INSTITUTION: University of Newcastle
Indigenous Institute: The Wollotuka Institute

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

The University of Newcastle marked a milestone in 2013 as Wollotuka celebrated 30 years of successful education outcomes for Indigenous students. Wollotuka commenced operations in 1983, as a small enclave providing cultural support to a handful of Aboriginal and Torres Strait Islander students. Today Wollotuka is an Institute, engaging with over 800 Aboriginal and Torres Strait Islander students across our three main campuses -- Callaghan (Awabakal Country), Ourimbah (Darkinung Country), and Port Macquarie (Biripai Country) -- as well as making a commitment to Indigenous education within the areas of teaching and learning; research and innovation and staff employment and development.

Our Aboriginal-led governance and leadership model has continued to advance Wollotuka as a national leader in Aboriginal and Torres Strait Islander Education with the University once again boasting the highest number of Aboriginal and Torres Strait Islander student enrolments and staff numbers in Australia. This national leadership status can also be attributed to the University’s “New Directions” Strategic Plan 2013-2015, which continues to value the relationships the University has with our Indigenous communities, at a local, national and international level. New Directions provides a framework for the ongoing provision of educational opportunities for Aboriginal and Torres Strait Islander Australians, creating increased awareness of Indigenous knowledges for all Australians, and supports the attraction and retention of Aboriginal and Torres Strait Islander staff.

Our Nguraki (wise person, Elder) and community also continues to play a vital role in our activities particularly with the shaping, development and launch of our Cultural Standards – an Australian first. This key achievement in 2013 played a major role in Wollotuka receiving international accreditation through the World Indigenous Nations Higher Education Consortium (WINHEC). The Standards define and guide the next step in the accreditation process – a self-study of how we operate.

The Cultural Standards inform Wollotuka’s practice in providing a world-class academic environment that is founded by Aboriginal ways of knowing, doing and belonging. This allows a recognised and valued third space for our students, staff and community to be empowered through education drawing from both an Indigenous and western cultural lens.
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.

### GOVERNANCE AND LEADERSHIP

The Wollotuka Institute **Nguraki** plays a pivotal role in the governance structures and leadership within Indigenous education at the University. Their wisdom and teachings are essential to the cultural fabric of Indigenous ‘ways of doing’. Their guidance is sought by our staff, students and community. This respect for their wisdom has seen two additional Nguraki appointed on a part-time basis in 2013 to complement the two Elders in Residence appointments on the Callaghan and Ourimbah campuses.

A Board of Aboriginal and Torres Strait Islander Education and Training (BATSIEt) whose membership includes Aboriginal and Torres Strait Islander community representatives with high level skills and expertise in Indigenous educational and community matters, provides high level advice to the Vice-Chancellor. Consultation with Indigenous communities is integral to the University’s approach to supporting Indigenous education.

Wollotuka’s unique triad director management structure is based on a traditional collaborative leadership perspective: it continues to facilitate a dynamic decision making process that is achieving outstanding results in Indigenous education locally, nationally and internationally. Directors actively participate in numerous committees both within and outside the University to achieve these results. Wollotuka stands alone from many other Australian higher education Indigenous units, as an all-Aboriginal and Torres Strait Islander staffed unit.

This approach has been endorsed and supported by the University’s senior management team, which works in collaboration with the Directors to strengthen the University’s leadership in Indigenous education. Wollotuka reports to the Deputy Vice-Chancellor (Academic) and is positioned within the University as the foundation for leadership and direction in relation to Indigenous education.

**Leanne Holt, Director of Indigenous Student Engagement, Employment and Collaboration**

- an elected professional staff member of University Council
- University Student Engagement Committee
- Co-chair – Innovative Research Universities Aboriginal and Torres Strait Islander Network
- Director/Treasurer of National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIHEC)
- Leading the international accreditation process with World Indigenous Nations Higher Education Consortium (WINHEC)

**Professor John Lester, Director of Academic and Research**

- University Academic Senate
- Returning Officer, NSW Aboriginal Education Consultative Group
• Advisory Board, Australian Council for Educational Research

• American Educational Research Association

**Associate Professor Peter O'Mara, Director of Indigenous Health**

• University’s Joint Medical Program Committee

• Australian Indigenous Doctors Association

Senior academic staff hold positions on the University’s Academic Senate (x2), Program and Course Approval Committee, Teaching and Learning Committee and Human Research Ethics Committee.

Professional staff are also involved in a number of University committees such as Callaghan Campus Landscape Management Committee, University Sustainability Committee, Healthy UoN Steering Committee, Psychological Health Working Party, University OH&S Committee and Newcastle University Post Graduate Student Association.

**Partnership Agreements**

The following partnerships have been formed to provide increased access to wider advice and experiences from both a local Aboriginal and international Indigenous perspective.

• A new partnership agreement committing to giving Indigenous people a voice in their educational future was signed on 16 April at the University’s Ourimbah campus. Vice-Chancellor, Professor Caroline McMillen, signed the Partnership Agreement, which is a statement of intent of how the Central Coast Regional Aboriginal Education Consultative Group (AECG), Wollotuka and the University are planning to work together.

It is the first formal agreement between a regional AECG and a university.

• Two Memorandums of Understanding were signed during the Indigenous Research Knowledge and Leadership Symposium in November with:

  o Leading Maori University, Te Whare Wananga O Awanuiarangi. The underpinning aim of the agreement is ‘whaihua’: Maori and other Indigenous students supported to achieve their educational aspirations. This MOU will further strengthen relationships within the Pacific Rim.

  o First Nations House of Learning which operates under the auspices of the University of British Columbia (UBC) in Canada
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).

ABORIGINAL AND TORRES STRAIT ISLANDER EMPLOYMENT STRATEGY

Our Vision

Our positioning statement ‘Maligagu’ in the Darkinung language means ‘to shine’. To achieve this, UoN provides Aboriginal and Torres Strait Islander peoples with employment that values the culture and the aspirations of the individual, working together to build strong, dynamic and vibrant communities.

The University will continue to build on the strong commitment to Aboriginal and Torres Strait Islander communities in providing employment opportunities at the University, focusing on growing and retaining the number of Aboriginal and Torres Strait Islander staff across the faculties and divisions and developing their capacity to take up leadership and professional positions across all areas of university business.

Aboriginal and Torres Strait Islander Employment is highlighted as a strategy within the Strategic Plan with supporting Key Performance Indicators for the population of Aboriginal and Torres Strait Islander staff, using the population parity target identified by the Australian Government as outlined in the National Indigenous Higher Education Workforce Strategy.

The ‘Maligagu’ Aboriginal and Torres Strait Islander Employment Strategy reflect our ongoing commitment in relation to the recommendations in the Behrendt Report. It is recognised that Aboriginal and Torres Strait Islander people bring with them unique strengths and knowledge.

Increasing the recruitment and retention of Aboriginal and Torres Strait Islander staff both academic and non-academic is critical for student outcomes, University culture and individual career aspirations.

We will continue to build into our current successes and develop new initiatives to further progress our commitment;

Current successes:
- Grow Our Own Program ‘Indigenous New Career Academics’ Program
- Attraction of Aboriginal and Torres Strait people, in 2012 of 222 positions advertised we had 128 Aboriginal and Torres Strait Islander applicants
- Cultural Competence Training and University Induction ‘Welcome to Wollotuka’ attracting 632 participants since 2011

New initiatives for 2014:
- Launch ‘Maligagu Cadetship Program 2014 (target of 40 Aboriginal and Torres Strait Islander cadets 2014 and 2015 across the University)
- Launch the University’s Aboriginal and Torres Strait Islander Future Workforce Virtual Centre
- Implement a ‘Cultural Wellbeing Program’ for Aboriginal and Torres Strait Islander staff to include language, lifestyle and cultural practices
Our Values - Cultural Standards:

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

Maligagu 2014-2016 was developed collaboratively by Wollotuka, Human Resource Services and Equity and Diversity. The development stages of the plan were presented to BATSIEET as a standing agenda item, for input and endorsement. The Nguaraki Committee also provided ongoing input. The DVC (Academic) and Wollotuka Director's provided final endorsement. Across the University, internal data indicate that in 2013 there were 34 casual staff and 86 full-time staff. The full-time staff profile consists of 50 permanent staff and 36 fixed-term staff who identify as an Aboriginal or Torres Strait Islander person.

Table 1 – Permanent positions

<table>
<thead>
<tr>
<th>Faculty/Institute/Section</th>
<th>Academic / Non-Academic</th>
<th>Position title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Division</td>
<td>30</td>
<td>Administrative officer; Senior equity advisor; information assistant; personal assistant; administrative officer; Lecturer (4); senior lecturer; ARF-Indigenous; Administrative assistant (2) ITAS Coordinator (2); Prospective student advisory; Research Study Centre Coordinator; Scholarship and Accommodation officer; Success and collaboration officer; Community engagement coordinator; Indigenous education coordinator; Indigenous employment coordinator; Indigenous Student Engagement and Experience Coordinator; Senior administrator; Director; General library assistant</td>
</tr>
<tr>
<td>Vice-Chancellor's Division</td>
<td>1</td>
<td>Risk officer</td>
</tr>
<tr>
<td>Resources Division</td>
<td>8</td>
<td>Maintenance officer; Security officer; Management accountant; Client Service officer; Communications officer; Systems officer IT operations; Unix systems officer; Computing officer</td>
</tr>
<tr>
<td>Research Division</td>
<td>1</td>
<td>Technical officer</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>3</td>
<td>Lecturer; Professor; Administrative assistant</td>
</tr>
<tr>
<td>Faculty of Health</td>
<td>5</td>
<td>Technical officer electronics; Workshop staff; Personal assistant; Associate Professor; IT and eLearning officer</td>
</tr>
<tr>
<td>Faculty Science and IT</td>
<td>2</td>
<td>Technical officer; Administrative officer</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td></td>
</tr>
</tbody>
</table>
Table 2 - Casual positions

<table>
<thead>
<tr>
<th>Faculty/Institute/Section</th>
<th>Academic / Non-Academic</th>
<th>Position title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Division</td>
<td>19</td>
<td>ITAS Tutor (5); Administrative Assistant; Community member (2); Community representative; Elder (2); Academic interview member; Casual academic (4); Portfolio representative (2); Project officer</td>
</tr>
<tr>
<td>International and Advancement</td>
<td>1</td>
<td>Orientation assistant</td>
</tr>
<tr>
<td>Resources Division</td>
<td>1</td>
<td>Casual Security Officer</td>
</tr>
<tr>
<td>Faculty Business and Law</td>
<td>1</td>
<td>Casual academic</td>
</tr>
<tr>
<td>Faculty of Education and Arts</td>
<td>5</td>
<td>External review panel member; Practice teacher (3); Guest tutor</td>
</tr>
<tr>
<td>Faculty of Health</td>
<td>6</td>
<td>Community Research Assistant; Research assistant; Project assistant; Project officer; Simulated patient; Community advisor</td>
</tr>
<tr>
<td>Faculty of Science and IT</td>
<td>1</td>
<td>Casual academic</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 – Fixed term full-time positions

<table>
<thead>
<tr>
<th>Faculty/Institute/Section</th>
<th>Academic / Non-Academic</th>
<th>Position title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Division</td>
<td>22</td>
<td>Associate lecturer (2); Indigenous new career academic (2); Lecturer (2); Research Fellow; Associate Professor (2); Administrative Assistant; Event Coordinator; Indigenous prospective student advisor (2); Indigenous student engagement officer; ITAS coordinator; Project officer; Elder in residence (2) Executive officer</td>
</tr>
<tr>
<td>Vice-Chancellor’s Division</td>
<td>1</td>
<td>Remuneration officer</td>
</tr>
<tr>
<td>Faculty of Business and Law</td>
<td>1</td>
<td>Project officer</td>
</tr>
<tr>
<td>Faculty Engineering and Built Environment</td>
<td>1</td>
<td>Research associate</td>
</tr>
<tr>
<td>Faculty of Education and Arts</td>
<td>2</td>
<td>Lecturer 1; Research assistant</td>
</tr>
<tr>
<td>Faculty of Health</td>
<td>9</td>
<td>Project officer (2); Research fellow; Personal assistant; Senior coordinator; Senior lecturer; Project officer; Research coordinator; Indigenous health academic</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td></td>
</tr>
</tbody>
</table>

Current Staff Achievements

- Stephanie Gilbert was awarded her Doctor of Philosophy (History) and was also successful in
achieving a promotion to Senior Lecturer Level C

- Catherine Phoenix received a 2013 Aboriginal and Torres Strait Islander Higher Education Advisory Council Indigenous Staff Scholarship to assist with her research higher degree studies.

- Associate Professor Peter O'Mara was awarded the LiMElight Leadership award at the Leaders in Indigenous Medical Education (LIME) Connection V Awards Dinner on 27 August.

- Vicki Holliday received the School of Medicine and Public Health Indigenous Collaborations Staff Excellence Award.

- Cheryl Newton, Amanda Kelly, Leanne Holt, Professor John Maynard, Michael Donovan and Joe Perry received Service Recognition Awards from the Vice-Chancellor in recognition of extended contribution to the University.
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*

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students</td>
<td>395</td>
<td>443</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students (Domestic students only)</td>
<td>13,026</td>
<td>13,674</td>
</tr>
</tbody>
</table>

Source: UoN, Management Information System 11/06/2014

Commencing students includes Undergraduate, Postgraduate Coursework, Research Higher Degree, Enabling, and Non Award students.

The University is the preferred study destination for Indigenous students in NSW and ACT, topping the state in Indigenous student preferences from UAC. In 2013, the University received 321 first preferences from Indigenous students more than double the number of preferences of the next ranked University of 129. At 1,382 total preferences the University received 102% more preferences from Indigenous students than the next ranked institution (683). Source: Universities Admission Centre

### Programs to improve access and outreach programs

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Target audience</th>
<th>Outline of Program</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>S2U program</td>
<td>Yr 7 – 12 high school</td>
<td>See below</td>
<td>Higher Ed as an informed choice</td>
</tr>
<tr>
<td>Community Eng.</td>
<td>Aboriginal community</td>
<td>See below</td>
<td>Promote higher education</td>
</tr>
<tr>
<td>Aboriginal &amp; TSI Entry</td>
<td>Indigenous applicants</td>
<td>See below</td>
<td>Access to higher education</td>
</tr>
<tr>
<td>Yapug Program</td>
<td>Indigenous peoples</td>
<td>See below</td>
<td>Preparation for higher ed.</td>
</tr>
<tr>
<td>Cultural Camp</td>
<td>Indigenous applicants</td>
<td>See below</td>
<td>Transition to higher education</td>
</tr>
</tbody>
</table>

### COMMUNITY ENGAGEMENT

*Ngiyang Nganggalidhi – Fostering strong links with community reinforces cultural values and beliefs. STRONG COMMUNITIES, STRONG CULTURE*

Over the course of 2013 the University and Wollotuka’s Community Engagement teams have been busy participating in local and regional community events, programs, workshops and activities promoting university study options to Aboriginal and Torres Strait Islander people.

Table A shows growth in Aboriginal and Torres Strait Islander access rates which demonstrates the success of Wollotuka’s continued engagement with community.

### Table A

**Access data represents commencing Indigenous program enrolments within the total of Domestic commencing program enrolments**

<table>
<thead>
<tr>
<th>Year</th>
<th>Indigenous</th>
<th>Domestic</th>
<th>Access Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>348</td>
<td>12488</td>
<td>2.7%</td>
</tr>
<tr>
<td>2012</td>
<td>395</td>
<td>13026</td>
<td>2.9%</td>
</tr>
<tr>
<td>2013</td>
<td>443</td>
<td>13674</td>
<td>3.1%</td>
</tr>
</tbody>
</table>
NAIDOC Week was celebrated across Australia from July 7-14. Wollotuka had a strong presence within the University footprint areas and participated in a large number of events including the Newcastle Solidarity March and Civic Park event, Central Coast Showground, Bataahbah LALC Eastlakes, Worimi LALC, Westlakes Festival, Frank Baxter Juvenile Justice Centre, Darkinjung LALC, Port Macquarie, Taree and Kempsey celebrations. At each event information about higher education was distributed and enquiries taken.

As an early NAIDOC celebration Wollotuka organised a NAIDOC Solidarity Concert in conjunction with UoN Services. The event was held at the Bar On The Hill on the 26 June where Indigenous hip hop group The Last Kinection featuring lead singer Joel Wenitong, Aboriginal medical student, and another local Indigenous hip hop/rock act Whitehouse.

S2U – School to University

2013 was a very successful year for the S2U program which saw a considerable increase in engagement with schools located within the University footprint area. Since the program's beginnings in 2007 school engagement and participation with S2U has increased from 43 schools in 2008 to 72 schools in 2013, which is a 67.4% increase over 5 years. On average the S2U program involves over 1,000 student participants each calendar year. This number is expected to increase through enhanced rural and remote engagement planned for 2014.

Based on current data the number of Aboriginal and Torres Strait Islander school leaver entrants is demonstrated in the following chart, which illustrates the steady increase in numbers of school leavers from the secondary education sector entering into university study at the University of Newcastle. This data includes entrants into Open Foundation, Newstep, Yapug and Undergraduate study for semester one and two of each year;

<table>
<thead>
<tr>
<th>Year</th>
<th>Entrants</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>51</td>
</tr>
<tr>
<td>2008</td>
<td>71</td>
</tr>
<tr>
<td>2009</td>
<td>84</td>
</tr>
<tr>
<td>2010</td>
<td>79</td>
</tr>
<tr>
<td>2011</td>
<td>73</td>
</tr>
<tr>
<td>2012</td>
<td>80</td>
</tr>
<tr>
<td>2013</td>
<td>92</td>
</tr>
</tbody>
</table>

Source: NSW/ACT UAC Report, January 2014

iBelieve

The most successful element of the S2U Program this year has been the iBelieve program which was piloted in the second half of 2012 and rolled out for implementation from Term 2 2013. iBelieve is a school-based program targeting stage four Aboriginal and Torres Strait Islander secondary students and aims to plant the seed of ambition for students to begin thinking of their future in a culturally safe space, through talking circles, interactive activities and Traditional Indigenous Games. iBelieve also focuses on identity and cultural confidence to enable the participants to explore further into their heritage and develop a sense of belonging and greater awareness of Aboriginality. Providing students with a safe space to explore the strengths of their identity and building strong self-esteem and confidence in one’s self results in better academic outcomes.

In 2013 the program engaged with 40 secondary schools in the Newcastle, Central Coast and Port Macquarie footprint areas and we had a total of 521 students participate in iBelieve.
Students who participate in the S2U program workshops are asked to evaluate their experience at the end of each session and provide feedback as to what they learned and what they enjoyed most about the program. Some examples of what Year 7 and Year 8 students said about their experience with iBelieve are outlined below;

“I learnt more about myself and where I fit it” (Wyong HS)

“The games at the end and more about being Aboriginal” (Lake Munmorah HS)

“I liked that I learned more about my culture and I got to know other Aboriginal kids at school……the family tree activity was fun” (Karing HS)

“I loved how this program made me confident in speeches and other things that may happen in my life” (Callaghan College)

“I learnt more about my culture and self-esteem……it was fun” (Kincumber HS)

“The games, the lollies and learning about my culture……the day was wicked” (Lisarow HS)

“I enjoyed that everyone got to speak up and gain confidence and we all now know new stuff” (BWSC Umina)

“Everything” (BWSC Umina)

**Insight Days**

Year 9 and 10 students participated in Insight Days as a part of the S2U program. Students visit the campuses of the University to experience the environment and explore further opportunities.

**UAC Workshops**

This program is designed to inform Stage 6 secondary students of their tertiary options, whether they are taking ATAR or Non-ATAR subjects. Students participate in an interactive information session and are provided detailed information about Wollotuka, Yapug, Open Foundation, Newstep Alternative Entry, Universities Admission Centre (UAC), Scholarships and the University life in general. This year across the Wollotuka’s three footprint areas staff engaged with 23 schools and a total of 220 students participated. As a result, current UAC data indicates that there are a projected 164 school leaver entrants enrolling to study through Wollotuka in 2014. This represents 74.5% of the participants who engaged in Wollotuka’s UAC workshops.

**Aboriginal and Torres Strait Islander Entry Program**

This program continues to provide an alternative entry pathway for Aboriginal and Torres Strait Islander students at Callaghan, Ourimbah and Port Macquarie campuses, through interviews to determine the potential to undertake undergraduate studies and to establish the applicant’s Aboriginality.

Numbers were down on the 2012 intake with 85 (143 in 2012) applicants being interviewed in semester 1 with 46 (99 in 2012) offers made, excluding Medicine.

Notwithstanding, commencing enrolments continue to rise.

We continue to get feedback from our students on the opportunities that access programs provide:

**Our October 2013**

To the Wonderful Team at Wollotuka, Thanks!

……I was so excited to have a pathway opened! (alternative entry) It meant that I could go straight from High School into my Degree ....As a self-sufficient student with extremely limited resources actually surviving University became my next challenge, and it was one I could not have managed if it wasn’t for the staff, the resources and the sense of community which were always available in Wollotuka. In time I graduated from my Undergraduate degree and it was sad to leave UoN. I was just reflecting on the fact that if it wasn’t for Woll and the work which was started back in the 1980s I would probably have been faced with a very different life. Or at least an even harder journey. So thank you to all of you who make Wollotuka run, who add to the community spirit, who welcome the students who are without families of their own, and for the wonderful lessons you offer both inside and outside of the classrooms.
Yapug Enabling Program

The Yapug program continues to be one of the key pathway programs that Aboriginal and Torres Strait Islander students use to access undergraduate studies.

<table>
<thead>
<tr>
<th>Yapug</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student enrolments</td>
<td>47</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Student completions</td>
<td>11</td>
<td>10</td>
<td>17</td>
</tr>
</tbody>
</table>

Source: UoN, Management Information System 11/06/2014

Although enrolment and completion numbers for YAPUG are low, there has been a marked increase in completions from 2012 to 2013. It should be noted that all University of Newcastle enabling programs are available to Indigenous students and that in 2013, 130 Indigenous students commenced studies at the University of Newcastle via an enabling /special entry pathway.

A number of strategies are implemented to improve these success rates in YAPUG. For example, all students are assessed according to needs to ensure that all students are supported through an early intervention program. The development of new strategies will be implemented in 2014 which include:

- a week zero introductory week
- a strategy around the use of ITAS will also be implemented in 2014
- recruitment of an Indigenous Student Engagement Officer for Enabling Programs

Orientation Cultural Camp

This year’s camp was held on the traditional lands of the Worimi people at the Murrook Cultural Centre, Williamtown. 40 students and 5 staff camped on the beautiful grounds of the Murrook Centre at Williamtown where they were taken on field trips to traditional grounds of the Worimi people. Activities included learning about Worimi culture and belief systems. Students and staff enjoyed great meals including local bush tucker and superb hospitality from the members of the Worimi Land Council over the three days.

“Wollotuka cultural camp was the best cultural experience in my life …meeting community and sharing in cultural experiences was very powerful”

Scholarships

The University has a number of targeted scholarships for Aboriginal and Torres Strait Islander students across a range of discipline areas to assist with access and progression in higher education. These scholarships, as well as Indigenous Commonwealth Scholarships, are widely promoted by our Scholarships Officer. The Aboriginal and Torres Strait Islander Scholarship (developed through donations from the annual Reconciliation Scholarship Dinner as well as internal and external donations) was offered again this year with the successful applicant, Jake MacDonald, Bachelor of Teaching (Secondary)/ B Health & Physical Education student, accepting his scholarship at the Reconciliation Dinner.

The Scholarships Office and Wollotuka identify internal and external scholarships, targeting students that meet the criteria to encourage application. Students are contacted to outline the benefits of the scholarship and have the opportunity to meet face-to-face with their Faculty engagement officer to discuss the application process. In the past meeting Aboriginality criteria has been a challenge for a number of students however better forward planning has overcome this to a certain extent. A further challenge has been the dual provision of scholarships through Centrelink and the University. However, once again changes to the Centrelink allocation may resolve some of these issues. The University Scholarships Office, University Foundation, Finance and Wollotuka work collaboratively towards continued improvement of the scholarship processes.
<table>
<thead>
<tr>
<th>Scholarship details</th>
<th>Government/Private University</th>
<th>No.Allocated</th>
<th>Cost</th>
<th>No. Awarded</th>
<th>Comments</th>
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</thead>
<tbody>
<tr>
<td>Indigenous Enabling Commonwealth Accommodation Scholarship</td>
<td>Government</td>
<td>25</td>
<td>2,469.50</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Indigenous Commonwealth Accommodation Scholarship</td>
<td>Government</td>
<td>10</td>
<td>2,469.50</td>
<td>10</td>
<td></td>
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<tr>
<td>Indigenous Enabling Commonwealth Education Costs Scholarship</td>
<td>Government</td>
<td>50</td>
<td>1,234.50</td>
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<td>70</td>
<td>4,659.00</td>
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<td>Faculty of Science and IT</td>
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<tr>
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<td>Private</td>
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<td>500</td>
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<tr>
<td>Hunter Water Corporation Scholarship</td>
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<td>1</td>
<td>5,000</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dr Beryl Collier Scholarships</td>
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<td>11,135</td>
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<td>Hunter New England Medical, Nursing, Allied Health Scholarship</td>
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<td>5,000</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Scholarship Name</td>
<td>Sponsorship</td>
<td>Value (AUD)</td>
<td>Scholarship Type</td>
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<tr>
<td>------------------------------------------------</td>
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<td>-------------</td>
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<td></td>
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<tr>
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<td>5,000</td>
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<td>1</td>
<td>2,000</td>
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</table>
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 student enrolments for 2012 and 2013 is as follows:

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students:</td>
<td>768</td>
<td>867</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students (Domestic students only):</td>
<td>29,056</td>
<td>30,575</td>
</tr>
</tbody>
</table>

Source: UoN, Management Information System 11/06/2014

STUDENT ENGAGEMENT AND EXPERIENCE

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 community.

Due to the collaborative efforts of Wollotuka and the University, Aboriginal and Torres Strait Islander student enrolments continue to rise with a total of 843 enrolments in programs across the University in 2013.

Strategy – Indigenous Faculty Engagement Officers

Four new Indigenous Engagement Officer Positions (one for each Faculty - Business & Law; Education & Arts; Engineering & Built Environment/Science & Information Technology and Health) have been introduced to the Student Engagement and Experience Portfolio to improve retention, success and completion rates of the ever increasing numbers of Aboriginal and Torres Strait Islander students. The aim is for Wollotuka and Faculties to work collaboratively to provide one on one contact with students encouraging involvement with Wollotuka and the Faculty academic and cultural activities, as well as providing information regarding tutoring, scholarship and cadetship opportunities. The strategy has seen positive results, including the development of individual School and Faculty plans that contribute to the access, retention and success of Aboriginal and Torres Strait Islander students. Each Faculty has identified an academic or senior professional staff member (at times both) to lead the collaboration with Wollotuka’s engagement officers. This has enabled academic and administrative challenges to be identified and made more culturally appropriate.

A number of new initiatives have been undertaken by the Wollotuka Indigenous student engagement team in collaboration with relevant Schools and Faculties this year to ensure that student success and retention rates continue to increase. Strategies to increase success and retention rates for Aboriginal and Torres Strait Islander students include:

- Manage ‘at risk’ and ‘show cause’ students by setting up individual care plans, as well as attending the relevant Faculty meetings for these students
- Encourage students to attend special lectures relevant to their discipline areas
- Faculty Business and Law Scholarships and mentoring program
- Faculty Engineering and Built Environment Indigenous role modelling YouTube and scholarship
- Over 30 health students across various programs provided with access to specialised tutorial groups throughout semester 1 and 2 for HUBS 1406 and HUBS 1416 respectively. Workshops provided students with increased opportunity to be supported thereby enabling success in course outcomes
- Faculty of Health high achiever scholarship, marketing plan. Industry links and mentoring program – Pital Tarkin Mentor Program
- Collaboration with School of Nursing for funding to award book voucher to a hardworking and high achieving student as incentive and support in their studies. Awarded at official awards ceremony for School of Nursing.
- An Aboriginal and Torres Strait Islander Men's Group “Yaama Binghi” meaning “welcome brothers” has been formed incorporating both students and staff. The vision is to develop a culturally appropriate mentoring profile supporting students' studies, any issues they may encounter and their identified areas of expertise within a culturally safe environment.

Indigenous Tutorial Assistance Scheme

ITAS continues to be one of the key programs to enhance learning outcomes for Aboriginal and Torres Strait Islander students at the University. In 2013, 261 students received tutoring for various degrees across Callaghan, Ourimbah and Port Macquarie with approximately 80% success rates.

The University employed 109 tutors to assist with ITAS tutoring needs, however, with the growing number of students it is challenging to identify tutors to meet the demand. Discussions have commenced to develop an enhanced tutor recruitment strategy.

---

1 In the language of the Awabakal meaning “happy/friendly face”
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.

<table>
<thead>
<tr>
<th>Completions</th>
<th>2012</th>
<th>2013</th>
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</thead>
<tbody>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Higher Degree)</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Higher Degree)</td>
<td>107</td>
<td>150</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Other postgraduate)</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Other postgraduate)</td>
<td>1,388</td>
<td>1,568</td>
</tr>
<tr>
<td>Aboriginal and Torres Strait Islander students: (Bachelor degree)</td>
<td>55</td>
<td>79</td>
</tr>
<tr>
<td>Non Aboriginal and Torres Strait Islander students: (Bachelor degree)</td>
<td>3,552</td>
<td>3,635</td>
</tr>
</tbody>
</table>

Source: UoN, Management Information System 11/06/2014

2013 Roberta Sykes Indigenous Scholar

The University and Wollotuka have been working in collaboration with the Aurora program to provide opportunities for students to access further study in America and the UK. The University provided funding that contributed to Aurora funding for two students to attend the Harvard, Oxford and Cambridge Study tour in 2013. In August 2013, Kathleen Jackson, Bachelor of Law/Bachelor Aboriginal Studies graduate commenced RHD studies at Harvard on a Roberta Sykes/Harvard Club Scholarship.

Success and Leadership Program

The Success and Leadership Program encourages students to actively participate in professional development activities particularly related to their discipline or building leadership capacity. The program is financially supported by the University (Academic and International Divisions), Wollotuka and the relevant Faculties/Schools. The following provides a list of activities students engaged in for 2013:

- **LIME Connection V Conference**, Darwin, 26-28 August, 2013, The theme being Re-imagining Indigenous Health Education: *Harnessing energy, implementing evidence, creating change*. Four of the six medical students who attended this conference provided a presentation on last year’s International Leadership Program trip to USA and Canada.

- **Youth Mental Health Forum**, Westmead Children’s Hospital in Sydney, 11 September 2013. Four Aboriginal health students were selected to attend this forum which focussed on the topic of “Building and supporting the mental fitness of young people”.

- **National Indigenous Tertiary Education Games**, University of Western Sydney, 22-27 September 2013. 14 students attended the annual games to promote and celebrate culture, unity, health, fitness and well-being.

- **Australian Indigenous Doctors Association (AIDA) Symposium**, Canberra on 2-6 October 2013. AIDA sponsored three of our medical students to attend with Wollotuka sponsoring two students. The theme of this conference being “Beyond Cultural Awareness” - demonstrating the importance of cultural awareness in the pursuit of improving health outcomes for Aboriginal and Torres Strait Islander people. Students had the opportunity to engage with Indigenous doctors and medical practitioners regarding this important topic.
• Congress for Aboriginal and Torres Strait Islander Nurses (CATSIN) Conference "All the same but totally different" in Canberra on 6 – 8 October 2013. 3 students attended and presented at the conference encouraging professional development and public speaking opportunities.

• 2013 More Aboriginal & Torres Strait Islander Teacher Initiative (MATSITI) National Conference, Adelaide, 14-15 October 2013. 2 education students were chosen to represent our teaching cohort at this conference gaining a great insight into the MATSITI project and met some heavy hitters within the national teaching domain. The conference was highlighting the concept that teaching is a Deadly Career and concentrated on the strategies that could be employed to attract Aboriginal and Torres Strait Islander people into this most rewarding profession.

• Eighth Annual National Indigenous Legal Conference, Alice Springs, 24-26 October 2013. The six law students who attended this conference were exposed to the unique culture and identities of remote communities which assisted to dispel the myths and incorrect media coverage around legal issues affecting these areas.

• Indigenous Allied Health Association (IAHA) Healthy Footprints Conference, Adelaide, 26 – 27 November 2013. Mathew West attended and received the Achievement Award for his participation throughout the conference, as well as awarded the ‘Future Leader in Indigenous Allied Health’ national award.

• Shohoku College Study Tour in Japan, December 2013. Jack MacDonald, Bachelor of Science student, was selected and participated as part of the University’s study abroad team on this tour funded by International Office.


Engaging Research Higher Degree Students

Indigenous Research Higher Degree student enrolments remain steady with a total of 26 enrolled across the University. 14 of these students enrolled with Ummillko Indigenous Higher Education Research Centre, the research arm of Wollotuka. One student graduating - Stephanie Gilbert, Doctor of Philosophy (History).

Providing culturally appropriate supervision for these students and future enrolments is a major focus for Wollotuka and the University.

A challenge identified is that current staffing with appropriate qualifications to supervise are at their supervision capacity. There are, however, a number of staff in the final stages of their doctoral studies thus increasing staff qualifications for supervision. Other academic staff are strongly supported and encouraged through their research higher degrees.

Graduation

Wollotuka hosted a graduation event on 4 October at the Birabahn Building acknowledging the great achievements of the 111 Aboriginal and Torres Strait Islander students who graduated in 2013 as well as celebrating the 1,180 students who have graduated since the 1960’s.

The dinner MC was Bachelor of Psychology student, Peta-Lee Moran and was attended by 120 people including graduates, their families and friends and Community. Guests enjoyed a two course dinner with entertainment by education student, Jesse Hodgetts.

Dr Stephanie Gilbert provided an inspirational student response as a PhD graduate. All students were presented with a certificate and artwork in commemoration of their achievement.
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.

INDIGENOUS PERSPECTIVES ARE REFLECTED IN CURRICULUM

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.

Embedding The Cultural Standards into ABOR courses

The Australian Qualification Framework (AQF) standards processes have meant all ABOR courses have been mapped against discipline and ‘teaching and learning’ standards, including graduate attributes for their respective degrees. Formalisation of the standards associated with higher degree programs has meant an extensive level of preparation to show our courses and degrees meet new descriptions. Working with the Centre for Teaching and Learning, Dr Stephanie Gilbert and Executive Officer Luke Halvorsen have finalised these documents ready for presentation at Faculty level. After progressing from there they were presented at the University’s Teaching and Learning Committee and the Program and Course Review Committee as well. These processes will be completed in 2014. The challenge has been ensuring that the western requirements of the AQF system is met whilst ensuring the cultural standards are equally considered. This has been achieved through training and meeting with academic staff to update courses to reflect the University’s Cultural Standards framework. In many instances this is asking staff to actively write about what they are already doing in words that meet University and Wollotuka’s standards.

29 ABOR courses – 2304 enrolments (2013)

Inclusive Curriculum

Continuing the directions established within the University for Indigenisation of curriculum, an Aboriginal staff member or community member with relevant experience is represented on all Program Review committees with two sections of the terms of reference stipulating investigation of engaging with Indigenous students and the second looking at the inclusion of Indigenous perspectives into the curriculum. The review reports are then provided to Wollotuka to provide expertise and guidance to the Schools in implementing the review outcomes related to inclusive curriculum and student engagement.

CULTURAL COMPETENCY ACROSS THE UNIVERSITY ENVIRONMENT

Birabahn Cultural Trail Opening – Acknowledging Aboriginal presence on Callaghan Campus site

University staff, students and community celebrated the opening of the Birabahn Cultural Trail on 7 November 2013. 60 attendees were heartened by the speeches given by local Awabakal Elders, Aunty June Rose and Aunty Sandra Griffin who noted the significance in acknowledging Awabakal presence on the University grounds and who both officially opened the trail. The establishment of the trail was a recommendation from a research study conducted by Professor John Maynard in 1999 titled “Callaghan, The University of Newcastle: Whose Traditional Land?”
Professor Maynard provided a brief discussion on the interpretive signage along the trail which provides historical and cultural knowledge of the long association that Aboriginal people have with the University’s Callaghan campus site. The afternoon concluded with bush tucker refreshments and opportunity for guests to plant small trees along the trail. The trail will be a part of educational resources that are embedded into the University environment for all of the University community.

**UoN staff paving the way in Aboriginal and Torres Strait Islander Cultural Competency**

Seven University Divisions presented their action plans, developed as part of the University’s Cultural Competency program, to create a culturally safe and welcoming environment for Aboriginal and Torres Strait Islander peoples involved with the University, at the inaugural Aboriginal and Torres Strait Islander Cultural Competency Showcase Day on 2 October.

Auchmuty, Ourimbah and Huxley Libraries, Faculty Business and Law, Equity and Diversity Unit, Student and Academic Services and Faculty Engineering and Built Environment presented inspiring action plans to an audience of 60 University staff and community. These actions plans are the final (stage 3) component of the University’s Cultural Competency workshops which are offered to staff to enable the development of a greater knowledge and stronger understanding of Aboriginal and Torres Strait Islander peoples and cultures and how this knowledge can be translated and incorporated into their working environment.

These workshops have attracted 390 participants since their inception in 2011. The workshops are just one part of a wider Cultural Competency strategy that aims to enable positive changes in professional practice and capacity building for students and staff in working effectively within inter-cultural contexts.

**Reconciliation Scholarship Ball 2013**

Wollotuka’s Reconciliation Week celebrations culminated with the annual Reconciliation Scholarship Ball held on 1 June at Newcastle Panthers. The Reconciliation Scholarship Ball aims to foster and build relationships between Aboriginal and non-Aboriginal Australians and businesses with a passion for Aboriginal education. It also seeks to establish a self-sustaining Scholarship fund that will support students through full-time study, in particular those who are not eligible for Commonwealth assistance.

Affectionately named The Black & White Ball when it was first held in 1999, one hundred guests from Aboriginal and non-Aboriginal communities from the University and Hunter Region came together in a show of solidarity. This year the Black & White Ball brought 340 guests together which is a glowing testament to the community and corporate support for the work Wollotuka is doing in the higher education sector. The Ball is strongly attended and supported by all Faculties and Divisions of the University.

The target of $1 million for the University’s Aboriginal Scholarship fund saw the 2013 Black & White Ball raise $15,000 on the night in sponsorship, silent auction and balloon sales with a private donation of more than $200,000!

**High Tea bringing together cultures to recognise International Womens Day**

Wollotuka’s first event to celebrate its 30th anniversary was a high tea to commemorate International Women’s Day on 7 March. Both Indigenous and non-Indigenous women (staff and students) from the University gathered in discussion to recognise this important day with a number of invited guests providing keynote addresses on the year’s theme of “Ending Violence against Women”.
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.

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.

<table>
<thead>
<tr>
<th>University Officer</th>
<th>Indigenous Education Support Unit Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name: Professor Andrew Parfitt</td>
<td>Name: Leanne Holt</td>
</tr>
<tr>
<td>Position Title: DVC (Academic)</td>
<td>Position Title: Director, The Wollotuka Institute</td>
</tr>
<tr>
<td>Phone Number: 02 49215114</td>
<td>Phone Number: 02 4921 7088</td>
</tr>
<tr>
<td>Email: <a href="mailto:Andrew.Parfitt@newcastle.edu.au">Andrew.Parfitt@newcastle.edu.au</a></td>
<td>Email: <a href="mailto:Leanne.Holt@newcastle.edu.au">Leanne.Holt@newcastle.edu.au</a></td>
</tr>
</tbody>
</table>

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.