



2014 INDIGENOUS EDUCATION STATEMENT

UNIVERSITY OF NEW ENGLAND

UPDATE ON 2013 YEAR

Reporting against 2013
outcomes and future plans

Indigenous Tertiary Programs
Department of the Prime Minister and Cabinet

Prepared by

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

OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

Approach to improve higher education outcomes for Indigenous Australians and how this is being implemented.

How Indigenous perspectives are embedded in UNE's strategic plan and/or other key institutional documents.

Indigenous student numbers at UNE have been growing steadily over the past decade, with the number of Indigenous students at UNE as a percentage of total student body consistently exceeding the national average. The University has done well in attracting and increasing the number of Indigenous students year on year. Retention and completion remain the focus for ongoing improvement activity. Attracting and retaining Indigenous staff is also a major priority. This commitment to improving higher education outcomes for Indigenous Australians is embedded in UNE's Graduate Attributes, its 2011-2013 Mission-Based Compact with the Commonwealth of Australia, its Strategic Plan, and its Business Plan.

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

Mission-Based Compact

UNE's mission as outlined in the 2011-2013 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."

This commitment continues in the 2014-2016 Compact.

Strategic Plan & Business Plan

In 2013 UNE refreshed the Strategic Plan 2011-2015: Learning without Limits. The University renewed its commitment to:

- Maximise the opportunity for our diverse communities and under-represented groups to succeed in higher education
- Provide effective academic scaffolding and support services to meet the needs of our diverse student population
- Establish new partnerships with other education providers to build the pathways to higher education for the communities we serve
- Leverage the use of technology to remove the barrier of distance or accessibility to learning
- Innovate in the recruitment and retention of regional, remote and ATSI students and staff, particularly within the New England region.

This commitment was further embedded in the 2013 Business Plan, which included the following deliverables:

- Implementation of the Regional Aboriginal Higher Education Strategy by quarter 4, 2013
- Allocation of Apted Scholarships aimed at attracting Aboriginal students.
- Funding 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 a HDR degree while obtaining valuable teaching experience and thereby increasing their ability to obtain an academic position upon completion

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

<i>Our Students and Partners:</i>	<input checked="" 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 checked="" 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 checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Improved relationships with ATSI communities • Increased employment opportunities

Key Outcomes and Events for 2013

- UNE Regional Aboriginal Higher Education Strategy (RAHES) was approved by Senior Executive, Vice Chancellor's Committee and Academic Board in mid-2013. This enabled the Oorala Aboriginal Centre to pick up a number of the strategies and incorporate them into the operational plan for the Centre in conjunction with Schools. Those strategies which require broader stakeholder involvement are in the process of definition and development.
- UNE allocated a number of Apted Scholarships aimed at attracting Aboriginal students. Funding was allocated to the Schools of Law and Education to enable employment of two HDR students into Academic Level A positions for three years.
- Two HDR scholarships were awarded to Indigenous students along with three Aboriginal and Torres Strait Islander Research Fellowships to current Indigenous academic staff at UNE for the following activities:
 - final stages of completion of PhD and research
 - funding to develop early career research profile
 - completion of a Masters of Education (Honours)
 - the award of a three year research fellowship to undertake a PhD
- UNE launched a campaign to issue free birth certificates to every child in Australia. Each year about 38,000 children do not receive a birth certificate, with a third of those being Indigenous children. The event was spearheaded by the not-for-profit student organisation Enactus, and sponsored by the University of New England.
- The 28th annual Frank Archibald Memorial Lecture was presented by Associate Professor Karen L Martin from the School of Education & Professional Studies; Indigenous Research Unit, Griffith University addressing the challenges of Aboriginal schooling.

**SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER
EDUCATION POLICY (AEP) GOALS IN 2013 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

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

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

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

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

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

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

The number of Aboriginal and Torres Strait Islander people involved in institutional decision-making processes and the nature of their involvement.

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 2013 were as follows:

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

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

- Higher Education Network Aboriginal Corporation NSW (HENAC) (1) Oorala Director attends & (1) senior Oorala Student Support Team member
- National Aboriginal & Torres Strait Islander Higher Education Consortium (NATSIHEC) (2) Membership and attendance

Throughout 2013 the Oorala 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 Oorala were also represented across the local community in regards to education, training, employment, local government and community activities. In 2013, 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 2013 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).

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.

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 2013 maintained involvement in several groups engaging with the community, as detailed 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.
- Aboriginal and Torres Strait Islander Employment Officer has developed and maintained relationships with the community and represents UNE on a number of government and community organisations and UNE Governance Committee that oversees the implementation of the Aboriginal and Torres Strait Islander Employment Strategy. As well as actively working with academic and non-academic staff to identify employment opportunities for Aboriginal and Torres Strait Islander people they have developed the Aboriginal and Torres Strait Islander Employment Strategy and Career Development Framework. UNE has seen an increase in the number of Aboriginal and Torres Strait Islander employees over the past twelve months.

Indigenous Education/Support Unit's role.

The number of Aboriginal and Torres Strait Islander people involved in UNE's institutional decision-making processes and the nature of their involvement.

In 2013 involvement across UNE included:

- An Aboriginal Academic from School of Humanities continued participation as one of two Aboriginal and Torres Strait Islander representatives on UNE's Human Research Ethics Committee (HREC) (these representatives are required by HREC to have a tertiary qualification and research experience).
- Under UNE's Aboriginal and Torres Strait Employment Strategy 2013-2018, it was stated that UNE's Aboriginal Employment Officer and Oorala's Director will be representatives on the governance structure being established to oversee the implementation of the strategy.
- An Aboriginal staff member representing the Centre on one of UNE's OH&S Working Groups.

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

- An Aboriginal Academic from Oorala was seconded to Research Services to undertake the inaugural UNE Aboriginal and Torres Strait Islander Research Fellowship, with the secondment extended as the Vice Chancellor's Aboriginal Research Fellow until 2016.
- The Indigenous Student Association (ISA) was reactivated at UNE and has since held regular meetings, with plans being developed for the ISA President and other key Indigenous student representatives to have a role on University committees.

Oorala's involvement included:

- Oorala Director's continued participation as one of the two Aboriginal and Torres Strait Islander representatives on UNE's Human Research Ethics Committee (HREC), as a member of the UNE Social Justice Committee and as a National Caucus member of the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSHEC).
- Under UNE's Aboriginal and Torres Strait Employment Strategy 2013-2018, it was stated that the Oorala Director will be a representative on the governance structure being established to oversee the implementation of the strategy.
- A process was initiated by Oorala to establish an Elders' Advisory Group, to assist in matters related to community involvement in cultural safety, programs and governance with Oorala and UNE. Oorala met with key Aboriginal representatives from local organisations to discuss potential for a UNE Council of Elders and Elder in Residence. Planning was commenced for Oorala's Student Relationship Officer to undertake an 'Elder in Residence' role to represent Oorala and the University.

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

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

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

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.

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.

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 Oorala Aboriginal Centre and UNE senior staff. The strategy has been updated and consulted on over the last 12 months and is on the UNE webpage, at the link noted under the next heading.

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).

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 Islander 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. The strategy is online at the following link:

http://www.une.edu.au/_data/assets/pdf_file/0008/48095/atsiemployment.pdf

The number of Indigenous-specific positions at your university, detailed by occupation and level.

Eleven (11) identified Aboriginal/Torres Strait Islander Staff; six (6) of these positions are at Oorala and four (4) in other areas of the University.

Oorala Aboriginal Centre

1. Director of Oorala - Contract
2. Student relationship officer -HEO4A
3. Administrative Assistant - 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

Environmental Rural Services (ERS)

9. Technical Assistant

Sport UNE

10. Project Coordinator

Research Services

11. VC's Aboriginal Research Fellow

Two (2) more Identified Technical Assistant positions will start with School of Environmental and Rural Science (ERS) in May 2014.

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

There are twenty four (24) Aboriginal/ Torres Strait Islander Staff members at UNE, wide spread throughout the institution. Oorala (8), School of Humanities (1), School of Health (2), 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), Environmental Rural Sciences (1), Sport UNE (1).

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic	Position title
Oorala Aboriginal Centre	Non-Academic	Director (369)
School of Humanities - History	Academic	Lecturer (ATB)
School of Health – Counselling	Academic	Lecturer in Counselling (ATB)
School of Health – Nursing	Academic	Lecturer in Mental Health Nursing (ATB)
Mary White College	Non-Academic	Maintenance Officer (HEO3A)
Oorala Aboriginal Centre	Non-Academic	Student Relationship Officer (HEO4A)
FMS Operations	Non-Academic	Plumber (HEO4A)
Student Administration & Services	Non-Academic	Administrative Assistant (HEO4A)
Collections Services	Non-Academic	Library Assistant (HEO4A)
Yarm Gwanga	Non-Academic	Trained Child Care Worker (HEO4A)
School of Science & Technology	Non-Academic	Administrative Assistant (HEO4A)
Oorala Aboriginal Centre	Non-Academic	Administrative Assistant (HEO4A)
Oorala Aboriginal Centre	Non-Academic	Administrative Assistant (HEO4A)
Student Administration & Services	Non-Academic	Administrative Assistant (HEO4A)
IT – Client Services	Non-Academic	Client Services Officer (HEO5A)
Oorala Aboriginal Centre	Non-Academic	Student Services Officer (HEO6A)
Oorala Aboriginal Centre	Non-Academic	Student Services Manager (HEO7A)
Research Services	Academic	VCs Aboriginal Research Services (ATA)
HRS – Planning and Systems	Non-Academic	Aboriginal Employment Officer (HEO7A)
Environmental & Rural Science - ERS	Non-Academic	Technical Assistant – Aboriginal (HEO3A)
Total 20		

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic	Position title
Yarm Gwanga	Non-Academic	Child Care Assistant (CAS2)
Oorala Aboriginal Centre	Non-Academic	Student Services HEO6 (CAS6)
Oorala Aboriginal Centre	Non-Academic	Student Services HEO7 (CAS7)
Sport UNE	Non-Academic	Project Coordinator (CAS4)
Total 4		

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

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

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2013 (access rate) as compared to 2012 (please provide an all student comparison).
- **Programs run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in including and attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your university**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.
- **Indigenous Education/Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students.

	2012	2013	2012	2013
Aboriginal and Torres Strait Islander students	262	268	138	141
Non Aboriginal and Torres Strait Islander students (Domestic students only)	7,923	8,295	3,978	4,100

Note: 2012 figures extracted from HEIMS

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 Humanities	Aboriginal and Torres Strait Islander students & all students	Archaeology - residential schools (field work and information sessions)	Encouraging enrolment
School of Arts	All	OORA300 unit in Bachelor of Media & Communications & Bachelor of Theatre & Performance	OORA units in mainstream courses

School of Health	All	Prospective Indigenous students are able to apply to enroll in the Bachelor of Nursing (BN) using an interview pathway	The interview pathway also builds capacity for Indigenous students to apply to enrol in the BN if they don't meet usual ATAR pre-requisites.
------------------	-----	--	--

UNE's Access Programs

The University's access programs include the UNE Pathways Enabling Course, the Teacher Education Enabling Course and programs offered specifically for Aboriginal and Torres Strait Islander people through Oorala Aboriginal Centre (see details under 'Oorala's Aboriginal Centre's Role – Access Programs').

In 2013 and to date in 2014 enrolments in UNE's Pathways Enabling Courses were:

Course	Total Enrolments	Commencing Enrolments
2012		
Pathways Enabling Course	15	10
Teacher Education Enabling Course	18	17
	33	27
2013		
Pathways Enabling Course	30	27
Teacher Education Enabling Course	11	7
	41	34
2014		
Pathways Enabling Course	13	8
Teacher Education Enabling Course	11	4
	24	12

Note: 2013 and 2014 figures extracted from HEIMS

In addition to these Enabling Courses, UNE had launched an alternative entry pathway program partnership with the University of Sydney in 2012 which continued in 2013. The partnership program seeks to increase UNE's marketing footprint in target high schools and increase enrolment of low socio-economic students (SES) at UNE. Students study full time on the Armidale campus in their first year and may transition either to Year 2 at UNE or Year 2 of an agreed program of study at the University of Sydney. It is envisaged that the program may lead to enhanced research and teaching collaborations with the University of Sydney.

Oorala's Role – Access Programs

Oorala offers alternative entry programs specifically for Indigenous people: the Internal Selection Program and the 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.

In 2013 there were a total of 38 students enrolled in Oorala's TRACKS program, comprising 24 commencing and 14 continuing students. Fourteen of these students were enrolled on campus and 24 enrolled off campus. Despite increased demand from Aboriginal and Torres Strait Islander for UNE's Pathways Enabling courses, enrolments in TRACKS continued to compare favourably.

In the Internal Selection Program (ISP) participating applicants for admission are assessed by Oorala to gain

entry to a UNE course. In 2013, ISP was offered on a more streamlined, flexible basis of testing and assessment and overall 7 prospective students participated in the ISP program for admission to commence undergraduate study in 2014. Two sessions of ISP were run at Oorala in 2013. All of these applicants were successful in admission to UNE undergraduate courses and none enrolled in Oorala's TRACKS Program.

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 2013 as set out below:

TRACKS Enrolments 2009-2013

TRACKS Enrolments	2009	2010	2011	2012	2013
On campus	10	7	16	14	14
Off campus	18	25	40	34	24
Total enrolments	28	32	56	48	38

In 2013 the application process for TRACKS Program was revised to ensure admission by the most suitable applicants regarding their readiness to study at university. It was envisaged that this will lead to a smaller intake, as reflected in the enrolment data above, however over time this initiative is expected to lead to a greater retention rate.

Of the 38 students enrolled in 2013, 8 successfully completed TRACKS and the majority of these students progressed to study in undergraduate courses for 2014, including 3 students in correctional centres. Seven students from the 2013 enrolments re-enrolled in TRACKS in 2014.

As part of the University's initiative to ensure Australian Qualifications Framework (AQF) compliance for all units and courses by 2015, in 2013 the Oorala Centre Teaching and Learning Committee and TRACKS team revised learning outcomes and graduate attributes for the course and units. Revisions to TRACKS units were made as required to meet AQF Secondary School Certificate (SSC) level.

Oorala's initiatives to improve access for Aboriginal and Torres Strait Islander students at UNE included the following in 2013:

- From 2013 OORA100, 'Aboriginal Resilience and the Arts', has been listed as an elective undergraduate unit in the TRACKS Program, for students interested in Arts and Media disciplines. OORA100 provides TRACKS students the opportunity to transition into undergraduate studies by being able to take an elective unit with an Indigenous focus which, according to the Bradley review (Bradley 2008, pp.32-33) is critical to Indigenous engagement in higher education.
- Support mechanisms available through Oorala and UNE for TRACKS students were reviewed and strategies developed to strengthen effectiveness of services, to improve retention and progress into undergraduate courses. These included tutorial support sessions through Oorala's Student Support Team.
- As a result of improved support initiatives, TRACKS students at Woodford and Southern Queensland Correctional Centres demonstrated high achievement in their assessments and in 2013, three students progressed to undertake their undergraduate units in Sociology and Indigenous Studies and successful completion of TRACKS. As UNE's off campus undergraduate units now usually involve online study, Oorala worked with UNE's Student Assist unit to offer 'offline' learning materials and alternative assessments so that the students at Correctional Centres could fully engage in their undergraduate units of study in TRACKS.

- The TAFE Certificate III 'Vocational and Study Pathways' was run as a pilot program during Trimester 2 of 2013, in partnership with the Armidale Campus of New England Institute of TAFE (NEIT), to offer a pathway into the TRACKS Program. The TAFE Certificate III course also met the entry requirements of the Associate Degree in Policing Practice at Charles Sturt University (CSU), giving students multiple options of entry into Tertiary education.
- This cross-sectorial partnership was designed to offer the students a 'first step' towards university learning as well as providing specific foundational learning support to ensure readiness for the university learning experience. It aimed to enable a greater number of Aboriginal people in the New England region to consider university study and the course was designed with content delivered over one semester which was specifically relevant to Aboriginal people in their study and work environments.
- Pathways Certificate students participated in visits to UNE to attend lectures, library sessions and activities with TRACKS students. The students also attended a session on employment and career advice presented by UNE's Aboriginal and Torres Strait Islander Employment Officer and UNE Careers Adviser. Oorala worked with UNE's IT directorate to enable the TAFE Pathways students to have the same computer and internet access as UNE students, thereby maximising the learning experience of these students while they used UNE facilities.
- Of 3 students who remained enrolled in the TAFE Certificate, 2 progressed to TRACKS in 2014.

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 Humanities

Archaeology has been coordinating an 'aspirational' program for 18-25 year old Aboriginal people from the New England region, consisting of residential schools (with fieldwork and information sessions), with the general aim of encouraging enrolment by Indigenous students at UNE. This work is funded through Dr Wendy Beck's ARC research grant and facilitated by an MoU with the Northern Regional Forum.

School of Arts

OORA300 listed unit in Bachelor of Media and Communications and Bachelor of Theatre and Performance. OORA100 to be listed unit in Bachelor of Music from 2015.

School of Health

Prospective Indigenous students are able to apply to enrol in the BN using an interview pathway. This has been especially useful for students, including Indigenous students, who have a time lag between completion of secondary study and commencement of tertiary study. The interview pathway also builds capacity for Indigenous students to apply to enrol in the BN if they don't meet usual ATAR pre-requisites, but can demonstrate capacity in other ways such as prior TAFE level certification in health and welfare studies, family or personal experiences, or employment history.

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

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
Oorala Student Services Team	Aboriginal and Torres Strait Islander Students & Community	See below	Increase enrolments
UNE Business School	Community	Collaboration with Oorala	
School of Rural Medicine		Collaboration with Oorala	Collegial support
School of Arts	Community	See below	

Oorala's Role – Outreach Activities

In 2013 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. Oorala's outreach activities included:

- Oorala hosted a major school visit in 2013 for approximately 190 high school students from Armidale, Guyra, Uralla and Inverell in the local region, which involved participation by more than 110 Aboriginal students and about 75 non-Aboriginal students. The students from Years 7-12 were accompanied by Aboriginal Education Officers and other school staff, joining TRACKS and TAFE Pathways students for a presentation on study options and services offered by Oorala and UNE, with Oorala's programs and OORA units featured. They then participated in a 'Theatre in Education' performance by Kinetic Energy Theatre Co. which focused on The Freedom Ride of the 1960's, and the leadership roles of the late Charles Perkins and Pat Walford in advocating with communities for social justice for Aboriginal people in Australia. Twelve of the high school students were assigned acting roles in this interactive performance which is linked to high school History curriculum and other related topics. The visit combined outreach to local schools with an educational experience to develop greater cultural awareness for school staff and students. A number of participating schools responded with follow-up contact to arrange further outreach visits with Oorala.
- Oorala attended a number of Career Expos in Moree, Tamworth, Lismore, Coffs Harbour, Camdenhaven, Taree, Cessnock and Musselbrook answering inquiries and giving out information about services and scholarships. This information was also provided on Oorala's webpage and Facebook page.
- Oorala updated the Oorala Prospectus to make it more appealing to potential Aboriginal and Torres Strait Islander Students. UNE Student Testimonials from a number of current and past UNE Indigenous students across a range of different courses and life-experiences were also included. These testimonials are also in the process of being placed on the Oorala Aboriginal Unit website at UNE.
- Oorala advertised through the Koori Mail (April and September) to promote Oorala's alternative entry pathways, courses and services provided to potential students.
- Oorala was involved in the 'Lighting the Fire' event which targeted young Indigenous Australians seeking to take a more active leadership role in their local Communities. Oorala staff were involved

in several sessions at the event and were available to answer course and support related questions from participants of this program.

- Oorala also had regular contact with local schools via Aboriginal Education Officers (AEOs) and Career Advisors at Walcha, Uralla, Armidale, Guyra, Inverell, and Glen Innes. Oorala continued its prominent involvement with the Aboriginal community through sponsoring book awards for local school presentations, and staff engagement in community events, school visits and career Expo's. We also promoted our alternative access, ITAS and support services at UNE Open Day. Oorala staff also assist Aboriginal and Torres Strait Islander people with course enquiries as well as application and scholarship questions.

UNE Business School

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

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 Arts

Planned Aboriginal Arts Festival to be discussed directly with Oorala director, and feasibility of late 2014 or early 2015 to be discussed. Creative performance event, highlighting music and/or dance also under discussion, possibly as part of above Festival, or as stand-alone event that relates to the School's profiling of creative practice.

Details of Indigenous-specific and other scholarships offered by your university.

New 2013 Indigenous Commonwealth Scholarships (Government)

Scholarship Type	Initial Allocated	Re-allocation	Cost	Number Awarded
ICECS	22	-	\$2,469	17
IECECS	25	-	\$2,469	11
ICAS	6	2	\$4,939	10*
IECAS	10	-	\$4,939	0
IAS	28	-	\$4,659	22
Total	91	2	Cost	60

Note:

2 additional ICAS allocated to UNE by the Commonwealth for mid-year application round.

2 further ICAS had been converted from places remaining from allocation to equivalent category (IE-CAS).

Continuing 2013 Indigenous Commonwealth Scholarships (Government)

Scholarship Type	Number Allocated	Cost	Number Awarded
ICECS	29	\$2,469	13
IECECS	18	\$2,469	-
ICAS	12	\$4,939	7
IECAS	2	\$4,939	-
Total	61	Cost	20

'Grandfathered' Commonwealth Scholarships for Continuing Indigenous Students in 2013 (Government)

Scholarship Type	Number Allocated	Cost	Number Awarded
CECS	1	\$2,469	1
Total	1		1

UNE SCHOLARSHIPS

UNDERGRADUATE (University)

Scholarship Type	Number Allocated	Cost	Number Awarded to Indigenous Students
Indigenous-specific Scholarships			
Annie and Terry Connor Memorial Scholarship	1 on offer for up to 3 Years	\$5,000.00	1
Max Schroder Scholarship	4 on offer for up to 4 Years	\$6,000.00	3*
Max Schroder Sporting Scholarship	4 on offer for up to 4 Years	\$3,000.00	1
Subtotal			5
Equity Scholarships (Open to Equity Groups)			
UNE Teaching and Nursing Equity Scholarship	Variable on offer for up to 3 Years	\$6,000.00	1
Subtotal			1
Scholarships for Low SES Applicants			
Social Inclusion Scholarship	Up to 10 on offer for 1 of payment	\$5,000.00	1
Access UNE Sponsorship	Up to 10 on offer for 1 Year	\$7,000.00	3
Subtotal			4
Other Categories			
Keith Entwistle Honours Scholarship (Open to undergraduate students in Rural Science, Agriculture, Animal Science or Agribusiness entering Honours year)	1 on offer for 1 year	\$6,000.00	1
Subtotal			1
Total			11

*Note: 1 of Max Schroder Scholarships was awarded to a postgraduate student with donor's approval (normally offered only to undergraduate students)

POSTGRADUATE (University)

Scholarship Type	Number Allocated	Cost	Number Awarded
UNE Apted Award	3 Applicants	\$30,000 (\$10,000 each) for 1 year	3
UNE HDR Participation Scholarship	2	\$50,784 p.a.	1
Vice Chancellor's ATSI Research Fellowship	2	Total \$100,000	2
Total			6

OTHER SCHOLARSHIPS (External)

Scholarship Type	Number Allocated	Cost	Number Awarded to Indigenous Students at UNE
2013 Australian Psychological Society (APS) Aboriginal and Torres Strait Islander and Peoples Psychology Interest Group (ATSIPP) Indigenous Student Conference Attendance Award	2 per year	Funding to attend the 48 th APS Annual Conference, Cairns, incl conference registration costs plus travel and accommodation up to \$1,200	1

Promotion of Scholarships / Indigenous Education/Support Unit's role

UNE promotes via its Scholarships web-page on UNE website. UNE Scholarships are also promoted in UNE Marketing and Public Affairs promotional material eg. school leaver booklets. Oorala does extra promotion of scholarships on UNE Oorala web-page. Oorala Student Services Team host scholarship information sessions eg. for Department of Education. Scholarships are part of Oorala's promotion with recruitment activities. The demand for scholarships is affected by enrolment trends, and this is reflected in scholarship data that indicates low take-up rates, eg. for scholarships that require relocation for on campus enrolment.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2013, compared to 2012 (please provide an all student comparison).
- Details of your institution's strategies to address Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education/Support Unit's role.**

The total number of Aboriginal and Torres Strait Islander students for 2012 and 2013 is as follows:

	2012	2013	EFTSL	
	2012	2013	2012	2013
Aboriginal and Torres Strait Islander students	504	546	288	309
Non Aboriginal and Torres Strait Islander students (Domestic students only)	18,625	19,759	9,966	10,375

Note: 2012 figures extracted from HEIMS

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

Strategies	Outline of strategies	Constraints	Outcome
Ooralta Aboriginal Centre	Student support		Ongoing student support
Ooralta Aboriginal Centre	University service		Ongoing university support
Ooralta Aboriginal Centre	Community engagement		Ongoing community engagement
Ooralta Aboriginal Centre	Research Partner – 'The Transition of Aboriginal & Torres Strait Islander Students Into Higher Education' (OLT)		Ongoing research activities
Ooralta Aboriginal Centre	Research Partner – 'More Aboriginal & Torres Strait Islander Teachers Initiative' (MATSITI)		Ongoing research activities

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 Behavioural, Cognitive & Social Sciences (BCSS)

The following strategies have been implemented:

- Requested Unit Coordinators post a link to the Ooralta Centre on their Moodle site
- Encouraged postgraduate students to register as tutors in Psychology for students seeking support under the Indigenous Tutorial Assistance Scheme (ITAS)
- Amended the application forms for entry into the Honours and Clinical Psychology Programs so that applicants can identify as Indigenous and thereafter have affirmative action applied (if the applicant meets minimum entry standards)
- Engaged in consultation and liaison with staff from the Ooralta Centre for advice on how to provide a culturally safe learning environment for Indigenous students

- Made links with the local branch of the Australian Psychological Society (APS) whose members have offered mentoring support for Indigenous psychology students.

Evidence that the strategies are working:

- The Moodle sites for units in the First and Fourth Years of Psychology have links to Oorala
- 5 post-graduate students are registered to be ITAS tutors
- 2 students in the 2014 Fourth Year cohort have identified as ATSI — one gained a place through affirmative action
- The first ATSI student graduated from the Clinical Psychology Program this year
- Oorala staff have attended key events relevant to Indigenous Psychology students
- 1 Fourth Year student is being mentored by a member of the New England Branch of the APS.

UNE Business School

In 2013 there were 25 students who identified as ATSI enrolled in the School's courses from the Diploma in Business through to Bachelor degrees, Graduate Certificates and Diplomas, as well as Masters degrees. The School Equity Committee is a forum for staff and students to raise Indigenous issues.

School of Rural Medicine

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

School of Humanities

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 components, been coordinating an 'aspirational' program for 18-25 year old aboriginal people from the New England region, consisting of residential schools (with fieldwork and information sessions), with the general aim of encouraging enrolment by Indigenous students at UNE.

School of Arts

In addition to the planned Aboriginal Arts Festival, discussions also underway between Head of School and Director of Oorala regarding research into, and strategies relating to, Aboriginal and Torres Strait Islander participation in higher education generally, and how the School can respond to these.

School of Law

The Level A ATSI "Pre-Doc" Fellow position was advertised in 2013 however, no applications were received. 2014 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.

School of Environmental & Rural Science

One of our Indigenous students was encouraged to undertake honours (ANSC400) following the completion of her Zoology degree. A constraint to this was a lack of income support for an additional year at University. To overcome this, a living scholarship of \$10,000 plus residential college accommodation was offered by the school, along with a conference travel allowance. The student accepted this offer and is enrolled in ANSC400 for 2014. As a successful recipient of the APTED scholarship, she has operating costs to support her research, and will present some of her research findings at an international conference in the UK in 2014. She is also an invited speaker for the 2014 AMRRIC conference in Darwin. Additionally, the student will be given opportunities to assist with teaching activities and be mentored by her supervisor towards an academic career.

Indigenous Education/Support Unit's role.

In 2013 Oorala's strategies to improve participation included:

- Oorala's Director, Student Relationship Officer/Elder in Residence and the Convenor of the TRACKS Program visited students and Education staff at Woodford Correctional Centre, South East Queensland. Oorala discussed with the students their progress in TRACKS, plans for further study at UNE and Oorala's improvements to the provision of learning materials for students in correctional centres.

- Oorala continued funding of a tutor at Woodford to meet regularly with the TRACKS students, as well as continuing to offer orientation sessions, and additional support including provision of course materials and involvement of the Student Relationship Officer/Elder in Residence for specific social and cultural support related to the educational experiences of correctional centre students.
- The 'OORA' units introduced by Oorala in 2012, (OORA200: 'Working with Aboriginal People') and in 2013 (OORA100: 'Aboriginal Resilience and the Arts') attracted enrolments in the 2013 year from a cohort of Aboriginal students enrolled in undergraduate study, as well as non-Aboriginal students. OORA100 also attracted enrolments from TRACKS students in 2013 and new developments to offer OORA100 as a third year unit and OORA200 as a postgraduate unit will also encourage participation, by offering students greater flexibility to include units with Aboriginal content in their degree patterns.
- As part of UNE's audit process to ensure Australian Qualifications Framework (AQF) compliance for all units and courses by 2015, during 2013-2014 the Oorala Centre Teaching and Learning Committee reviewed and revised OORA units to meet AQF standards for undergraduate units.
- In 2013, Oorala expanded its Student Services Team (SST) to better engage with students both on and off campus, particularly to improve participation for students in UNEs current learning environment which is increasing its online modes of delivery.
- A major strategy of the SST has been to engage with students in home communities through visits to UNE Access Centres and organisations in target regions.
- The SST also developed strategies for greater use of technology in academic support and services eg. online ITAS information and forms, Skype, Moodle and video links, to reach a wider cohort of students.

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

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

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2013, compared to 2012 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education/Support Unit's role.**

The total number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above in 2013, compared to 2012 (please provide an all student comparison).

	2012	2013
Aboriginal and Torres Strait Islander students: (Higher Degree)	5	12
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	918	864
Aboriginal and Torres Strait Islander students: (Other postgraduate)	8	4
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	652	907
Aboriginal and Torres Strait Islander students: (Bachelor degree)	22	32
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	1,475	1,625
Aboriginal and Torres Strait Islander students: (Other undergraduate)	4	1
Non Aboriginal and Torres Strait Islander students: (Other undergraduate)	148	185

Note: Figures extracted from both HEIMS and 2013 IES.

3,232 3,630

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

Support mechanisms	Description	Constraints	Outcome
School of Behavioural, Cognitive & Social Sciences	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		Collaboration with Oorala
School of Law	Oorala Director invited to be on School of Law Advisory Board		Collaboration with Oorala
School of Arts	Promotion of Aboriginal & Torres Strait Islander support		Collaboration with Oorala

School of Health	Indigenous students encouraged to register with Oorala if requiring assistance with extra tutoring for specific units of study	Sustained engagement between tutors and students with some students seeking only a few tutorial sessions	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 Behavioural, Cognitive & Social Sciences (BCSS)

A major constraint to supporting Aboriginal and Torres Strait Islander participation and graduation outcomes is the inability (due to Privacy constraints) to identify who these students are. Unless students self-identify to unit coordinators, we did not know who falls into this group. Lack of knowledge limits the potential to offer targeted support. Likewise, it also limits our knowledge of graduation rates.

UNE Business School

The School refers Indigenous students who require support to the Oorala Aboriginal Centre or the School's First Year Advisor. The School is continuing discussions to improve involvement with Indigenous community members, in consultation with Oorala.

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.

Ongoing discussions already underway between Head of School and Director of Oorala regarding participation including services and support.

School of Health

The tutor support program offered by Oorala for School of Health students enables students to request individual tutorials provided by experts in the relevant discipline. The tutors are engaged by Oorala, and not by the School of Health. School of Health collaborates with Oorala with suggestions for appropriate casual staff when it is possible.

Sustained engagement between tutors and students is difficult to achieve, with some students seeking only a few tutorial sessions.

Indigenous Education/Support Unit's role.

Oorala's initiatives in student support and involvement with UNE to improve graduation rates included:

- Oorala had participated as a research partner in the project 'The transition of Aboriginal and Torres Strait Islander students into higher education', which was funded in 2011 by the Australian Government's Office for Learning & Teaching (OLT). The project leaders from Curtin University

collaborated with Charles Darwin University, Monash University and UNE on a 2 year qualitative study, developing a set of case studies which contain the teaching and learning experiences of Aboriginal students and their teachers and support staff who had participated as subjects of the research. The project team published its findings and recommendations on the website: <http://www.ahetp.edu.au> and the project's Final Report which was published in 2013 can be accessed via the following OLT link:

<http://www.olt.gov.au/project-transition-aboriginal-and-torres-strait-islander-students-higher-education-2011>

- Oorala's Director and academics provided consultation for a successful grant proposal submitted by UNE's School of Education to 'More Aboriginal and Torres Strait Islander Teachers Initiative' (MATSI), for the School's project 'Exit Survey for Indigenous Students'. Oorala is involved as a project partner for this Exploratory Research Project which will conclude in December 2015, with a follow-up action phase to commence in 2016. The project involves a quantitative and qualitative exit survey strategy to investigate why off campus Aboriginal and Torres Strait Islander teacher education students withdraw more frequently from their degrees. The findings will be used to further explore what supports are needed to improve retention and graduation rates of these students in Education degrees, ensuring they achieve their career goals as prospective teachers.
- Improvement of access to ITAS tutoring for students in correctional centres.
- Regular support updates via Oorala's Moodle site that can be accessed by enrolled students online in a more flexible way to suit both on campus and off campus students.
- Visits by Oorala to UNE's Future Campus in Parramatta to liaise with support and project staff on maximizing the potential for Oorala to promote and use technology, services and facilities available through the campus to support students in the Western Sydney region.
- Support liaison was continued with commencing and continuing students through information sessions and presentations hosted at Oorala by the Centre's Student Support team and UNE's Student Centre.

Oorala provides ongoing support services to all Aboriginal and Torres Strait Islander Students commencing with the application process and continuing through until graduation from UNE. This support includes advice on admission requirements and alternative entry courses, course entry requirements and advice, assistance with the on-line application process, assistance with on-line enrolment, liaising with Unit Coordinators and advocacy on behalf of students, advice about applying for Special Extensions of Time (SET), and referrals to specialized support services (First Year Advisors, Academic Skills Office, Counsellors).

This support includes the provision of designated student areas within Oorala and the surrounding outdoor area. A study space is provided with computer workstations/printer and three ITAS Tutorial rooms, as well as a social area. Current Indigenous students have 24 hour access to this space throughout the week.

The Indigenous Tutorial Assistance Scheme (ITAS) provides additional academic tutorial assistance to Aboriginal and Torres Strait Islander Students and Abstudy Away from Base Funding provides financial assistance for attendance at Mandatory Intensive Schools and Clinical Placements, both schemes are administrated by Oorala and promoted at Oorala events and online Moodle and Oorala Student Services Social Media sites.

Oorala is currently working together with ITD to move the ITAS Application and Tutor Registration processes on-line. It is envisaged that this will significantly simplify the current application/registration processes as well as reducing tutor matching times and assisting with the reporting processes.

Oorala provides students with advice on suitable scholarships and assists with the application process including liaising with the UNE Scholarships Office.

In 2014, Oorala commenced a review of the current Confirmation of Aboriginality process/criteria for this requirement. Research is being undertaken regarding the process at other NSW and ACT Universities and review is ongoing.

In 2013 Oorala:

- Organised a “Yarn Up” student information session which was held in 2014; featuring local service providers such as NSW Housing, Career Trackers, Medicare Local and NSW Police and UNE available support services such as Abstudy entitlements, Scholarships, National Disability Coordination Office Program, Academic Skills Office, First Year Advisors, Student Services (SAS), UNE Campus Life.

Planned involvement in UNE Student Centre’s “Townies” Orientation event, held at Oorala in 2014. This event raised the profile of the Oorala amongst non-residential students. The SST made contact with twenty 1st year Indigenous students at the event, many subsequently signed up for ITAS assistance.
- Provided a comprehensive information pack to all Aboriginal and Torres Strait Islander Students enrolled at UNE re UNE Services and the local area.
- Oorala SST maintains regular contact and assistance with all enrolled and potential Aboriginal and Torres Strait Islander Students at UNE, to provide:
 - advice and assistance on course selection and planning, enrolment
 - advice regarding possible scholarships and other available funding (e.g. Away from Base Funding).
 - referrals and liaise between available academic support services, student administration services as well as other academic and professional at UNE.

6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

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

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

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

UNE Business School

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 Behavioural, Cognitive & Social Sciences (BCSS)

A number of units taught from the School contain content which encourages awareness of the topic LING366/566 Australia's Indigenous Languages.

Bachelor of Criminology and BCRIM/BLLB include OORA200 Working with Aboriginal People as an elective.

School of Education

The unit EDCX400/402/502 Aboriginal Education is a mandatory unit across all the School of Education's teaching awards:

Bachelor of Arts/Bachelor of Teaching

Bachelor of Business/Bachelor of Teaching

Bachelor of Education (Early Childhood and Primary)

Bachelor of Education (K-12 Teaching)

Bachelor of Education (Primary)

Bachelor of Information Technology/Bachelor of Teaching

Bachelor of Mathematics/Bachelor of Teaching

Bachelor of Music/Bachelor of Teaching

Bachelor of Science/Bachelor of Teaching

Bachelor of Special Education (Primary)/Bachelor of Disability Studies

Master of Teaching (Primary)

Master of Teaching (Secondary)

These awards are accredited by the NSW Institute of Teachers and the Australian Institute for Teaching and School Leadership (AITSL).

This means that all Teacher Education graduates from the School of Education have studied the following topics:

- 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.

In the Bachelor of Education (Primary) award, students may choose to undertake OORA200: Working with Aboriginal People as one unit in an elective Education Focus Area. This unit is taught by staff from the Oorala Aboriginal Centre at UNE.

The School of Education offers a postgraduate Master of Education by coursework, including specialisation in Indigenous Australian Education. The key unit for that award is EDCX 515 Indigenous Australian Education: Issues and Policies. Topics studied include:

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

School of Health

The School of Health continues to work in collaboration with Indigenous stakeholder groups such as the peak body CATSINaM (Congress of Aboriginal and Torres Strait Islander Nurses and Midwives) to ensure that the nursing curriculum at UNE reflects a strong Indigenous health component. The Australian Nursing and Midwives Accreditation Committee require that nursing curriculum include an Indigenous health focus and in order to comply with accreditation requirements the School of Health carefully adheres to this requirement. One unit of the Bachelor Nursing/ Master of Nursing Practice program is a dedicated Indigenous Health unit and all other units contain at least one theme of Indigenous Health focused learning, including understanding and respect for traditional and contemporary Indigenous culture.

For 2013 one dedicated Indigenous Health unit was available to students as elective subjects:

HSNS231 Nursing Australian Indigenous People

A further elective unit with a strong Indigenous content included:

HSNS327 Nursing in Rural and Remote Environments

A further core compulsory unit contained a strong Indigenous component:

HSNS122 Cultural competence in Australian Nursing Practice.

Several clinical practice settings for students have been available including placement in an Indigenous community health setting, for example Coledale Community, West Tamworth.

An Indigenous focus is further incorporated into other core units in the pre-registration Nursing program.

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 Teaching and Learning Committee reviewed its “Indigenising the Curriculum Project”. The project 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 in the aim to further review and develop Indigenous content and perspectives in the future. The outcome of this phase resulted in 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 Committee is continuing to 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 LS357 ‘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.

LLM 632 ‘Indigenous Natural Resource Issues and the Law’. The School is 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 LLM632 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
LS989	Legal Practice in Rural and Regional Communities

School of Humanities

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

School of Arts

Content that encourages awareness of these perspectives is included in the units:

MUSI209 Concepts and Approaches in the Cultural Study of Music and (taught on biennial rotation); ENGL374/574 Australian Literature: Black and White; COMM381/581 Documentary: Australian and International; THEA318 Minorities and Majorities in Australian Theatre.

School of Environmental & Rural Science

Aboriginal & Torres Strait Islander perspectives are presented in CANI310/510 'Wild Dog Ecology' in relation to the roles of dogs in Indigenous societies, and the influence of customs & culture on wild dog management and dingo conservation. Further, students enrolled in this unit are offered a volunteer opportunity to participate in a dog health program in a remote Aboriginal community in Tiwi Islands, gaining first-hand experience of Australian Indigenous culture. Eight UNE students participated in the Tiwi Islands dog health program and cultural festival in 2013, including one of our Aboriginal students and on their return shared their positive experiences of Indigenous culture with their fellow students and the wider community. Teaching materials produced by Aboriginal people are also used as resources in this unit.

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

School of Education

A core focus of EDCX400/402/502 Aboriginal Education is the requirement of the NSW Department of Education and Training's 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.

School of Health

Registered health professionals employed in the School of Health are required to maintain cultural competency as a standard of their registration and continued practice. Thus, staff members are compliant and cognizant of cultural competency in general. Two staff members are Aboriginal people, and are active members of National Indigenous Health peak bodies. Indigenous health is the focus of some research by members within the School.

NERCHA, a student health association associated with the School of Health, conducted a range of public Close the Gap promotion activities in 2013 to raise the awareness of health disparity amongst the wider University student and staff body, and the public more broadly.

School of Humanities

An Aboriginal Honours student in Humanities/Archaeology has been training students in Indigenous stone-knapping techniques and mentoring students (Indigenous and non-Indigenous) in their research, as well as attending international conferences (such as WAC, the World Archaeological Congress, held in Jordan last year) to speak on his research and its cultural background.

School of Behavioural, Cognitive & Social Sciences (BCSS)

Adjunct Professor Diana Eades launched her book , Aboriginal Ways of Using English, at a well-attended function at Oorala in October 2013 which BCSS funded.

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

School of Arts

The School's Equity Committee provides staff with the opportunity to develop initiatives as per the School's strategic plan, especially those that relate to matters of equity, including cultural awareness.

Staff are encouraged to attend UNE cultural events.

In our courses, the Graduate Attribute of Social Responsibility emphasizes different socio-cultural perspectives and intercultural awareness generally.

School of Law

The continuation of the review of the "Indigenising the Curriculum" Project is continuing to address cultural competency of staff. The School of Law Teaching and Learning Committee will 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.

Human Resource Services (HRS)

Human Resource Services have developed an Aboriginal Cultural Education Discussion Sessions program which is targeted at UNE Staff and will roll out in the second half of 2014. As this is a staff based program students will not be attending these sessions.

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

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.

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 have also been successful in making representations to the Australian Government 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. This success is now being implemented.

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

School of Behavioural, Cognitive & Social Sciences (BCSS)

In 2014, 12 hours of teaching on sociocultural factors and their impact on clinical assessment and intervention (with specific reference to ATSI Australians) will be delivered by an Aboriginal psychologist with a PhD in Psychology and Masters degrees in Forensic and Clinical Psychology.

Ongoing: 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

The unit EDCX400 Aboriginal Education is taught in conjunction with Indigenous Education Officers from the Tamworth office of the NSW Department of Education and Communities.

School of Health

The course teams within the School of Health meet annually with their External Course Advisory Committee's and these committee's include Indigenous membership.

Indigenous health professionals and Indigenous health consumers are co-opted to teach and present in the topic areas so that the richest of firsthand Indigenous experiences are discussed in the context of teaching and learning activities.

Local Aboriginal Elders and community members are invited to assist with research advisory committees for research conducted in the School of Health.

Public School of Health events are preceded by either an appropriate Welcome to Country or Acknowledgement of Country.

There are two Aboriginal members of the School of Health on staff.

Two Aboriginal BN students achieved high academic results with a GPA in the top 5% of all students in the University, and were awarded Vice Chancellor Scholar Awards in 2013.

School of Arts

Through the units listed previously in 'Indigenous perspectives reflected in curriculum' and the inclusion of the Oorala unit, which includes contributions by community members, as listed in degrees.

School of Law

The revived "Indigenizing the Curriculum Project" will continue to ensure that UNE law students are provided with an understanding of and a respect for Indigenous traditional and contemporary cultures. The project continues to work towards encouraging all unit coordinators to incorporate Indigenous content and perspectives in their units. The School actively seeks consultation with Indigenous lawyers and the wider Indigenous community to give an insight from an indigenous perspective for inclusion into units offered by the School of Law.

Oorala Centre & School of Law

In 2014, Oorala Centre appointed an Academic in the role of Academic Research & International Indigenous Research Liaison, working collaboratively for more inclusive practices and strategies that empower both the University (Oorala Aboriginal Centre) and wider community participation to efforts for Indigenous defined and led research strategies. Early initiatives are described in the following research project between Oorala and School of Law as:

'Innovative Collaboration, Inclusive Practices, Understanding Governance and Recognising Cultural Capital', a cross - institutional, interdisciplinary and community based project exploring foundations for strategic alignment and engagement practices'.

School of Environmental & Rural Science

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 in all aspects of dog health and management is provided, and local Indigenous community members share their culture with UNE staff & students. Through this collaboration, UNE students are gaining an understanding of, and respect for, Indigenous culture, and sharing this knowledge with the wider community. The success of this program will be presented at an international scientific conference in 2014 by a local UNE Indigenous student who has participated in the program.

* AMRRIC – Animal Management in Rural & Remote Indigenous Communities.

Indigenous Education/Support Unit's role.

Oorala's 'OORA' units assist in the embedding of Indigenous cultural competency into curricula across UNE disciplines, which is a key component of the University's Commonwealth Compact (2011).

In 2013, Oorala received a Unit Monitoring Commendation from UNE's Vice Chancellor for OORA200: 'Working with Aboriginal People', placing it in the top 10% for unit outcomes across UNE. The Commendation was awarded for 'achieving an outstanding result in terms of high overall student satisfaction and low attrition in Reporting Period 2 2012 of the unit monitoring process'.

In 2013, Oorala worked with UNE to offer OORA units for higher levels of study in UNE degrees: OORA100: 'Aboriginal Resilience and the Arts' is now also offered as a third year undergraduate unit (OORA300) and OORA200: 'Working with Aboriginal People' is offered as a fourth year unit (OORA400) to attract enrolments from postgraduate students.

From 2014, OORA300 is listed as a third year elective in the degrees of B. of Theatre and Performance and B. of Media and Communication. From 2014 OORA400 has been offered as a core unit in the M. of Nursing Practice (pre-registration) and Oorala has raised with UNE Schools the potential for it to be included as a core unit in M. Nursing and the Grad Cert in Integrated Early Childhood Service Delivery from 2015.

The introduction of OORA300 and OORA400 provides greater opportunities for undergraduate and postgraduate students to select units with Aboriginal and Torres Strait Islander content in their degree patterns.

In 2013, a total of 20 students enrolled in OORA100 and demand for this unit was mostly from undergraduate students in Arts and Psychology disciplines, and Oorala's TRACKS Program.

To date in 2014 there is a total of 21 enrolments in OORA100/300, the majority of these being in the Arts, Theatre and Performance and Media and Communications degrees.

In 2013, Elders and community members were involved in OORA100 ('Aboriginal Resilience and the Arts') lectures as guest speakers. These speakers gave presentations on their perspectives and experiences in Aboriginal cultural practices and the arts and focused on oral traditions and historical connections to place, sites of cultural significance, visual art, writing and filmmaking and music performance. These lectures were presented live to on campus students and also accessible to off campus students through recording for online delivery, and content from these continue to be included in online unit material for OORA100/300 in 2014.

In 2013, the total of OORA200 enrolments was 63. To date 2014 there is a combined total of 172 enrolments for OORA200/400, including a large cohort of International Students (15).

In 2013, the highest demand for OORA200 was from undergraduate students in Social Work, and there were also significant enrolments from undergraduate students in B. Education (Primary) and the Arts and Psychology disciplines. To date the highest demand in 2014 has been from undergraduate Nursing and Social Work students, and there are also enrolments from the Master of Nursing Practice.

From 2014, OORA200 has replaced a core unit in the B. of Nursing and is also offered as a listed unit in the B. Social Science, B. Criminology and B. Criminology/Law degrees. From 2015 OORA200 will be offered as a core unit in the B. Audiometry.

In 2013-2014, the unit has also continued to be offered as a core unit in the B. Social Work and as an elective in the Education Studies (Primary) under the Education Focus area of 'Rural and Remote Education and Indigenous Communities'.

In 2014, OORA400 has attracted enrolments from students enrolled in the Graduate Diploma in Humanities and Master of Nursing.

In 2013, Oorala initiated a project to map and embed Indigenous knowledges into curriculum at UNE. This undertaking commenced with a partnership with UNE's School of Law, with discussions held with other Schools on identifying the disciplines and levels of study where Indigenous content is included, and how the content is scaffolded into curriculum and assessed. Discussions with UNE Schools on listing OORA units as core or electives, and involving Oorala in curriculum development processes, formed an integral part of this initiative.

Oorala's Director met with the Acting Head of School of UNE's School of Arts, to discuss the development of a mutually beneficial and collaborative partnership between Oorala and Arts. The discussions focused on curriculum, research and working together to better the student experience.

Oorala hosted a workshop by academics from Edith Cowan University, WA, on a framework developed at ECU in the Social Work discipline, to map assessments that meet Australian Qualifications Framework (AQF) at Level 7. UNE academics from Law, Social Work and other disciplines were presented with a framework and methodology that is transferrable for wide application to content, learning outcomes or assessment across disciplines.

Oorala commenced involvement in UNE's development of a new webpage on the UNE website, Info for: Aboriginal community, students, visitors and staff. The page has gone live in 2014 with links to Oorala's homepage, Acknowledgement of Country, the Aboriginal and Torres Strait Islander Employment Strategy, course and unit information, UNE's Reconciliation Statement, Indigenous Education Statement and related policies and documents. The new page is intended to make UNE's information more accessible on matters related to community, study, employment or research.

In 2013, Oorala's Director and staff attended the following meetings and conferences for professional development in cultural competencies and related expertise:

- Quarterly meetings of the National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC).
- The Oorala Director and UNE Visiting Academic attended the National Indigenous Research and Knowledges Network (NIRAKN) Symposium 2013 in Rockhampton, QLD, to represent the Centre and UNE and to liaise with researchers from Network member institutions.
- The Centre's Director also attended relevant conferences including the National Aboriginal and Torres Strait Islander Education Conference in Sydney (Buunji).
- Oorala's Director attended a workshop, 'So you think you can research...' at Griffith University, a collaboration between Griffith's Indigenous Research Unit and the Griffith Social and Behavioural Research College, which aimed at building the knowledge, skills and capacity of researchers in engaging with Aboriginal and Torres Strait Islander communities and individuals and in facilitating a research approach that is focused on best-practice guidelines and ethical frameworks to achieve positive outcomes for all. The UNE Visiting Academic also attended and was one of the keynote speakers; workshop topics included Indigenous Research Ethics, Cultural Safety, Capacity Building, and Indigenous Community Action Research.

Oorala also facilitated cultural competency development of students, academics and other staff of UNE and enhanced the status of Indigenous Knowledge at UNE through the following:

- Hosting cultural events at Oorala for NAIDOC Week, attended by students and staff of the UNE community with members of local communities.
- The 2013 Frank Archibald Memorial Lecture was presented at Oorala by Associate Professor Karen L Martin, from the School of Education & Professional Studies, Griffith University. Dr Martin is also a member of the Griffith's Indigenous Research Unit and her lecture was entitled Motivation + Action – Tradition = Aboriginal Schooling: some ideas on rethinking the equation and achieving Aboriginal education. The lecture's content focused on Aboriginal intellectual traditions and maintaining connection to community, country and culture as key to education. The guest speaker's visit to UNE included a visit to the Local Aboriginal Land Council in Armidale

and discussion with academic staff from UNE's School of Education, both facilitated by Oorala.

- Oorala's Student Relationship Officer/Elder in Residence presented Welcome to Country at UNE official events including graduation ceremonies.
- Involvement and liaison with the UNE School of Education's Aboriginal Education Group.
- Oorala and UNE's School of Law co-sponsored and collaborated to present a two day program, Cultural Perspectives and the Oral Narrative. The program was facilitated by a Postdoctorate Research Fellow, UNE AgLaw (Aust Centre for Agriculture & Law) and UNE Visiting Academic and workshops/discussions were held on Collaborative Investigation Parameters, Procedures and Practice and Governance. UNE staff and students and community members from local organisations participated in the workshops and the program culminated in an evening of interactive performance of Australian Aboriginal, Native American and Tibetan music and storytelling.

In 2013, Oorala planned for 2014 activities including:

- a "Yarn Up" student information session; featuring local service providers.
- participation in the UNE Student Centre's "Townies" Orientation event, held at Oorala to raise the profile of Oorala amongst non-residential students and include Indigenous students in UNEs orientation engagement with students.
- Oorala also conducted regular visits to communities in target regions, to maintain networks and cultural competencies of student services staff.

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

Please use the financial acquittal template attached to report on the expenditure of your institution's ISP grant for 2013, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2013 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name:

For the 2013 funding year (1 January - 31 December 2013).

PART A – If applicable, Goods and Services Tax (GST) paid under the Agreement:

1. If applicable, GST received by you in 2013 as part of the Indigenous Support Program funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$ 0	
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ 0	
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /

PART B - Acquittal Summary Details (excluding GST):

INCOME

1. Unexpended Indigenous Support Program funds from 2012 which were committed for expenditure prior to 31/12/2012.	\$ 0
(+) 2. Unexpended and uncommitted Indigenous Support Program funds from 2012 which were approved for expenditure in 2013.	\$ 295,905
(+) 3. Indigenous Support Program funds provided in 2013. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$ 1,137,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Program funds in 2013.	\$ 998
(=) 5. Total Indigenous Support Program funds to be acquitted in 2013.	\$ 1,433,903

EXPENDITURE

6. Total Indigenous Support Program expenditure in 2013, <u>excluding any GST. (Excluding expenditure covered by 2012 carried forward.)</u>	\$ 872,269
(+) 7. Unexpended Indigenous Support Program funds which were committed for expenditure prior to 31/12/2013.	\$
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Program funds which were not committed for expenditure by 31/12/2013 – written approval date 26 / 03 / 2014. ¹	\$ 295,905
(=) 9. Total Indigenous Support Program Funds which by 31/12/2013 were fully expended and/or committed for expenditure.	\$ 1,168,174
10. Returns of 2013 Indigenous Support Program Funds by 31/12/2013.	\$
11. Balance of Funds for 2013 (Unexpended/uncommitted Indigenous Support Program funds to be returned or recovered from 2014 entitlements).	\$
12. Balance of provider's Indigenous Support Program bank account or cost centre as at 31/12/2013.	\$ 265,729

¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Education Support Unit Officer
Name: Professor Alison Sheridan	Name: Ms Debra Bennell
Position Title: Acting Pro Vice-Chancellor (Academic)	Position Title: Director, Oorala Aboriginal Centre
Phone Number: (02) 6773 2367 / 6773 2726	Phone Number: (02) 6773 3121 / 6773 5175
Email: pvca@une.edu.au asherida@une.edu.au	Email: director-oorala@une.edu.au debra.bennell@une.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, providers **are to publish** the current and the previous two IES on their website. Please provide PM&C with a link to the statement.

