Strait Islander Students (TRACKS and ISP). In addition to this Oorala has also established a culturally safe place for Aboriginal and Torres Strait Islander Students and we organise ITAS tutoring. UNE's Marketing & Public Affairs (MAPA) works in conjunction with Oorala Aboriginal Centre to make all Aboriginal and Torres Strait Islander Students aware of specialist alternative entry schemes and services provided by UNE through the Oorala Aboriginal Centre. This is done through our Future Student's Team and by MAPA and Oorala staff meeting potential students face-to face. Last year we promoted our Centre's services and scholarships at Career Expos in Burke, Lismore, Coffs Harbour, the Deadly Days in Wauchope and Ballina, Camdenhaven and Taree, as well as on Oorala Aboriginal Centre's internet site and facebook page listed above. We also placed several advertisements in Education Features in the Koori Mail in both April and September which promoted our alternative entry pathways, courses and services provided by Oorala Aboriginal Centre.

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

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

1. The total number of Aboriginal and Torres Strait Islander student enrolments for 2012, compared to 2011 (please provide an all student comparison).
2. Details of your institution's strategies to address Aboriginal and Torres Strait Islander student participation.
3. Indigenous Education Unit role.

2.4.1 The total number of Aboriginal and Torres Strait Islander student enrolments for 2012, compared to 2011 (please provide an all student comparison).

	2011	2012
Aboriginal and Torres Strait Islander students:	471	535
Non Aboriginal and Torres Strait Islander students:	19648	20906

2.4.2 Details of your institution's strategies to address Aboriginal and Torres Strait Islander student participation.

Strategies	Outline of strategies	Constraints	Outcome
Ooralala Aboriginal Centre	Student support		Ongoing student support
Ooralala Aboriginal Centre	University service		Ongoing university support
Ooralala Aboriginal Centre	Community engagement		Ongoing community engagement
Ooralala Aboriginal Centre	Research activities – Ooralala has participated in several research grants, the major one for 2012 is Office of Learning & Teaching (OLT) - "The Transition of Aboriginal & Torres Strait Islander Students Into Higher Education"		Ongoing research activities

Each school and resource centre have various requirements under the one strategic plan that they must report on. Listed below are some of the activities being carried out -

School of Rural Medicine

School of Rural Medicine staff provide academic support for all students. The School also works alongside the Ooralala Aboriginal Centre to provide social and cultural support to students.

School of Humanities

In 2012 the Course Advisory Committee for the Diploma in Indigenous Archaeology began exploring the possibility of developing a diploma in archaeology specifically targeted for Indigenous students. These discussions are ongoing and it is anticipated that concrete proposals will be forthcoming in 2013-2014. An ARC grant led by Associate Professor Beck titled 'Indigenous Heritage: Working ancient wetlands for social benefit and cultural understanding' has as one of its aims encouraging local Aboriginal youth to enrol at UNE, through fieldwork participation.

School of Arts

The Aboriginal Arts Festival was designed to encourage greater participation of Aboriginal and Torres Strait Islander students in the School.

School of Law

Planned recruitment of Level A ATSI "Pre-Doc" Fellow position, a research intensive fellowship specifically targeted for an ATSI PhD candidate, 3 years with 0.5 teaching load.

2.4.3 Indigenous Education Unit role.

Ooralala's strategies to improve participation included:

- Ongoing orientation and support visits to Woodford Correctional Centre, QLD, and regular contact with Education Officers to establish support for students at Woodford and at Southern Queensland Correctional Centre.
- An end of year event was held at Ooralala to celebrate successful completion by students in the TRACKS program who had studied in Trimesters 1 and 2.
- These initiatives in the TRACKS program encouraged student retention and progress to further study at UNE.
- The new unit OORA200: 'Working with Aboriginal People' by Ooralala from 2012 attracted enrolments from a cohort of Aboriginal students enrolled in undergraduate study, as well as non-Aboriginal students. Students who have completed 24 credit points (4 units) are eligible to enrol in OORA200.

Development of the new unit OORA100: 'Aboriginal Resilience and the Arts', to be offered through Ooralala from 2013. As a first year level unit OORA100 does not have a prerequisite of prior undergraduate study. This unit attracts enrolments from non-Aboriginal students in undergraduate degrees, as well as a cohort of Aboriginal students who are either enrolled in undergraduate study or selecting their undergraduate unit to complete the TRACKS program. Successful completion of OORA100 in the TRACKS Program counts towards the degree chosen by the student for their undergraduate study.

Ooralala Aboriginal Centre seeks to improve Aboriginal and Torres Strait Islander Student participation at UNE by promoting and administering ITAS and other support services which are available to all current students at UNE. Ooralala Aboriginal Centre also assists students in obtaining eligible scholarship funding, Abstudy funding and funding for Away from base activities where they are eligible. UNE currently has 2.52% Indigenous enrolments and the numbers of Aboriginal and Torres Strait Islander Students has been rising for several years.

Ooralala has formed a Partnership with Burran and Brolga Projects – Indigenous Teacher Training Initiatives.

There is a Memorandum of Understanding with Wollotuka, Newcastle University, on collaborative support for Indigenous Medical Students.

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

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

1. The total number of Aboriginal and Torres Strait Islander (award course) completions at Bachelor level and above in 2012, compared to 2011 (please provide an all student comparison).
2. Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
3. Indigenous Education Unit's role.

2.5.1 The total number of Aboriginal and Torres Strait Islander (award course) completions at Bachelor level and above in 2012, compared to 2011 (please provide an all student comparison).

Number of award course completions by

	2011	2012
Aboriginal and Torres Strait Islander students: (Higher Degree)	2	0
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	91	88
Aboriginal and Torres Strait Islander students: (Other postgraduate)	10	13
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1,526	1,482
Aboriginal and Torres Strait Islander students: (Bachelor degree)	29	22
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	1,502	1,475
Aboriginal and Torres Strait Islander students: (Other undergraduate)	2	4
Non Aboriginal and Torres Strait Islander students: (Other undergraduate)	136	148
Total	3,298	3,232

Note: Please use student numbers that you reported to HEIMS.

2.5.2 Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.

Support mechanisms	Description	Constraints	Outcome
School of Behavioural, Cognitive & Social Sciences	Creation of Indigenous Student Strategy Group	Financial	Ongoing
UNE Business School	Equity Committee	None	A forum for staff and students to raise Indigenous issues.
School of Rural Medicine	Partnerships with Wollotuka, Newcastle and Oorala Armidale		
School of Law	Oorala Director invited to be on School of Law Advisory Board		
School of Arts	Promotion of Aboriginal & Torres Strait Islander support		Collaboration with Oorala

Each school and resource centre has various requirements under the one strategic plan that they must report on. Listed below are some of the activities being carried out -

School of Rural Medicine

The Joint Medical Program offers academic support through the discipline of Indigenous Health, which runs alongside social and cultural support from the Wollotuka Institute of Higher Education in Newcastle and the Oorala Aboriginal Centre at UNE.

School of Law

The School continues to promote 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 School has a relatively high participation of indigenous students and has targeted increasing the completion rate of its indigenous students as a core strategy within its business plan. The action is that an indigenous research and participation plan is to be developed incorporating alumni engagement, with a 6 monthly implementation report to school.

School of Arts

The School of Arts Strategic Plan 2012-2015 includes the following strategy under School of Arts Objective 4: Promote student access and social inclusion, to collaborate with Oorala on enhanced integration.

2.5.3 Indigenous Education Unit's role.

Oorala's initiatives in student support to improve graduation rates included:

- A research partnership established with academics from Curtin University, Charles Darwin University and Monash University on the *Indigenous Higher Education Transition Project*. The project funded by the Office for Learning & Teaching (OLT) ran from 2012-2013 and aimed to 'identify best practice in the indigenous centres of four Australian universities through interviews with staff and reviews of secondary documentation such as curricula, resources and orientation programs.' Researchers from partner institutions visited Oorala to conduct focus group and individual interviews and the success of strategies for transition of Aboriginal students into university were further evaluated through an online survey circulated to Indigenous centres at all Australian universities. Oorala also undertook interviews and survey evaluations as part of the academic team's participation in the Project and reviewed data collated through UNE for forward

planning of its student support strategies. The Project also aims to develop samples of best practice for online and print publication.

- Improvement of access to ITAS tutoring for students in correctional centres.
- Support liaison was continued with commencing and continuing students through morning tea information sessions, lunches and movie screenings hosted at Oorala by the Centre's Student Support team.

In 2012 Oorala Aboriginal Centre –

- participated and staff were trained in the Student Relationship Management (SRM) system. This system is an automated software program used to enhance student communications.
- established a moodle site (on-line learning platform) to create better access for all Indigenous students.

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

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

1. Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your institution.**
2. How the University addresses the cultural competency of its staff and students.
3. The **Universities involvement with Indigenous community** members in working toward this goal.
4. **Indigenous Education Unit's role.**

2.6.1 Details of how and to what extent Indigenous perspectives are reflected in curriculum at your institution.

UNE Business School

The Diploma in Business offers a major in Indigenous Organisation Management including eight units with a specific Indigenous focus (offered through the School of Humanities).

In the unit GSB722 'Managing Diversity' one of the main study topics is 'Employing Indigenous Australians'.

The unit MM200 'Contemporary Management' has a broad focus on the managers' understanding of cultural diversity and in the unit social inclusion is also addressed.

The Master of Economic and Regional Development includes a major in Indigenous Futures.

School of Education

To fulfill the requirements for course accreditation determined by the NSW Institute of Teachers (NSWIT) and the Australian Institute for Teaching and School Leadership (AITSL), the School has prescribed mandatory enrolment in the unit EDCX400 'Aboriginal Education' in all teaching awards. All teacher education graduates from the School complete the following topics in their degrees:

- Current policies in Aboriginal Education
- Pre-Contact & Contact Aboriginal History
- Aboriginal Education & Training Policy: Goals, History & Culture
- Aboriginal Education & Training Policy: Supportive Learning Environments
- Aboriginal Education & Training Policy: Engaging Aboriginal Students
- Aboriginal Languages & Aboriginal English
- Teaching English literacy
- Teaching numeracy / mathematics
- Aboriginal Perspectives & Anti-racism

This unit is taught in conjunction with Indigenous Education Officers from the Tamworth office of the NSW Department of Education and Communities.

The School also offers a postgraduate Master of Education by coursework degree offering a specialization in Indigenous Australian Education. The key unit for this degree is EDCX515 'Indigenous Australian Education: Issues and Policies'. Study topics in this unit include:

- Colonisation
- Interpretation
- Reconciliation
- Intervention
- Aboriginal and Torres Strait Islander Education Action Plan 2010-2014

A core focus of EDCX400 'Aboriginal Education' is the requirement of the NSW Department of Education & Training (DET) mandatory *Aboriginal Education and Training Policy (2008)* that schools undertake cultural competency training. Students explore the nature of cultural competency and the factors and processes involved in providing this training. This unit is also taught in conjunction with Indigenous Education Officers from the Tamworth office of the NSW Department of Education and Communities.

In the core unit EDLT400 'Planning for Effective Learning', Indigenous and non-Indigenous child-rearing practices are compared, and the use of particular learning and teaching strategies (such as questioning cooperative learning) with different cultural groups (including Indigenous groups) is discussed.

EDSS 428 Secondary Education: Aboriginal Studies is a curriculum unit developed for students qualifying to become teachers in Aboriginal Studies. Upon completion of this unit, the students will be able to:

- analyse and interpret the relevant Aboriginal Studies syllabus and the relevant Aboriginal Education policy;
- develop teaching strategies and lesson plans in Aboriginal Studies congruent with the requirements of the relevant Aboriginal Studies syllabus and support documents;
- develop and adapt units of work and teaching programs appropriate to implementing Aboriginal Studies curriculum in the classroom;
- locate and evaluate teaching and learning resources suitable for implementing Aboriginal Studies in the classroom;
- develop assessment and evaluation strategies appropriate to teaching and learning Aboriginal Studies in the classroom; and
- develop critical orientation towards analyses of the cultural politics of teaching Aboriginal Studies and collaborative pedagogies in postcolonial contexts.

EDSS 223/324 Teaching HSIE/SOSE in the Primary School is a mandatory unit for students qualifying to become primary teachers and covers the key learning area of Human Society and Its Environment or Studies of Society and Environment. The unit covers the syllabus content as well as developing inquiry methodology and sequential planning, and an important outcome of the unit is an understanding of perspectives. Indigenous perspectives are an important feature of the unit as students are encouraged to consider the legacies of colonialism and the affects of current policies and pedagogy on Indigenous Australians. This unit also covers the Cross Curriculum priorities of the national curriculum – Aboriginal and Torres Strait Islander Histories and Cultures and these areas are embedded in all learning areas.

In the core units EDLT 301 'Planning for Effective Learning – PREX 10 days', EDLT 302 'Planning for Effective Learning – PREX 20 days', EDLT 400 'Planning for Effective Learning', EDLT 500 'Planning for Effective Learning', and EDLT 485 "Promoting Student Learning", Indigenous and non-Indigenous child-rearing practices are compared, and the use of particular learning and teaching strategies (such as questioning, cooperative learning) with different cultural groups (including Indigenous groups) is discussed.

School of Health

Indigenous perspectives are taught in the programs where there is a requirement from federal accreditation bodies. For instance, ANMAC ask for CATSIN principles to be embedded in the nursing curriculum. Social Work, Counselling have similar requirements.

School of Rural Medicine

The role of The Indigenous Health Discipline has evolved to include indigenous health curriculum development and the way in which that is delivered to both Indigenous and non-Indigenous students in the JMP.

School of Law

The School of Law has revived its “Indigenising the Curriculum” project that was initiated a number of years ago under the Dean’s Initiative for Innovative Collaboration across Faculties. The project is being undertaken by the School of Law Teaching and Learning Committee and is aimed at developing strategies for incorporating knowledge of Indigenous culture into the law curriculum at UNE.

The initial phase of the revived project involved collecting information from unit coordinators about the current incorporation of Indigenous content and perspectives in law units as well as their willingness to further develop Indigenous content and perspectives in the future. The outcome of this phase was encouraging with 7 core, and 6 elective law units currently incorporating Indigenous content and perspectives and a majority of unit coordinators indicating a willingness to further develop their units along these lines.

The Law School Teaching and Learning will now work to develop the project with plans to develop teaching materials and to run a workshop in which staff can explore further opportunities for indigenising the curriculum.

Units that currently incorporate indigenous content include:

LS364 ‘Indigenous Australians and the Law’ was co-written with an Indigenous lawyer to strengthen the unit’s Indigenous perspective. The unit coordinator also conducted research in Aboriginal communities, maintains involvement in a local ANTaR group and the information from these activities enhances the development and teaching of the unit.

The unit LS 357 ‘Alternative Dispute Resolution’ includes the topic ‘Theory – Dispute Resolution and Australian Indigenous Peoples’, which examines samples and features of dispute resolution processes of Australian Indigenous people, comparing and contrasting these with mainstream processes, and the implications of cross-cultural ADR process.

The School has offered a new LLM unit, LLM 632, Indigenous Natural Resource Issues and the Law, during 2013. The School has also actively engaged in research of benefit to Aboriginal and Torres State peoples, particularly with research into the protection of indigenous cultural knowledge. The output of this research is being infused into the LLM content.

Indigenous perspectives are also incorporated into:

LS100 Introduction to Legal Systems and Methods

LS101 ‘Law and Context’,

LS160 ‘Criminal Law and Procedure’,

LS200 Administrative Law

LS220 Constitutional Law

LS281 Property Law 1

LS232 Law of Torts 2

LS320 Professional Conduct

LS331 Intellectual Property Law

LS370 Family Law

LS389 Legal Practice in Rural and Regional Communities

LS394 Street Law Clinic

School of Humanities

The School contributes a range of units available in the TRACKS Tertiary Preparation Program. These include:

ARPA101	The Archaeology of Civilisations
ARPA104	Archaeology: Studying the Human Past
HIST150	Colonial Australia
HIST151	Modern Australia
PAIS101	Beyond Lies and Spin: Why Politics Matters
PAIS102	Political Ideologies
PEAC100	Introduction to Peace Studies
RELS181	World Religions: An Introduction
RELS182	World Religions Today

The discipline of Indigenous Studies teaches a suite of undergraduate and postgraduate units which focus on Indigeneity. This is addressed in the Australian context and comparatively with international examples.

These units are available to Indigenous and non-Indigenous students and are offered in a range of awards across both Faculties.

In the BA and related awards students can major in Indigenous Studies. Units taught are:

IDIG101	Australia's First Peoples' Contemporary Issues
IDIG110	Colliding Worlds
IDIG300/500	First Peoples of Australia: Analysing Policy Issues
IDIG301/501	Analysing Change in Indigenous Societies
IDIG303/503	Principles of Indigenous Community Development
IDIG304/504	First Peoples' Organisation and Business
IDIG306/506	Indigenous Health
IDIG307	First Peoples and Exhibition: Time and Change
IDIG311/511	Indigenous Peoples & Colonisation: Land & Nature
IDIG312	Comparing Indigenous Communities and Ethnic Minorities

The School of Humanities also offers the Diploma in Indigenous Archaeology which provides knowledge and skills for archaeological work with Indigenous communities. It includes units taught by the disciplines of Archaeology and Palaeoanthropology, Indigenous Studies and History.

School of Arts

Content that encourages awareness of these perspectives is included in the units (taught on biennial rotation): ABEN373/573 Australian Literature: Black and White; COMM381/581 Documentary: Australian and International; THEA318 Minorities and Majorities in Australian Theatre. Providing cultural perspective in relation to theatre, An Indigenous guest speaker was invited to lecture in THEA318.

School of Environmental & Rural Science

Aboriginal & Torres Strait Islander perspectives are presented in CANI310 'Wild Dog Ecology' in relation to the roles of dogs in indigenous societies. Further, students enrolled in this unit are offered a volunteer opportunity to participate in a dog health program in a remote Aboriginal community, gaining first-hand experience of Australian Indigenous culture. Three CANI310 students participated in the inaugural Tiwi dog health program in 2012 and on their return shared their positive experiences of indigenous culture with their fellow students and the wider community. Consequently, a greater number of students enrolled in this unit in 2013 have expressed an interest in participating in the Tiwi dog health program, including one of our Aboriginal students. A collection of teaching materials produced by Aboriginal people are also used as resources in this unit.

2.6.2 How the University addresses the cultural competency of its staff and students.

Oorala has been forming partnerships with many schools across UNE in order to assist with the embedding of cultural competency in curriculum matters as stated in the Strategic Plan and to meet the Universities Australia's *Guiding Principles for Developing Indigenous Cultural Competency in Australian Universities*.

School of Education

Throughout 2011 and 2012 research has been undertaken in conjunction with the NSW Department of Education and Communities and the Northern Territory Department of Education in addressing the issue of teacher retention and recruitment in Indigenous communities. This research has investigated the issues of

quality and continuity of teachers in high-Indigenous populated schools in regional and remote areas, as well as looking at specialized pre-service orientation around contextual Indigenous issues in order to better prepare teachers for Indigenous environments.

We had a visit from Debra Bennell at the Oorala Centre and it was helpful in stimulating our knowledge of research on NE's (and the SoE's) student body needs, and responses to those needs. We worked to come up with a range of strategies we should be employing to allow early detection and intervention for students who need assistance, greater scaffolding, and more personal story-telling and so on in our courses. There was also guidance around greater representation of Indigenous peoples in our unit resources. I have used this information to revise pedagogical approaches and resources in EDCX 246 both online and offline for 2013 (Dr Tiffany Jones).

School of Health

How do you address the cultural competency of your staff & students

- Most staff are registered health professionals who have to exhibit cultural competency for their initial registration and continued registration.

UNE Business School

Nil response

School of Humanities

An ARC research project was begun in 2012.' Indigenous Heritage: Working ancient wetlands for social benefit and cultural understanding' which focuses on the local New England region, and its archaeology. This research is being carried out in partnership with a number of Local Aboriginal Land Councils.

School of Behavioural, Cognitive & Social Sciences (BCSS)

Academics in the Linguistics discipline are also working with groups from three areas in making materials in their languages accessible in various ways, including on line.

School of Arts

The School consulted with Oorala via its Teaching and Learning Committee business, which led to information-sharing for staff via the School's Teaching and Learning Forum series. This resulted in the inclusion of OORA100 in programs noted above and awareness of the availability of the OORA units more generally as electives, to promote cultural understanding and respect.

Proposed Indigenous Arts Festival has been supported by the School.

School of Environmental & Rural Science

In 2012, the Animal Science discipline of the School hosted a 2-day AMRRIC conference: *Outback dogs - challenges and solutions for Indigenous communities, animals and public health.*

School of Law

The revived "Indigenising the Curriculum" Project aims to address cultural competency of staff. The School of Law Teaching and Learning Committee plans to hold a workshop which aims to, amongst other things, examine the importance of incorporating Indigenous perspectives and develop strategies for developing the cultural competency of staff.

2.6.3 The Universities involvement with Indigenous community members in working toward this goal.

UNE Business School

Involvement of School staff and students in Enactus (previously known as Students in Free Enterprise -SIFE), a global organisation that encourages students to make a difference in their communities and develop leadership, teamwork and communication skills, has continued at Minimbah School. An initiative in financial literacy to introduce a school-banking program is ongoing. The Enactus team are also making representations to the Australian Government calling for legislative change to result in free and automatic issuing of birth certificates to all children born in Australia, as this has been an ongoing challenge in the school-banking program.

Enactus provides presentations on their activities to UNE and the broader community and present their work at national and international Enactus events, as well as online through UNE.

School of Environmental and Rural Sciences

The School endorses and provides support for an AMRRIC-facilitated dog health program in a remote indigenous community (Wurrumyianga) on Tiwi Islands. The program engages local indigenous people of all ages. Community engagement, empowerment of indigenous people, and cultural sensitivity are all a focus of these programs. Training and education of community members is therefore an important aspect of these programs.

Local indigenous boys involved in the Paws Up team are invited each year to demonstrate their dog handling abilities to the students enrolled in CANI300 'Working Canines' and share a BBQ lunch.

<S:\Admin\Ooralal\Indigenous Education Statement\2013\SE&RS attachment Tiwi Islands Dog Health Visit Dec12.pdf>

School of Humanities

The Diploma in Indigenous Archaeology Course Advisory Committee includes representatives from the Indigenous community, and a representative from the Ooralal Aboriginal Centre.

The discipline of Indigenous Studies has connections with the local Indigenous community and Indigenous Elders.

The Archaeology discipline has research networks with local New England Aboriginal communities as well as communities in the Northern Territory and Western Australia, and southeast Australia more generally.

School of Behavioural, Cognitive & Social Sciences (BCSS)

A member of the Linguistics discipline has also been working to aid Ngalia and Wangkatja people in Western Australia in preserving and passing on their dialects, and working with Bundjalung people towards reviving use of the Bundjalung language.

School of Education

Nil response

UNE Business School

A Postdoctoral Research Fellow in the School is continuing a research project on mining in remote Australia. This work will involve interviews with Indigenous people either as employees of the Newmont Tanami mine in the Northern Territory, or as members of the Yuendumu community.

The School is continuing discussions to improve involvement with Indigenous community members, in consultation with Ooralal.

School of Health

- Involvement in discussions with Course Advisory Boards

School of Arts

Through the units as noted above and the inclusion of the Ooralal unit, which includes contributions by community members, as listed in degrees.

School of Environmental & Rural Science

In collaboration with AMRRIC (Animal Management in Rural & Remote Indigenous Communities) and Tiwi Shire Council, UNE students are gaining an understanding of and respect for Indigenous culture through their involvement with dog health programs.

Aboriginal Animal Management Workers currently being trained by AMRRIC staff in remote communities in the Northern Territory participated in the AMRRIC conference hosted by the Animal Science discipline in 2012 at the Ooralal Centre.

School of Law

Again, the revived "Indigenising the Curriculum Project" will play a role in ensuring that UNE law students are provided with an understanding of and a respect for Indigenous traditional and contemporary cultures. The project will work towards encouraging all unit coordinators to incorporate Indigenous content and perspectives in their units.

In the unit LS 364 Indigenous Australians and Law an Indigenous lawyer and member of the Armidale community has contributed to the unit design and content and also teaches into the unit.

2.6.4 Indigenous Education Unit's role.

Indigenous Knowledge – Oorala involvement in cultural competency at UNE

- The undergraduate unit OORA200 'Working with Aboriginal People' was offered from 2012 and enrolments included students in disciplines such as Social Work and Education. 2012 enrolments in this unit totalled 29 and to date in 2013 have already grown to 39, with further enrolments anticipated for Trimester 2.
- The new unit OORA100 'Aboriginal Resilience and the Arts' was also designed and developed by Oorala and will be offered from 2013 for students in undergraduate study. To date the unit has attracted enrolments from TRACKS students, as well as students commencing Arts, Indigenous Studies, Music and Psychology degrees.
- From 2013, OORA200 will be a listed unit in the Bachelor of Social Science, Bachelor of Education (Primary) and a core unit of the BA of Social Work.
- The unit 'Aboriginal Resilience and the Arts' includes content from local and distant communities, to enhance students' perspectives and understanding of the diversity of Aboriginal and Torres Strait Islander culture and practice in historical and contemporary settings.

Cultural Competency of Staff

In 2012 Oorala academic staff attended the following meetings and conferences for professional development in cultural competencies and related skills:

Academic team

- Regional Law Conference
- Quarterly meetings of the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC)
- Academic writing sessions for curriculum development
- *More Aboriginal and Torres Strait Islander Teachers Initiative* (MATSITI) Project sessions
- Indigenous Studies Research Network (ISRN) Annual Symposium 2012
- Research meetings with partner institutions for the *Indigenous Higher Education Transition Project*

Student support team

- First Year in Higher Education Conference
- Nawi Conference ('Exploring Australia's Indigenous Watercraft'), National Maritime Museum

Oorala also facilitated cultural competency development of academics and other staff of UNE through the following:

- Hosting of the Conference 'Outback dogs - challenges and solutions for Indigenous communities, animals and public health' at Oorala. The Conference was organized by *Animal Management in Rural and Remote Indigenous Communities* (AMRRIC) with UNE academics in Animal Science. Oorala's Director and an Aboriginal academic from UNE gave key addresses for the conference program which also involved presentations and participation by local Aboriginal youth from Armidale's 'Paws Up Program'.
- Hosting of the 2012 Frank Archibald Memorial Lecture, presented by the Dean of Indigenous Scholarship, Engagement and Research, University of South Australia. During the guest speaker's visit Oorala also hosted a meeting with academics from UNE's School of Education regarding the *More Aboriginal and Torres Strait Islander Teachers Initiative* (MATSITI) Project, of which he is the Project Director. (MATSITI is a national 4-year initiative to increase the number and professional capacity of Aboriginal and Torres Strait Islander teachers in Australian schools). This meeting provided consultation from MATSITI and Oorala for the School's development of its Aboriginal Education Plan.
- Hosting events at Oorala for NAIDOC Week and Reconciliation Week, attended by students and staff of the UNE community with members of local communities.
- Involvement and liaison with the UNE School of Education's Aboriginal Education Group.

Cultural Competency of Students

- An Aboriginal UNE student was sponsored by Oorala to attend the Nawi Conference ('Exploring Australia's Indigenous Watercraft'), National Maritime Museum

Oorala Aboriginal Unit enhances the status of Indigenous Knowledge at UNE by conducting cultural events such as NAIDOC Week and the Frank Archibald Lecture along with a Welcome to Country at official UNE events.

Oorala continued to involve participation by local Aboriginal community members in the 2012 Frank Archibald Memorial Lecture and the Centre's NAIDOC Week event which commemorated the 40th Anniversary of the Aboriginal Tent Embassy. Local community members speaking and attending the NAIDOC event shared with students, staff and others their lived experiences related to the significance of the tent embassy's history in Aboriginal advocacy and social movements.

Oorala Aboriginal Centre has a prominent role in the community some examples are its funding of book awards at local primary school awards ceremonies, our staffs' attendance at community events and Inter-agency meetings, Gayinyaga meetings, and our use of community-based guest speakers in our academic lectures. We also promote our presence at community events such as the Deadly Days in Wauchope and Ballina, career expos, and local high schools.

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

From 2013, Universities will be advised of their full year ISP entitlement at the start of the year, and will be expected to plan for its expenditure accordingly. The carry forward of unexpended funds will only be considered in exceptional circumstances.

Please provide a report on the expenditure of the provider's ISP grant for 2012. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2012 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation ([see attached reconciliation](#)).

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

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

Indigenous higher education expenditure 2012

INCOME for Indigenous Support Program for 2012

1	2012 ISP grant	\$ 1,135,000
2	Unspent 2011 ISP funds, carried over to 2012 – as reported in your providers audited annual financial statements. (Report expenditure separately)	\$ 255,488
3	TOTAL ISP income for 2012	\$1,390,488
4	EXPENDITURE of <u>Indigenous Support Program</u> (ISP) 2012 (from Item 1)	
4a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please)	\$ 739,854
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).	\$ 47,257
4c	Higher education provider overheads.	
4d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$ 51,983
4e	Total Indigenous higher education expenditure for 2012	\$ 839,095

5	EXPENDITURE of <u>Indigenous Support Program carry over funds</u>2012 (from Item 2)	
5a	Operating costs, including salaries, for Indigenous support services. (Itemise each line item please)	\$ 241,903
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).	\$ 4,702
5c	Higher education provider overheads.	
5d	Other Indigenous Support Program expenditure (list major items conferences, school visits, publications and program costs).	\$ 8,883
5e	Total expenditure of carry over funds.	\$ 255,488

* Item 4

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.

Breakdown of Expenditure at Section 4
'Expenditure of Indigenous Support Program (ISP) 2012
Funding provided to the University's Indigenous Education Support Centre':

Operating costs, including salaries, for Indigenous support services		
Total Salaries	\$	705,376
Non-salary Operating costs - Itemised		
Fuel purchases	\$	1,605
Parking Fees	\$	568
Stationery	\$	3,640
Laundry services	\$	284
Photocopying	\$	2,627
Motor Vehicle Operating Costs	\$	269
Repairs & Maintenance	\$	564
Motor Vehicle Leases	\$	8,889
Postages	\$	840
Telephone Calls	\$	7,294
Internet Charges	\$	952
Insurance Premiums	\$	840
Fees, Hire Charges, Consumables & Minor Items	\$	6,106
Total Non-salary Operating Costs	\$	34,478
Subtotal Section 4a	\$	739,854
Capital items – major items purchased for Indigenous student / staff use only		
Promotional Stocks	\$	31,147
Building alterations	\$	5,647
Other Equipment (Video camera and recording equipment)	\$	3,115
Multi Functional Copier/Scanner/Printer for Student Computer Resource Room	\$	7,348
Subtotal Section 4b	\$	47,257
Higher education provider overheads	\$	Nil
Subtotal Section 4c	\$	Nil
Other Indigenous Support Program expenditure (major items)		
Alternative Entry Programs	\$	5,276
Recruitment activities	\$	6,728
Community engagement events	\$	4,709
Student activities	\$	2,668
Conferences and professional development for staff	\$	23,225
Research	\$	976
Advertising & Promotional Costs	\$	7,535
Student & School sponsorship	\$	865
Subtotal Section 4d	\$	51,983
Total Expenditure Section 4	\$	839,095

Breakdown of Expenditure at Section 5
'EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM carry over funds 2012
Funding provided to the University's Indigenous Education Support Centre':

Operating costs, including salaries, for Indigenous support services		
Salary – higher duties backpays	\$	177,490
Salary – employment of additional casual staff	\$	55,596
Staff recruitment expenses	\$	8,817
Subtotal Section 5a	\$	241,903
Capital items – major items purchased for Indigenous student / staff use only		
New Computers – staff / office areas and interview room	\$	4,702
Subtotal Section 5b	\$	4,702
Higher education provider overheads	\$	Nil
Subtotal Section 5c	\$	Nil
Other Indigenous Support Program expenditure (major items)		
Ooralala 25 th Anniversary Celebrations	\$	8,883
Subtotal Section 5d	\$	8,883
Total Expenditure	\$	255,488

Note:

All expenditure of ISP 2012 funds and ISP carry over funds 2011 was undertaken by the University of New England's Indigenous Education Support Centre, Ooralala Aboriginal Centre.

Reconciliation of ISP Expenditure to *the audited annual financial statements for the year ending 31 December 2012 provided under section 19-10 of Higher Education Support Act 2003*

Note 41 – University of New England 2012 Audited Financial Accounts

Indigenous Support Program	Per Audited Accounts	Adjustments	Per ISP Amended Acquittal
Financial Assistance received	\$ 1,135,000		\$ 1,135,000
Surplus from the previous year	\$ 262,988	(1) (\$ 7,500)	\$ 255,488
Total Revenue	\$ 1,397,988	(\$ 7,500)	\$ 1,390,488
Less expenditure	\$ 1,284,224	(2) (\$ 196,989)	\$ 1,087,235
Less CAPEX Charges (Multi Functional Copier/Printer)		(3) \$ 7,348	\$ 7,348
Total Expenditure including Capital items	\$ 1,284,224	(\$ 189,641)	\$ 1,094,583
Carried over unspent funds for reporting period	\$ 113,764	\$ 182,141	\$ 295,905

Notes:

- (1) Incorrect accrual in opening balance
- (2) Remove Non ISP Teaching expenditure incorrectly charged against ISP grant.
- (3) Add CAPEX Capital Purchases of Multi Functional Copier/Printer not charged against ISP Funds.

Requests To Carry forward 2012 unspent balance:

A review of existing functions and responsibilities of the centre identified a need to enhance our retention strategies and to upgrade our technical support for external students. The carried forward funds are to be strategically targeted at resourcing our retention strategies, improving our student support structure and updating our infrastructure to improve our support to on-line students who now account for 80% of the universities Indigenous enrolments.

To achieve these outcomes will require:

- refurbishing the existing staff area to provide additional student support workspace and more appropriate student access to those staff,
- temporary staff to conduct the retention review and
- upgrading of equipment to better service our on-line students.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer

Name: Evelyn Woodberry.....

Position Title: PVC (Students & Social Inclusion)

Phone Number: ..02 6773 3897...

Email:pvcssi@une.edu.au

Indigenous Education Unit Officer

Name: ..Debra Bennell.....

Position Title: Director, Oorala Aboriginal Centre

Phone Number: ..02 6773 5175...

Email:debra.bennell@une.edu.au

SECTION 5 PUBLICATION OF THE STATEMENT

Following approval of the IES by DIICCSRTE, providers are to publish the current and two previous IES on their website, provide DIICCSRTE with a link to the statement for the DIICCSRTE website.

APPENDIX 1: STUDENT ENROLMENTS BY REGION AND DISCIPLINE



