



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from **Universities relating to their 2015 outcomes and future plans** to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement is used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2015 ISP funds is included within this document. Please provide as much information as possible.

The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted to and accepted by the Department of Prime Minister and Cabinet **on or before 31 May 2016**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2016.

Please submit signed electronic documents by email to: scholarships@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

University of Newcastle

The Wollotuka Institute (Wollotuka)

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2015 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.

The University is committed to the advancement and leadership of Indigenous education at a local, national and global level. Since 1983, the University's Wollotuka Institute has played an important role in representing and supporting Indigenous Australians studying at university. Through its work with Indigenous students, Wollotuka and the University of Newcastle are widely regarded as leaders in Indigenous education in Australia. Last year, the University of Newcastle became the first university in Australia to receive World Indigenous Nations Higher Education Consortium (WINHEC) Accreditation.

In 2015 the University of Newcastle reached a significant number of milestones in terms of the AEP goals. The newly constituted Board of Aboriginal and Torres Strait Islander Education and Research (BATSIER) was established, replacing the Board of Aboriginal and Torres Strait Islander Education and Training. The refreshed committee incorporates an increased community presence to ensure that our stakeholders are empowered and appropriately represented.

In 2015 the University increased focus on strategies to achieve Indigenous employment targets through the implementation of a University Aboriginal and Torres Strait Islander Employment Committee, with BATSIER representation. The University committee provides a report through to BATSIER three times per year and monitors performance against this key performance indicator.

UON continued its outstanding work in relation to access to higher education for Indigenous students, with continued expansion of the S2U (Schools to University) program for school students. Data for 2015 released by the Department of Education indicate that UON had the most number of Indigenous students of any University in Australia (914 in 2014).

Participation rates for Indigenous students at UON are well above the sector and have continued to climb from 2.5% in 2011 to approximately 3.1% in 2015. Success rates are also strong in comparison to the sector and strategies are in place to support ongoing improvement.

Wollotuka and the University are highly committed to the quality of the relationships with our 'community'. Wollotuka's Cultural Standards define and guide these operations as well as defining our space within the Academy with our Nguraki (Elders, wise person) ensuring the standards are implemented. Indigenisation of curricula is an ongoing project and a commitment to excellence in Indigenous education and research is central to the University's *New Futures* Strategic Plan 2016-2025.

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

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

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

Our Nguraki pave the way and guide us through our governance and leadership structures providing valued input and advice, which is honoured and respected by the Wollotuka Community.

Our Nguraki are responsible for guiding the teaching of LORE passed down through the Dreaming. They know that our culture is at the heart of our governance systems. Their wisdom and teachings are essential to the cultural fabric of our 'ways of doing' with their guidance being sought by staff, students and community. *The role and the contributions of Elders, Cultural Mentors and knowledge keepers are honoured and respected.*¹

In 2015 Aunty Bronwyn Chambers continued her role as Elder in Residence with Aunty Colleen Perry and Uncle Ron Gordon employed as Nguraki on a part-time basis with a number of other Nguraki employed on a casual basis. These appointments span across various Aboriginal nations bringing numerous cultural and spiritual customs and beliefs adding to the vibrancy of cultures open to staff, students and community.

They also form the Wollotuka Nguraki Council who meet on a regular basis discussing strategies to best ensure that cultural values are maintained which, as they and we are all aware, can sometimes be 'misplaced' within the busy world of academia. They work closely with our Cultural Standards Coordinator, Dr Raymond Kelly who in turn is a highly respected cultural mentor, to ensure implementation of our Cultural Standards.

Board of Aboriginal and Torres Strait Islander Education and Research (BATSIER)

The Board of Aboriginal and Torres Strait Islander Education and Research is a Committee of the Vice-Chancellor. Its role is to advise the Vice-Chancellor on all matters relating to the policy on, and implementation of, Aboriginal and Torres Strait Islander Education and Research at the University to ensure that these meet the needs identified by Aboriginal and Torres Strait Islander communities.

BATSIER was renewed and reconstituted in 2015 to reflect a renewed focus on Education and Research as opposed to Education and Training. BATSIER is chaired by Professor Bob Morgan, an eminent leader in Indigenous education both nationally and internationally. Its membership includes all-Aboriginal and Torres Strait Islander community representation (including our Nguraki) with high level skills and expertise in Indigenous educational and community matters. This consultation is integral to the University's approach to supporting Indigenous education furthering our Bula Wiyawiyelli² cultural standard - *"Our relationship with the University is based on the principles of reciprocity, accountability and respect"*.

The WINHEC Accreditation review noted that Wollotuka is fortunate to have the guidance and wisdom of both the Nguraki, Elder in Residence Program and BATSIER to ensure that we are grounded in our cultural teachings which in turn provide solid governance structures and leadership.

In 2015, Wollotuka's structure featured four directors, each with a specific portfolio within their areas of expertise. These included:

- Professor Peter Radoll– Dean of Aboriginal & Torres Strait Islander Education and Research and Director of Academic & Research
- Ms Leanne Holt – Director, Indigenous Engagement and Collaboration

¹ The Wollotuka Institute Cultural Standards 2013, p.9

² In the language of the Awabakal meaning "you two converse"

- Associate Professor Peter O'Mara – Director, Indigenous Health
- Professor John Maynard – Director and Chair of Indigenous History

An external review of Wollotuka in November 2015 was conducted to examine and evaluate the operations of the Wollotuka Institute to enable the enhancement and innovation of existing and future programs. As a consequence of the review the Institute will implement a change in structure to appoint a Pro Vice-Chancellor (Indigenous Education and Research) and a single director with broader and more strategic responsibilities across the Wollotuka Institute. Recruitment to these positions will commence in 2016.

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 current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

The University's *NeW Futures* Strategic Plan is committed to ambitious targets for Aboriginal and Torres Strait Islander employment, with the aim of achieving a target of 3.9% by 2020. This goal is underpinned by key planning instruments and initiatives, including our Cultural Standards and the Aboriginal and Torres Strait Islander Employment Committee.

Our Cultural Standards provide a cultural foundation that incorporates cultural responsiveness and accountability in the development, implementation and evaluation of the Maligagu³ Aboriginal and Torres Strait Islander Employment Strategy reflecting goals and aspirations for advancement.⁴

Maligagu focuses on attracting quality applicants for academic and professional positions at all levels of the University and an internal environment that promotes professional and personal growth for Aboriginal and Torres Strait Islander staff with strong community collaboration. The University, through this strategy, will provide an environment and opportunity which empowers all our Aboriginal and Torres Strait Islander staff and communities. The priorities of Maligagu include:

Priority 1 – Attraction and Recruitment

Priority 2 – Environment and Retention

Priority 3 – Development and Extension

Priority 4 – Governance

Aboriginal and Torres Strait Islander Employment Committee

In 2015 the Employment Portfolio moved under the leadership of the Dean of Aboriginal and Torres Strait Islander Education and Research to further guarantee a 'whole of university' approach to Indigenous employment. As a consequence, Professor Peter Radoll served as co-chair to the Employment Committee with the Director People and Workforce Strategy. The Committee has a set Terms of Reference to increase Indigenous employment across the University by:

- Being informed on the progress of Aboriginal and Torres Strait Islander employment at the University and monitoring progress against agreed targets and outcomes
- Making recommendations to BATSIER and the University Executive Committee on how Aboriginal and Torres Strait Islander employment outcomes can be improved
- Endorsing and sponsoring practical initiatives aimed at increasing Aboriginal and Torres Strait Islander employment across the University and promoting retention of existing Aboriginal and Torres Strait Islander staff
- Influencing within their respective work areas to champion Aboriginal and Torres Strait Islander employment and to identify potential opportunities in line with agreed strategies
- Provide strategic advice on Aboriginal and Torres Strait Islander workforce planning
- Provide input on policies and practices in relation to Aboriginal and Torres Strait Islander employment including criteria for identified positions

³ In the language of the Darkinjung people meaning "to shine"

⁴ University of Newcastle ATSIES, p.9

A number of meetings were held during 2015 with Professor Bob Morgan attending as the Chair of BATSIER. There was a major focus on Faculty & Division based Indigenous employment and campus wide employment support mechanisms to increase Indigenous employment. From these discussions key actions were identified:

- Framing equity into selection criteria
- Mentoring of professional staff into academia
- Retention of staff in a supported transition program
- Cultural safety for Aboriginal & Torres Strait Islander panel representatives on selection panels – to support this an email requesting staff to tell their experiences and with the assurance it would be forwarded through to Ms Sharon Champness, Director People & Workforce Strategy
- The Indigenous Language Allowance policy and application form have been drafted for implementation

Maligagu Cadetship Program

Student Central recruited six cadets and the Faculty of Business and Law recruiting two cadets. These numbers fell short of the Maligagu target of 40 cadets by 2016. The challenge now is to work more closely with Faculties and Divisions across the University to establish cadet positions as well as create pathways for recruited cadets.

Inaugural National Aboriginal and Torres Strait Islander Employment Forum

This forum was attended by UoN's Indigenous Employment Coordinator, Ms Dawn Conlan on 7-8 July 2015 in Adelaide and is the first conference in Australia to focus on presenting the university sector with the range of diverse Indigenous Employment Strategies in operation. Dawn delivered a workshop to showcase UoN's employment strategy. Wollotuka was also represented on a panel that explored discussion topics from the National Indigenous Higher Education Workforce Strategy.

Indigenous Staff Achievements

- Associate Professor Kathy Butler was named Diversity Champion at the Hunter Diversity Awards. Her trailblazing efforts were recognised on 6 March 2015 when she was named for this award launched at the International Women's Day breakfast in Newcastle.
- Associate Professor Maree Gruppetta was appointed as Equity Ambassador for the Centre of Excellence for Equity in Higher Education in May 2015.
- Dr Anita Watts received an Indigenous Collaboration award in October 2015 for 'Outstanding contribution to the academic support and achievements of Indigenous students in the Bachelor of Medicine, directly contributing to improved academic success of Indigenous students.'
- Ms Gail Tillman received the Vice-Chancellor's Award for 'Teaching Excellence and Contribution to Student Learning' at a ceremony in December 2015. After receiving the Academic Division Award for 'Teaching Excellence and Contribution to Student Learning', Gail competed against a pool of academics from each faculty and division to receive this overall award in recognition of her outstanding contribution to student learning at the University.
- Mr Joe Griffin, as part of the Uni4You Project Team, received the Vice-Chancellor's Award for Collaboration Excellence at the same ceremony in December 2015 in recognition and appreciation of outstanding performance and contribution to the University.
- Ms Adelle Grogan and Dr Stephanie Gilbert were recognised for 15 years of service under the University's Staff Service Recognition Awards in April 2015.
- Dr Greg Blyton was successfully promoted to Senior Lecturer

No. of Indigenous-specific positions – occupation and level as at 30 June 2015

Award	Level	Occupation - Position Title	Grand Total
Academic	Level A	Clinical Supervisor	1
		Indigenous New Career Academic	4
	Level B	Course Coordinator	1
		Lecturer	8
		Lecturer - Aboriginal Studies	1
		Research Fellow	1
	Level C	ARC Indigenous Fellow	1
		Senior Lecturer	2
	Level D	Associate Professor	2
	Level E	Dean ATSI Education & Research	1
		Professor	2
Academic Total			24
Professional	Hew level 3	General Library Assistant / Project Assistant	2
	Hew level 4	Administrative Assistant	8
		Personal Assistant	1
		Technical Officer	1
	Hew level 5	Data Entry Officer	1
		Grants Officer	1
		Personal Assistant	1
		Research Assistant	1
		Risk Officer	1
		Technical Officer	1
	Hew level 6	Community Engagement Officer	1
		Graduation Senior Advisor	1
		Indigenous Alumni Officer	1
		Indigenous Engagement Officer	1
		Indigenous Faculty Engagement Officer	1
		Indigenous Prospective Student Advisor	1
		Indigenous Student Engagement and Experience Coordinator	1
		ITAS Coordinator	1
		ITAS Tutor	1
		Project Officer	2
		Prospective Student Advisor	1
		Recruitment and Relocations Officer	1
		Research Coordinator	1
		Research Study Centre Coordinator	1
		Senior Client Services Officer	1
		Senior Coordinator-Indigenous Projects	1
		Senior Technical Officer	1
		Success and Collaboration Officer	1
		Workshop Staff	1
	Hew level 7	Business Partner Support	1
		Communications Officer	1
		Community Engagement Coordinator	1
		Computing Officer	1
		Cultural Standards Coordinator	1
		Elder in Residence	3
		Executive Officer	1
		Indigenous Education Coordinator	1
		Indigenous Employment Coordinator	1
		Indigenous Student Engagement Team Leader	1
		Unix Systems Officer	1
	Hew level 8	Senior Administrator / Senior Project Officer	2
	Hew level 10+	Director	1
Prof. Total			54
Grand Total			78

Current number of Aboriginal and Torres Strait Islander staff at UON as at 30 June 2015

Award	Level	Aboriginal and/or TSI Origin	Aboriginal and/or TSI Origin %	Neither Aboriginal nor TSI origin	Neither Aboriginal nor TSI origin %	No information	No information %	Grand Total
Academic	Level A	5	2.7%	96	52.0%	83	45.2%	184
	Level B	11	2.4%	294	64.6%	150	33.0%	455
	Level C	3	1.1%	213	78.6%	55	20.3%	271
	Level D	2	1.4%	119	85.0%	19	13.6%	140
	Level E	3	1.8%	130	79.8%	30	18.4%	163
Academic Total		24	2.0%	851	70.2%	337	27.8%	1212
Professional	Trainee, Apprentices etc	0	0.0%	0	0.0%	1	100.0%	1
	Hew level 1	0	0.0%	2	100.0%	0	0.0%	2
	Hew level 2	0	0.0%	17	15.3%	91	84.7%	108
	Hew level 3	2	2.1%	70	72.0%	25	25.9%	97
	Hew level 4	10	4.3%	151	68.7%	59	26.9%	219
	Hew level 5	6	1.3%	344	78.2%	91	20.6%	440
	Hew level 6	21	6.0%	258	74.1%	69	19.8%	348
	Hew level 7	13	4.1%	257	80.7%	49	15.2%	319
	Hew level 8	2	1.0%	169	84.5%	29	14.5%	200
	Hew level 9	0	0.0%	78	77.9%	22	22.1%	100
	Hew level 10	0	0.0%	10	100.0%	0	0.0%	10
Hew level 10+	1	1.7%	50	83.3%	9	15.0%	60	
Professional Total		54	2.8%	1404	73.8%	444	23.3%	1902
Teacher	Teacher	0	0.0%	26	81.3%	6	18.8%	32
	Head Teacher	0	0.0%	6	100.0%	0	0.0%	6
Teacher Total		0	0.0%	32	84.2%	6	15.8%	38
Grand Total		78	2.5%	2287	72.6%	787	25.0%	3152

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 2015 (access rate) as compared to 2014 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role**.

Commencing Aboriginal and Torres Strait Islander students (UoN MIS: 24 May 2016)

	2014	2015
Aboriginal and Torres Strait Islander students	493 3.3%	485 3.9%
Non Aboriginal and Torres Strait Islander students (Domestic students only):	14910	12384

Staff, students and community work together to ensure that future generations feel pride in their culture in an ever changing and adapting contemporary world environment⁵

As part of the review conducted in 2015, the University of Newcastle affirmed its ongoing commitment to ensuring that Wollotuka is a place of cultural safety for our staff, students and community. Through all our endeavours we aim to inspire our people to see that university study is an attainable goal. UoN's Community Engagement team plays a major role in this regard through visits and engagement with schools and communities in our footprint areas. We also organise and participate in Aboriginal community events, promoting university study opportunities and entry pathways to university for Aboriginal and Torres Strait Islander people.

The success of our valued consultation and engagement with community can be evidenced by the increase in access rates of Aboriginal and Torres Strait Islander students to university.

Input from community is respected and valued acknowledging expertise and skills⁶

Our outstanding engagement and relationships with University and external stakeholders can be demonstrated by comments made by UoN staff member, Ms Linda Cooper from Student Central during the Wollotuka External Review – *“The Wollotuka wide ranging initiatives and programs offered and the engagement with our Central and Mid-North Coast communities is excellent and well respected within those communities. Wollotuka staff are engaged in leadership roles in these communities beyond their specific position roles and this adds to their ability to advocate and advance higher participation and aspiration raising. The Wollotuka staff on the Central Coast in particular lead and engage in a range of campus and student life initiatives and activities, not just in specific cultural events but in all campus events. The Elder role on the Central Coast is particularly valuable in advancing engagement and respect both within and beyond the campus community.”*

Wollotuka delivers access programs that are culturally grounded and provide a strong foundation for Aboriginal students accessing higher education. As well we support a number of significant community events.

⁵ The Wollotuka Institute Cultural Standards 2013, p.13

⁶ The Wollotuka Institute Cultural Standards 2013, p. 13

Schools to University (S2U) Program

S2U is a strength based program to engage with and provide further understanding of opportunities and pathways available to Aboriginal and Torres Strait Islander students transitioning from secondary study to tertiary education, as well as contributing to the development of cultural, emotional, social and academic attributes that are valuable at a tertiary level, including.

A high proportion of our current first and second year students have participated in the S2U program prior to entry into tertiary study and our outcomes and transition rates are evidence of the success of our programs.

Total number of schools engaged in S2U program (Source: The Wollotuka Institute 2015)

Newcastle	Central Coast	Port Macquarie	TOTAL
58	27	29	114

Our **iBelieve Program** aims to plant the seed of ambition for students in years 7 and 8 to begin thinking of their future in a culturally safe space through talking circles, interactive activities and traditional Indigenous games. Participants will be monitored and rewarded throughout the course of the program over an academic year.

Total number of schools and students engaged in iBelieve program (Source: The Wollotuka Institute 2015)

Regions	Schools	Students
Newcastle	42	429
Central Coast	23	371
Port Macquarie	17	218
Totals	82	1,018

Year 10 Insight Days aims to familiarise students with the Aboriginal and Torres Strait Islander Entry Program process into the University. The program is delivered at Wollotuka allowing students to meet and greet staff and students with the aim to consolidate their senior subject selections to support their university pathway.

Total number of schools, students & staff engaged in Year 10 Insight Days (Source: The Wollotuka Institute 2015)

Regions	Schools	Students	School Staff
Newcastle	32	181	43
Central Coast	15	162	20
Port Macquarie	4	20	5
Totals	51	363	68

UAC Talks are delivered at school and informs students of their tertiary options whether they are taking ATAR or non-ATAR subjects. Students gain information on Yapug Aboriginal and Torres Strait Islander Enabling Program, the Aboriginal and Torres Strait Islander Entry Program and UAC admission.

Total number of schools and students engaged in UAC Talks (Source: The Wollotuka Institute 2015)

Regions	Schools	Students
Newcastle	28	205
Central Coast	14	223
Port Macquarie	16	96
Totals	68	524

Regional Principal Meetings

S2U staff attended both the Central Coast and Newcastle Regional Principal meetings on 13 February 2015 where a 30 minute presentation was given on our S2U program outlining the importance and value of the programs for their respective students and schools.

Bourke Student Visit

On 29 March 2015, through collaborations with Lake Macquarie Local Area Command, Lake Macquarie PCYC, Toronto Aboriginal Community Justice Group, NSW Police, Aboriginal Learning Circle/Hunter TAFE, Lake Macquarie City Council and The Rotary Club of Belmont, Wollotuka hosted a group of twenty year nine boys from Bourke. Participants were provided with a hands on experience of University life, a condensed version of the Insight Day activities and a tour of our facilities. This opportunity will hopefully provide these boys with a sense that University study is an option for their futures.

Dubbo Student Visit

The S2U team partnered with Dubbo College campuses to provide a presentation into their "Get Real" program. The program provides a holistic approach to solving problems with student engagement, attendance, retention and employability. As part of the program the participants are provided with experiences to show them the endless options available to them post school if they commit to their education. Wollotuka hosted 40 Year 9 and 10 students on 29 April 2015 who participated in the program with excellent feedback from teachers and students alike.

Be a Uni Student 2015

During orientation week Joe Griffin implemented a program which has been designed using the S2U Insight Day program as a template to develop a program tailored to suit the needs of students undertaking study at GIRRAKOOL School which is part of Frank Baxter Juvenile Justice Centre. A total of 8 students aged between 18 and 21 participated in the program which gave them a hand's on experience of what life as a university student may be like if they choose to pursue that particular pathway. The students had the opportunity to visit faculties and schools which were of particular interest to them. They also engaged with some fun extra-curricular activities at The Forum and were treated to lunch at the Bar on The Hill. The feedback from the students and staff who accompanied them including the Assistant Principal, Helen Cullerton was really positive and they are really eager to extend their relationship further especially in students transitioning from GIRRAKOOL into YAPUG. All students who participated in the program were presented with a certificate of participation and a Wollotuka cap.

NAIDOC Week

Wollotuka was once again well represented across the Newcastle, Lake Macquarie and Central Coast regions throughout this significant week for our Aboriginal and Torres Strait Islander Communities with staff from across the Institute in attendance at the many community events -

- Monday 6 July - Newcastle Council Flag Raising and march. Also sponsored Information stall at the Awabakal Newcastle Co-op Ltd Family Fun Day on the foreshore in Newcastle.
- Monday 6 July - Inaugural Flag Raising and morning tea at Wyong Court House.
- Monday 6 July - Gosford Shire Council Flag Raising and Community Gathering held at Kibble Park, Gosford.
- Tuesday 7 July - Information stall at the Westlake Macquarie celebrations on the Toronto Foreshore.
- Tuesday 7 July - Information stall at the Nunyara Health Expo and Community Gathering held at Gosford Showground.
- Wednesday 8 July - Sponsors of the Central Coast Family Fun Day held at Baker Park, Wyong in partnership with Darkinjung Local Aboriginal Land Council and Bungree Aboriginal Association. Staff from the Community Engagement team and Student Engagement and Experience team were in attendance on the day and Wollotuka received exposure through marketing materials and our logo was centrally placed on all products distributed and displayed.
- Wednesday 8 July - Film night 'Charlie's Country' held at the Regal Theatre in Birmingham Gardens presented in partnership with the University and Newcastle Regional Library. There were 100 people in attendance on the night and the evening raised \$863 for the Indigenous Literacy Foundation.
- Thursday 9 July - Hunter Health Touch Footy day at Wallsend Touch Fields.

- Thursday 9 July – Staff were invited to attend the Baxter Juvenile Justice Centre for their annual NAIDOC Week celebrations with the Aboriginal and Torres Strait Islander inmates. This was a great opportunity to meet with the boys and make a connection with them which we then continue through our Community Engagement and S2U programs which we have been implementing in Baxter and GIRRAKOOL for the past five years.
- Friday 10 July – Wollotuka were sponsors of the Central Coast Community Golf Day in partnership with Darkinjung Local Aboriginal Land Council and Bungree Aboriginal Association. Wollotuka received exposure through marketing materials and our logo was centrally placed on all products distributed and displayed on the day including some deadly t-shirts worn by all the competitors.
- Friday 10 July - Information stall at Eastlake Macquarie Family Fun Day held at Pelican Foreshore

NSW Governor Visit

The NSW Governor, His Excellency General The Honourable David Hurley, visited Wollotuka on 3 August 2015. As a consequence of this meeting the Governor sent an invitation for five staff and students to attend his reception for the International Day of World's Indigenous Peoples at Government House.

Culture on the Coast

On 25 August 2015 Wollotuka participated in the Culture on the Coast festival held at Ourimbah. The event was organised in partnership with Yourimbah student association. Joe Griffin and student, Cristal Walters supervised our information and food stall where around 100 students and staff had the opportunity to sample some unique Australian foods including crocodile, kangaroo and a variety of native fruit sauces and condiments. The crowd was also treated with a performance by the Glen Dancers and an impromptu didge performance by Joe Griffin.

Bush Food Walks

Aunty Bronwyn Chambers was invited to lead a Bush Food Walk around campus on 1st September 2015 at Ourimbah. This was the inaugural walk arranged in partnership with Yourimbah and despite the overcast weather we had 78 students and staff from across the campus participate in the 2 hour long discovery walk where they learnt about the rich history of the local area and discovered the hidden treasures that the campus has to offer.

National University Chancellor's Council Conference

Chancellors from 25 universities across Australia met at the University on 13 October 2015 for the first University Chancellor's Council Conference. Wollotuka was proud to host the Chancellors for a session where they were provided with an overview of our successes and tour of our Birabahn Building.

Scholarships

UoN offers a number of targeted scholarships for Aboriginal and Torres Strait Islander students across a number of discipline areas to assist with access and progression in higher education as well as recognising the achievements of our students. Our scholarships officer also widely promotes other scholarship opportunities to our students, particularly the Indigenous Commonwealth Scholarships which are offered each semester.

We hosted a scholars breakfast in July 2015 which was well attended by scholarship holders and donors providing an informal morning to celebrate achievements.

Scholarships held by Aboriginal & Torres Strait Islander students (UoN MIS, November 2015)

Scholarship name	No. of students
Indigenous Commonwealth Education Costs Scholarship	94
Indigenous Access Scholarships (IAS)	51
Indigenous Commonwealth Accommodation Scholarships	32
Indigenous Enabling Commonwealth Education Costs Scholarship	14
Equity Scholarships Scheme University of Newcastle (ESSUN) Scholarship	11

Hunter New England Health Indigenous Medical Scholarship	6
Indigenous Enabling Commonwealth Accommodation Scholarship	5
David Beer Undergraduate Scholarship	5
Equity Scholarship Scheme Relocation Scholarship	4
Australian Rotary Health Research Indigenous Health Scholarship	4
Koiki Eddie Mabo Scholarship	3
Hunter Local Land Service Aboriginal Scholarship	3
Faculty of Business and Law Student Support Scholarship	2
Edwards Hall Alumni Scholarship	2
Shaping Futures Scholarships	2
Aboriginal and Torres Strait Islander (ATSI) Scholarship	2
Coal & Allied Commencing Indigenous Student Scholarship	2
Faculty of Education and Arts (FEDUA) Faculty Scholars Program High Achiever Undergraduate Scholarship	2
Faculty of Health and Medicine High Achiever Indigenous Student Award	2
Vice Chancellor's Scholarship for Academic Excellence in Year 12	2
Aboriginal and Torres Strait Islander (ATSI) Newcastle Business School Student Scholarship	1
Doherty Ellis Undergraduate Scholarship for Aboriginal and Torres Strait Islander Students	1
Victor and Adele Bear Undergraduate Scholarships for Aboriginal and Torres Strait Islander Students	1
Aboriginal and Torres Strait Islander (ATSI) Law Student Scholarship	1
Hunter New England Health Indigenous Allied Health Scholarship	1
Hunter New England Health Indigenous Nursing and Midwifery Scholarship	1
Friends of the University of Newcastle Scholarship for Studies in Education	1
Valasi Bleazard Memorial Scholarship in Music	1
Central Coast Campus Equity Scholarships	1
PRC Research in Reproductive Science -Summer Vacation Scholarship	1
Total scholarships	258

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 2015, compared to 2014 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

Total number of Aboriginal and Torres Strait Islander student enrolments for 2014 and 2015 (UoN MIS: 24 May 2016)

Enrolments	2014	2015
Aboriginal and Torres Strait Islander students	973	989
	3.0 %	3.2%
Total student enrolments (Domestic students only)	32,766	31,014

The participation rate for Aboriginal and Torres Strait Islander students has continued to rise over the period 2011-2015 and UoN is committed to maintaining this trajectory.

Our cultural standards will ensure that our students are strong in their own cultural knowledge, heritage and identity in order to be positive contributing members of the community⁷

Wollotuka's engagement with Aboriginal and Torres Strait Islander students is empowering and inclusive, reinforcing success within higher education and beyond. We believe that this success is achieved through a holistic approach that recognises the cultural differences and values the diversity of cultural backgrounds and experiences of those students accessing higher education. Our all Aboriginal and Torres Strait Islander staff with strong educational and personal qualifications ensure a culturally affirming, positive academic environment that encourages and inspires students to continually grow academically, personally and culturally.

Social Media is a key tool used to engage our students, although it is noted that in this respect, Indigenous people are increasingly at risk of being left behind. The experience at UoN is that students engage proactively with social media and at Wollotuka we utilise Facebook, twitter and youtube to engage with students as well as community. We have over 1,000 likes on our facebook page and engage through twitter during major events such as our Yarning Circles.

The University is the preferred study destination for Indigenous students in NSW and ACT topping the state in Indigenous student preferences from UAC. In 2015, the University received more than double the number of preferences of the next ranked University and received approximately 40% more total preferences from Indigenous students than the next ranked institution (Source: Universities Admission Centre).

Wollotuka's engagement strategies span all faculty areas and program levels. Wollotuka's Student Engagement and Experience team are instrumental in ensuring that our students achieve their academic goals and have implemented and managed a number of programs to assist with students' journeys. Guthi Wangga⁸ this is an achievement to celebrate, particularly with our communities and community organisations seeking Aboriginal and Torres Strait Islander people qualified as doctors, nurses, teachers, lawyers, accountants, social workers etc. Our engagement officers work across discipline areas to negotiate scholarships, cadetships and graduate opportunities for students.

⁷ The Wollotuka Institute Cultural Standards 2013, p.13

⁸ In the Gathang language of the Worimi, Gringai & Biripai meaning "dance a song"

Aboriginal and Torres Strait Islander Admission Scheme This program provides opportunity for potential students to gain entry to University in conjunction with the Universities Admission Centre (UAC). Once an applicant has indicated their Aboriginal and/or Torres Strait Islander status on UAC admission they are contacted by Wollotuka and invited to participate in the program whereby they are interviewed to ascertain if their educational experiences coupled with individual future aspirations may meet the criteria for entry in addition to their tertiary ranking index. The Table below indicates applicants interviewed for 2015 entry to University under the scheme.

Aboriginal and Torres Strait Islander Admission Scheme data (Source: *The Wollotuka Institute 2015*)

FACULTY	APPLIED	INTERVIEWED	OFFERS FROM INTERVIEWS	TOTAL OFFERS
Education & Arts	169	82	49	79
Engineering & Built Environment and Science & Information Technology	110	44	23	45
Business & Law	49	27	22	33
Health & Medicine	178	75	37	55
TOTAL	506	228	131	212

Miroma Bunbilla⁹ Indigenous Pre entry to Medicine Program

A separate entry program is established for medicine due to the rigorous entry procedures. If an Aboriginal or Torres Strait Islander applicant does not attend the five day Program they will not qualify for special entry and will be required to meet all mainstream selection criteria including the Undergraduate Medicine and Health Sciences Test.

This week long program is designed to give Aboriginal and Torres Strait Islander medicine applicants hands on experience of the University's Joint Medical Program (JMP).

The program consists of:

- **Participation in Multiple Skills Assessment (MSA)** : The MSA (previously MMD) involves a candidate rotating through a circuit of stations discussing various scenarios with an interviewer and/or undertaking various activities.
- **Completion of Personal Qualities Assessment (PQA)** Candidates will also be required to complete an online assessment of personal qualities known as the PQA on the same day as their allocated MSA session. The PQA is an online instrument designed to assess a range of personal qualities considered to be important for the study and practice of medicine.
- **Confirmation of Aboriginality Interview:** During the week of Miroma Bunbilla prospective students will be required to attend an Aboriginality interview with the Elder in Residence and an Aboriginal community member.
- **Participation in a series of other activities** : During the week of Miroma Bunbilla prospective students will participate in a series of pre-admission activities including participation in small group problem based learning tutorials, anatomy sessions and basic science resource sessions. Candidates will also prepare for a short verbal presentation based on their problem based learning. As part of the pre-entry program, prospective students will be given the opportunity to meet staff from the Indigenous Health Unit and the chance to talk to students about what studying medicine through the JMP involves.

In 2015 11 students were offered a place into JMP (9 at University of Newcastle and 2 at University of New England) (Source: *The Wollotuka Institute 2015*).

Accommodation

Accommodation options, particularly in the Callaghan Campus area, can be a major hurdle for many of our students who attend university from rural or remote areas. Staff must take into consideration that these students will be leaving their families and communities for the first time so suitable

⁹ In the language of the Awabakal meaning "permit ...take care of"

accommodation is essential. Wollotuka has a good relationship with Durangarling Aboriginal Hostel, which is within a short distance from the university, who offer cultural appropriate accommodation to our students. Wollotuka is also in negotiations with the University to offer specifically designated on-campus accommodation for our students. Wollotuka's relationship with Reslife on campus can be linked to a record number of offers made to Aboriginal students living on campus with 39 students offered residential accommodation in 2015.

Orientation Program

Orientation was held over both Callaghan and Ourimbah campuses on 16 & 19 February 2015 where close to 80 Aboriginal and Torres Strait students were in attendance. Both days were a great success with students receiving information on activities and resources Wollotuka has to offer, including ITAS and scholarship support, as well as academic and social engagement activities.

Indigenous Tutorial Assistance Scheme (ITAS)

ITAS provides additional tuition to Aboriginal and Torres Strait Islander students either on a one-on-one basis (tutor and student) or small group tuition. All students who have provided satisfactory evidence of their Aboriginality are eligible for this scheme.

The funding also provides for a full time coordinator and part time administrative assistance. Workload is quite high as the coordinator is required to ensure tutors' qualifications are satisfactory and that non-Indigenous tutors meet cultural competency standards to allow a culturally respectful tutoring environment for our students. The coordinator also liaises with discipline areas within the university to seek appropriate tutors. The scheme is widely promoted and each semester is taken up by approximately a third of our student cohort with an 80% success rate.

This scheme will be replaced in 2016 with the Indigenous Tutorial and Academic Engagement Scheme which will draw on the strengths of ITAS ensuring students complete their studies as independent learners.

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 2015, compared to 2014 (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.**

Number of Aboriginal and Torres Strait Islander Student Completions 2014 and 2015 (UoN MIS: 24 May 2016)

Status	Program Level	2014	2015
Indigenous	Undergraduate	95	88
non-Indigenous	Undergraduate	3659	3777
Indigenous	Postgraduate Coursework	13	22
non-Indigenous	Postgraduate Coursework	1684	1718
Indigenous	Higher Degree Research	2	7
non-Indigenous	Higher Degree Research	127	157
Indigenous	Total	110	117
non-Indigenous	Total	5470	5652

UoN also notes that outcomes are also strong for Indigenous students enrolled in enabling programs.

Status	Program Level	2014	2015
Indigenous	Enabling	53	72
non-Indigenous	Enabling	1236	1107
	Total	1289	1179

Graduation Program

Many of our Dreaming stories tell of the importance of initiation in Aboriginal culture where certain people are expected to attain various stages of knowledge. University students are also expected to progress through various stages during their academic and research journeys to complete their studies and earn the right to graduate.

Graduation is the most important event in our yearly calendar. It is a chance to showcase the great achievements by our students. This is also a time for staff at Wollotuka to feel a great sense of achievement for their work with graduation numbers continually increasing. A cocktail function was held during the April 2015 graduation ceremonies in the Birabahn Building with close to 100 graduates and their families as well as staff attending

Successes of our research higher degree students are always commended with a major increase in graduations rates for these student in 2015 with three of these completions being Umulliko students:

- **Elizabeth Cameron** graduated with a Doctor of Philosophy (Aboriginal Studies). Liz's thesis titled "*Bangawara naa: Ways of making and seeing through creative Aboriginal knowledges*" is a culmination of her life's work as a practicing Dharug Artist within the realms of psychological creativity processes in traditional healing practices.
- **Nicole Chaffey** graduated with a Masters of Philosophy (Aboriginal Studies). Nicole is a descendant of the Gadigal and Biripai people. Her thesis title "*North: Remembering Country*" is a reflection of her artistic work, while contained within the stylistic conventions of European painting, the visual connection to Aboriginality lies within subject matter, which is the relationship to the Australian landscape. Her paintings explore issues of contemporary Aboriginality, memorial and emotional ties to the country of her ancestors, and the intricate familial relationships that connect all.
- **Raymond Kelly** graduated with a Doctor of Philosophy (Aboriginal Studies). Raymond's abstract "*Dreaming the Keepara: New South Wales Indigenous Cultural Perspectives, 1808-2007*" investigates the Aboriginal intellectual heritage of the Mid North Coast of New South Wales, through a combination of family history, oral tradition and audio recorded songs, stories, interviews, discussions, and linguistic material. The research has uncovered an unsuspected wealth of cultural knowledge, cultural memory, and language heritage that has been kept alive and passed down within Aboriginal families and communities, despite the disruptions and dislocations endured over the past seven generations.

Success and Leadership Program

As Birabahn was a successful Aboriginal leader in the early decades of the nineteenth century our students also aspire to be successful leaders in their communities. Birabahn, also known as John M'Gill to the Europeans, was a leader of the people known today as the Awabakal. His name translates as the "eaglehawk" a much-revered totem of the people. He was a gifted guide, tracker, teacher, singer, dancer and interpreter in the mid 1800's.

Wollotuka's Success and Leadership program supports continuing students, particularly final-year students, to attend leadership and professional development activities such as conferences, leadership workshops and international student exchange programs. These opportunities provide students with valuable cross-cultural experiences not only learning from other world Indigenous cultures but strengthening their own cultural knowledge base.

Students are encouraged to apply for internships to develop graduate attributes that will enhance employment opportunities after graduation and are also introduced to postgraduate study options.

- *CareerTracker Internships* – We have been working with CareerTrackers since 2013 and have 29 students on internships with 3 alumni. Derek Kinchela attended their first Universities Planning Day in Brisbane on 1 May 2015 where they praised the work we are doing with our students. Their view being to cementing solid partnerships with a number of universities. Later in the year we were approached to execute a 10 year partnership agreement with them to formalise the pathways for Aboriginal and Torres Strait Islander university students into experiential learning opportunities and for CareerTrackers to work closely with us to achieve our mutual goal of improving the educational outcomes for Indigenous students.
- *Australian Indigenous Doctors Association Conference, Adelaide, 16-19 September 2015* - The theme for AIDA 2015 was Collaborate, Communicate and Celebrate. This theme was chosen to reflect the importance of partnership in AIDA's work and within the Aboriginal and Torres Strait Islander health sector more broadly. Six of our students enrolled in medicine attended this conference with 3 staff members.
- *Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM) Conference, Darwin, 22-24 September 2015* – Vicki Holliday accompanied six students to attend this conference (four sponsored by Wollotuka and two sponsored by CATSINaM).
- *National Aboriginal and Torres Strait Islander Education Conference, Melbourne, 10-13 November 2015* – Derek Kinchela accompanied Lakkari Pitt, Bachelor of Aboriginal Professional Practice student, to attend this conference that showcased some good programs from around the country. Even though the program was based a lot around teaching there were many workshops on language and culture, which were highly relevant.
- *Indigenous Allied Health Conference, Cairns, 1-2 December 2015* – Five students attended this conference accompanied by staff member, Vicki Holliday
- *Shohoku College Study Tour in Japan, December 2015* – Taylor Gillmer, Bachelor of Teaching, was selected to participate as part of the University's study abroad team on this tour.
- *The Wollotuka Indigenous Leadership Student International Program (WILSIP)* complements the Success and Leadership Program. Led by Director Peter O'Mara, Adelle Grogan, Joe Griffin and 15 students visited Indigenous communities, health organisations and educational bodies across the USA and Canada over the period of approximately three weeks. This is the second time this program has been run and following on from the strong outcomes of the first trip. An academic course has also been established, ABOR2490: Developing Indigenous Leadership in the Global Context, to allow students to gain 10 units elective towards their degrees with relevant assessments required. Students are required to undertake pre-workshops and meetings to best understand the expectations of students, protocols within communities and meet other students attending.

One of the outcomes of the trip was to ensure students understood a responsibility to give back after having the opportunity of this experience therefore we will engage with students regarding the group forming the inaugural Wollotuka Leadership Group 2016 which will provide a foundation for us to grow this initiative.

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

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

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

Meaningful and respectful relationships with community are imperative to the design and application of academic protocols. The utilisation of cultural values and principles which reflect unique Aboriginal and Torres Strait Islander knowledges will contribute to the creation of a culturally safe and healthy learning environment.¹⁰

We are always searching for knowledge. In this area Wollotuka aims to:

- enact excellence in teaching
- value all knowledges brought to the learning space
- share knowledges between participants and
- always prioritise Indigenous knowledges

ensuring that:

- Knowledge is acquired through a culturally responsive and embedded process
- The knowledge and wisdom of Elders and Cultural Mentors is incorporated throughout the curriculum and within classroom teaching contexts
- Aboriginal and Torres Strait Islander knowledge is applied to privilege and celebrate Aboriginal and Torres Strait Islander wisdom
- Standards of excellence are applied by integrating language and culture into our academic programs to strengthen cultural awareness and understanding
- Staff are provide with continued professional development opportunities to maintain the highest levels of teaching and research standards
- Individual and diverse learning styles are included within epistemologies (knowledges)

Science, Technology, Engineering and Mathematics (STEM)

Professor Peter Radoll's expertise in the areas of science and technology added a new dimension to the teaching domain of Wollotuka. In early 2015 Peter was appointed to lead the Science and Technology node on the Australian Research Council funded National Indigenous Research and Knowledges Network (NIRAKN) receiving \$25,000 in funding to support science and technology NIRAKN initiatives nationally.

Peter is especially interested in embedding Indigenous knowledge systems in this area of learning which has traditionally not been seen as having any Indigenous connection. Peter was instrumental in establishing UoN as one of only three institutions nationally who will host The Aboriginal Summer School for Excellence in Technology and Science (ASSETS) for the next five years.

The residential summer school, managed by the CSIRO and funded by the BHP Billiton Foundation, is for Year 10 Aboriginal and Torres Strait Islander students who are interested in learning more about their cultural background as well as STEM subjects. Another small step towards a STEM academy dream, this coup for Newcastle recognises the strength of Peter's reputation and networks.

Bachelor of Aboriginal Professional Practice (BAPP)

In 2015 we had the fifth year of offering of the BAPP. Total enrolments in 2015 increased to 32, increasing 33% from 2014. The program continues to instil the Wollotuka cultural standards with the core focus ensuring a strong student understanding of Aboriginal cultures, history and politics. Simultaneously

¹⁰ The Wollotuka Institute Cultural Standards 2013, p.15

students acquire knowledge, experience and practical preparation for work as a minority professional in either the Aboriginal or mainstream professional career market.

There is a proposal to change BAPP to the Bachelor of Global Indigenous Advocacy which, we believe, will present exciting opportunities given recent visits to the US, Canada and China and investigating the areas of Cross-Cultural Studies teaching and research. This, in addition to our current strengths in education and history, is an area that would be a competitive difference from other Indigenous spaces given our global vision and investment

New Courses offered

To formalise a pathway for the development of international leadership skills in Aboriginal and Torres Strait Islander students a new course was offered in 2015 – ***ABOR2490: Developing Indigenous Leadership in the Global Context***. This course is proposed to formalise a leadership strategy already trialed successfully twice where Aboriginal and Torres Strait Islander students of the University after pre-travel workshops were accompanied on an international study tour to the USA and Canada. This program was called Wollotuka Institute's Student in Leadership Program (W.I.S.I.L.P). Both prior and during this tour students examined how international Indigenous colleagues structure and implement self-determination through the creation and provision of services to their communities. Active involvement in developing Indigenous leadership in the global context is a core tenet of Wollotuka's body of work and as such this course forms a core part of this development project. Students utilise an international experience to study and experience a range of international cultural experiences.

Wollotuka Teaching and Learning Committee (WTL)

This committee has been established this year to ensure the delivery of quality teaching and learning with its purpose and functions outlined below:-

Purpose

- Respond to matters arising from University academic committees such as PCAC, Academic Senate and Faculty Teaching and Learning
- Identify cultural standards and oversee embedding and linking these into Wollotuka academic functions
- Provide strategic advice to Dean of Aboriginal and Torres Strait Islander Education and Research
- Maintain, develop and review the implementation of policies on teaching and learning within Wollotuka courses to ensure compliance with University requirements
- Share all communication and information across all WTL committee members and table at monthly academic meetings
- Ensure that relevant Indigenisation of curriculum is provided to all programs in response to the University's strategic goal
- Make timely decisions to request and matters brought forward to the committee

Community Engagement

Biralee Maternal and Child Health Centre presents a guest lecture into our midwifery course and also mentors students during practicums. We were presented with two beautiful prints of mothers and children and a pregnant belly cast with gorgeous Aboriginal artwork, recognising the positive relationships between their organisation and Wollotuka.

'Welcome to Wollotuka Institute' Staff Induction Program

During this one hour session, participants are introduced to Wollotuka by our Indigenous Employment Coordinator and are provided with an opportunity to get to know where we are, what we are achieving and our vision for the future within the academy. This workshop helps university staff gain a deeper appreciation of the University's commitment to Indigenous education and assists in the implementation of inclusive Indigenous curriculum across all programs of the University. These workshops are run once a month and are always at capacity participation truly showing University staff commitment.

Reconciliation Scholarship Dinner

Once again our annual Reconciliation Dinner held at the University on 30 May 2015 received great feedback from the 220 guests in attendance – University staff, students and community. We had a positive response to the auction on the night and raised \$4,000 towards the Aboriginal and Torres Strait Islander Scholarship fund. The recipient of the scholarship this year, Simone Owen, delivered an outstanding acceptance speech which was inspirational and moving, receiving a standing ovation from guests.

Revitalisation of Aboriginal Languages

Wollotuka staff also play a major role in the revitalisation of Aboriginal languages which is a major focus for Aboriginal communities in the University's footprint areas. Wollotuka has commenced a number of initiatives to advance the revival of languages:

- Establishment of the course *Australian Indigenous Language and Cultural Issues Today* which provides insight into, and understanding of, Aboriginal and Torres Strait Islander Languages and cultures and the issues involved for Indigenous and non-Indigenous Australians working in professions, Public Service, Government agencies and the Business and Corporate Sectors
- Lingo lunches continue whereby staff meet in an informal session and discuss different aspects of their own language and languages from surrounding areas and how the language can be integrated into everyday life including the working environment. From these sessions Aboriginal language has been displayed on signage within our buildings and different words have been displayed throughout offices. Some staff have also commenced acknowledging country in language.
- Muurrbay Aboriginal Language and Culture Co-operative held a language workshop for our Southern languages in April 2015. 35 people attended over the two day workshop with Linguists and Aboriginal language workers and teachers from many language groups attending and sharing their ideas on language revitalisation and teaching, including: Gumbaynggirr, Dhanggati, Gathang, Hunter River-Lake Macquarie (Awabakal- Wonnarua) and Darkinyung. Workshops gave each language group an opportunity to share and exchange methods and knowledge of teaching Aboriginal languages. Many participants recognised the value of such as forum, and we discussed how to build on this with a "Festival of languages" in the future.
- Dr Raymond Kelly presented "*The Armidale Train Song: An early contact song in historical context*" at the 46th Australian Linguistic Conference, University of Western Sydney on 9-11 December 2015.
- Dr Raymond Kelly and Dr Jean Harkins presented a paper at a Language Conference, Australian National University, July 2015

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

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2015, 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 2015 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

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

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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

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

University Officer	Indigenous Education Support Unit Officer
Name: Professor Andrew Parfitt	Name: Professor John Lester
Position Title: Deputy Vice-Chancellor (Academic)	Position Title: Acting Dean, ATSI Education & Research
Phone Number: 02 49215114	Phone Number: 02 49854561
Email: Andrew.Parfitt@newcastle.edu.au	Email: John.Lester@newcastle.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.