



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 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 has, in the past, been 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 during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 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 and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: ISSP@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.

THE UNIVERSITY OF NEWCASTLE

THE WOLLOTUKA¹ INSTITUTE (WOLLOTUKA)

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 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.

The University's New Futures Strategic Plan 2016-2025 confirms a commitment to Indigenous education. It states – "*We are resolute in our commitment to excellence in Indigenous education and research and to the importance of Indigenous culture and knowledges.*"² with key measures of success in 2020 "*to achieve parity of participation of students from Indigenous backgrounds with the proportion of these populations in our regions.*"³ and "*...to achieve the target of 3.9% for Indigenous employment...*"⁴.

¹ In the language of the Awabakal meaning "eating and meeting place"

² New Futures Strategic Plan 2016-2020, p10

³ New Futures Strategic Plan 2016-2020, p5

⁴ New Futures Strategic Plan 2016-2020, p23

Each faculty and division within the University are required to implement strategies which are measured against Institutional KPI's relating to the advancement of Indigenous education and research.

In 2016, the University announced the appointment of an inaugural Pro Vice-Chancellor (Indigenous Education and Research), following on from the 2015 External Review of Wollotuka. This appointment will provide a new cross-institutional executive leadership role taking responsibility for embedding and championing Indigenous education and research throughout the University and for overseeing the work of Wollotuka.

The University continues to be the preferred study destination for Indigenous students in NSW and ACT, leading in the state in UAC preferences. In 2016, the University received 303 first preferences from Indigenous students, 62% more than the next ranked University at 187. At 1,314 total preferences the University received 38% more preferences from Indigenous students than the next ranked institution at 950. *(Source: Universities Admission Centre).*

Participation rates for Indigenous students at UON are well above the State and Sector and have continued to climb. The University reached the milestone of over 1000 Indigenous enrolments in 2016, which represented a participation rate of 3.6%. *(Source: University NINA system, June 2017)*

Retention rates are also strong in comparison to the sector and strategies are in place to support ongoing improvement on these important indicators of success.

These results are a testament to the success of the strategies that will be further outlined in this document and also to the all-Indigenous staff at Wollotuka, who bring an holistic approach to Indigenous education, recognising the value of cultural difference and diversity, and the varied experiences that Indigenous students bring to higher education.

Wollotuka and the University are highly committed to the quality of the relationships with our community. Wollotuka's Cultural Standards guide these operations and define our space within the Academy. Our Nguraki (Elders, wise person) ensure the standards are implemented in an appropriate way.

To support graduate outcomes, in 2016 the University entered into a 10-year partnership agreement with CareerTrackers. The aim of this partnership is to improve placement for Indigenous interns with Australia's leading corporate organisations. Wollotuka has been working with CareerTrackers since 2013 and during 2016 had 35 students on internships with five alumni. Further strategies are currently in place to increase these figures particularly through the University's Indigenous Employment Strategy.

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 guide us through our governance and leadership structures providing valued input and advice, which is honoured and respected by Wollotuka. The Nguraki Council meet on a regular basis to discuss strategies that ensure cultural values are maintained and the Cultural Standards are being implemented.

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.⁵

Our Elders in Residence and Nguraki members also form the Wollotuka Nguraki Council, which meets on a regular basis to discuss strategies to best ensure that cultural values are maintained. These appointments span various Aboriginal nations bringing numerous cultural and spiritual customs and beliefs adding to the vibrancy of cultures open to staff, students and community.⁶

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

Professor Bob Morgan, an eminent leader in Indigenous education both nationally and internationally, is the current Chair of BATSIER. 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 Wiyawiyelli⁷ cultural standard - *"Our relationship with the University is based on the principles of reciprocity, accountability and respect"*.

The appointment of Professor Steve Larkin -- a member of the Kungarakan and Yanyula Nations and one of Australia's foremost Indigenous academic leaders -- as the first Pro Vice-Chancellor (Indigenous Education and Research) strengthens the leadership of Indigenous education and research within the University and provides a strong platform for developing UON's ties with the broader community, both nationally and internationally.

The external review of Wollotuka led to a number of internal transitions to provide more focused leadership in targeted areas. Associate Professor Peter O'Mara moved from his Director role in Wollotuka to concentrate further on his role as Director of Indigenous Health, Faculty Health and Medicine and Professor John Maynard moved into the position of Director of Purai Global Indigenous and Diaspora Research Studies Centre.

The Wollotuka review also recommended the appointment of a Director of Wollotuka to support the strategic vision of the Pro Vice-Chancellor and the University. Throughout 2016 and in early 2017, an acting Director of Wollotuka was to facilitate day-to-day operational management of Wollotuka. In February 2017, Mrs Leah Armstrong was appointed to this critical position.

Indigenous membership on key governance and decision-making bodies within the University includes –

- Student Engagement Committee
- Academic Senate
- Research Committee
- Program and Course Approval Committee
- Teaching and Learning Committee
- Human Research Ethics Committee

⁵ The Wollotuka Institute Cultural Standards 2013, p.9

⁶ The Wollotuka Institute Cultural Standards 2013, p.9

⁷ In the language of the Awabakal meaning "you two converse"

- Joint Medical Program Committee
- Healthy UoN Steering Committee

This new leadership structure will continue to ensure dynamic decision making processes to achieve outstanding results in Indigenous education locally, nationally and internationally in future years.

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).

Wollotuka's Cultural Standards provide a cultural foundation that incorporates cultural responsiveness and accountability in the development, implementation and evaluation of the Maligagu⁸ Aboriginal and Torres Strait Islander Employment Strategy (Maligagu) reflecting goals and aspirations for advancement.⁹

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 to empower all UON Aboriginal and Torres Strait Islander staff and communities.

The University's NeW Futures Strategic Plan 2016-2025 is committed to ambitious targets for Aboriginal and Torres Strait Islander employment, with the aim of achieving a target of 3.9% by 2020. Indigenous employment statistics indicate that we are moving closer to achieving this outcome (see table 1) with the current ratio at approximately 2.5%. Programs to increase these rates include:

Maligagu Cadetship Program

Indigenous Cadetship Support (ICS) aims to improve the professional employment prospects of Aboriginal and Torres Strait Islander peoples. It links Indigenous tertiary students undertaking their first undergraduate degree with employers in a cadetship arrangement involving full-time study and work placements. Cadetships enable Aboriginal and Torres Strait Islander students to gain the professional qualifications and experience needed for a range of jobs in the private, public and community sectors and assists them to move into employment on completion of their studies.

UON's central student administration area has recruited six cadets within various business areas from general administration to event management. The Faculty of Business and Law has recruited four cadets. Whilst this falls below the target of 40 cadets by 2016, Ms Tareka Chatfield, Indigenous Employment Coordinator, is working closely with faculties and divisions across the University to establish cadet positions as well as creating pathways for recruited cadets.

CareerTrackers has approached the University to work alongside our Indigenous Cadetship Program. This arrangement will be part of our 10x10 partnership with CareerTrackers and will include future and current cadets in the CareerTrackers program (provided the student agrees) so that they are able to access the support, training and leadership development of the CareerTrackers program while also enjoying employment at the University under the cadetship program.

Indigenous New Career Academic program

The INCA program not only ensures students progress towards their PhD but provides future employment opportunities within the University. The program employs level A academics who work within Wollotuka carrying a one third flexible load each in teaching, research assistance and research higher degree study. INCA scholars engage with Faculties in relevant discipline areas and contribute to the teaching and research activities while progressing towards PhD or equivalent academic professional experience. Two staff were recruited under this program in 2016.

Aboriginal and Torres Strait Islander Employment Committee

This Committee supports the Aboriginal and Torres Strait Islander Employment Strategy 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 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 identify potential opportunities in line with agreed strategies
- Providing strategic advice on Aboriginal and Torres Strait Islander workforce planning
- Providing input on policies and practices in relation to Aboriginal and Torres Strait Islander employment including criteria for identified positions.

Staff Achievements

⁸ In the language of the Darkinjung people meaning "to shine"

⁹ University of Newcastle ATSIES, p.9

- Gail Tillman received an Australian Award for University Teaching (AAUT) a Citation for Outstanding Contributions to Student Learning, recognising quality teaching practice and outstanding contributions to student learning.
- Three Wollotuka staff have received their PhD's in 2016 now with a total of ten staff having their PhD's –
 - Dr. Sharlene Leroy-Dyer – Doctor of Philosophy (Management)
 - Dr John Lester – Doctor of Philosophy (Education)
 - Dr Michael Donovan – Doctor of Philosophy (Education)
- Professor John Maynard was selected as one of the new 2016-18 Fulbright Ambassadors. Professor Maynard has been selected by the Commission's Board of Directors to influence, engage and connect with Fulbright applicants, scholars, alumni, sponsors, partners and other stakeholders.
- Professor John Maynard's book, *Fight for Liberty and Freedom*, was translated into Mandarin, as one of a series of titles from Aboriginal Studies Press, the Australian Institute of Aboriginal and Torres Strait Islander Studies' (AIATSIS) publishing arm. The book is published in China by Beijing Time Chinese Publishing House.
- Associate Professor Maree Gruppetta secured \$577,363.00 in external grant funding.

Table 1 – Snapshot as at 31 March 2016 of Aboriginal and Torres Strait Islander staff at the University including headcount and FTE, excludes casuals and staff on leave (*Source: University MIS 27 January 2017*)

Faculty/Division	School/Unit	Job Type	Classification	No. of Employees	Full time equivalent	
Academic Division	Centre for Teaching and Learning	Professional	HEW 05			
	English Language and Foundation Studies Centre	Academic	Level A	1	1	
	Indigenous Education and Research (Wollotuka)		Academic	Level A	5	4
				Level B	5	3
				Level C	2	2
				Level D	3	2
				Level E	3	3
			Professional	HEW 04	3	3
				HEW 06	14	12
				HEW 07	10	7
				HEW 08	1	0
				HEW 10	1	1
				HEW 10+	1	1
	Student Central		Professional	HEW 05		
				HEW 06	1	1
				HEW 08	1	1
	University Library	Professional	HEW 03	1	1	
Academic Division Total				52	41	
Faculty of Education & Arts	Education	Academic	Level B	2	2	
	Humanities and Social Science		Level B	1	1	
				Level E	1	1
		Professional	HEW 04	1	1	
Faculty of Education & Arts Total				5	5	
Faculty of Engineering & Built Environment	Engineering	Academic	ARC Fellowship	1	1	
Faculty of Engineering & Built Environment Total				1	1	
Faculty of Health and Medicine	Biomedical Sciences and Pharmacy	Professional	HEW 04			

			HEW 05	2	2
	Centre for Rural and Remote Mental Health	Professional	HEW 08	1	1
	Family Action Centre	Professional	HEW 05	1	1
			HEW 06	1	1
	Health and Medicine	Professional	HEW 05		
			HEW 06	2	2
	Health Sciences	Academic	Level A	1	1
		Professional	HEW 04	1	0
	Medicine and Public Health	Academic	ARC Fellowship	1	1
			Level B	1	1
			Level C	1	0
			Level D	1	1
		Professional	HEW 03	1	1
			HEW 04		
			HEW 05		
			HEW 06	1	1
			HEW 08		
	University of Newcastle Department of Rural Health	Academic	Level B		
		Professional	HEW 06	1	0
Faculty of Health & Medicine Total				16	13
Faculty of Science	Environmental and Life Sciences	Academic	Level B	1	1
		Professional	HEW 05	1	1
	Mathematical and Physical Sciences	Professional	HEW 04	1	1
Faculty of Science Total				3	3
Research & Innovation Division	Research and Innovation Services	Professional	HEW 04		
			HEW 05	1	1
Research & Innovation Division Total				1	1
Resources Division	Financial Services	Professional	HEW 07	1	1
	Information Technology	Professional	HEW 05		
			HEW 06	1	1
			HEW 07	2	2
			HEW 08		
	Infrastructure and Facilities Services	Professional	HEW 03		
			HEW 04	1	1
Resources Division Total				5	5
Vice-Chancellor's Division	Chancellery Services	Professional	HEW 05	1	1
	Human Resource Services	Professional	HEW 02	1	1
			HEW 03		
			HEW 04		
			HEW 05	1	1
Vice-Chancellor's Division Total				3	3
Grand Total				86	72

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 2016 (access rate) as compared to 2015 (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**.

Table 2 - Access data represents Aboriginal & Torres Strait Islander commencing enrolments within the total of domestic commencing enrolments (Source: University NINA system, January 2017)

	2015	2016
Aboriginal and Torres Strait Islander students	492	532
Non Aboriginal and Torres Strait Islander students (Domestic students only):	11897	12034

The University is committed 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 higher education is an attainable goal for Aboriginal and Torres Strait Islander People. Wollotuka'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 Wollotuka's valued consultation and engagement with community can be evidenced by the increase in access rates of Aboriginal and Torres Strait Islander students to university.

Wollotuka delivers access programs that are culturally grounded and provide a strong foundation for Aboriginal and Torres Strait Islander students accessing higher education as well as ensuring that students achieve their academic goals once they are enrolled at university. These programs are delivered by the Wollotuka Community Engagement team.

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.

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.

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.

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.

UON has seen an increase in demand from schools in our catchment area that wish to participate in our S2U program. Participation levels have significantly increased again this year with 652 students completing the iBelieve program in comparison to 492 students at the same time in the previous year. Throughout June, Year 10 Insight Days attracted a total of 241 Indigenous students to Callaghan, Ourimbah and Port Macquarie to participate in an interactive campus experience showcase the opportunities the University has to offer.

Along with **Insight Day** visits this year Wollotuka has booked in a number of schools and education facilities from our Mid-North Coast and Western NSW regions for visits to the Newcastle campus throughout the year including Bourke High School, Dubbo Senior College, Taree Indigenous Development and Employment Program.

Wollotuka has been approached by the NRL Pathways to University project team to work on the possibility of developing a partnership with them through the S2U program.

Wollotuka supports a number of significant events such as –

2016 Aboriginal Summer School for Excellence in Technology & Science (ASSETS)

To inspire Indigenous school students to look at STEM education options, the University hosted The ASSETS Summer Camp that was run through CSIRO during January 2016. Thirty eight Aboriginal and Torres Strait Islander students from around Australia attended which provided an important avenue for the students to participate in activities which showed the strong link between Indigenous culture and science. This is a great achievement for Wollotuka and the University as there were only three camps around Australia.

University Open Days

Staff from the Community Engagement team attended the University Open Days held during August at Port Macquarie, Ourimbah and Newcastle. All of the days were very well attended and Wollotuka received a number of genuine enquiries with the S2U team following up with prospective student details collected on the days.

Frank Baxter Visits

A program has been designed for students from Frank Baxter Juvenile Justice called *Uni Student for a Day* where Wollotuka hosted students for a number of visits as part of their reintegration program. Students came onto campus and experienced what a day in the life of a university student could be like and were exposed to the opportunities that they can access through education.

NAIDOC Week

Wollotuka had extensive representation at NAIDOC events held in Newcastle, the Central Coast, Lower Hunter and Port Macquarie. An all-campus morning tea and flag raising ceremony were held at Callaghan and Ourimbah which were both well attended by staff, students and local Aboriginal community members.

Scholarships

During 2016 a total of 136 targeted scholarships were offered to Aboriginal and Torres Strait Islander students to assist during their university journey - 10 Donor funded; 22 Faculty funded; 104 Indigenous Commonwealth Scholarships (see table 3).

Staff from Wollotuka's Student Engagement Team provides assistance to both prospective and current Aboriginal and Torres Strait Islander students in seeking and applying for scholarships with the University's Scholarship Office also providing assistance, particularly with Commonwealth Scholarships.

Wollotuka hosted a scholars dinner in August 2016 which was well attended by scholarship holders and donors providing an informal event to celebrate achievements.

Table 3 - Scholarships held by Aboriginal & Torres Strait Islander students (Source: University of Newcastle Scholarships Office 2016)

Scholarship name	No. of students
Indigenous Commonwealth Education Costs Scholarship	46
Indigenous Access Scholarships (IAS)	36
Indigenous Commonwealth Accommodation Scholarships	10
Indigenous Enabling Commonwealth Education Costs Scholarship	9
Indigenous Enabling Commonwealth Accommodation Scholarship	3
Aboriginal and Torres Strait Islander (ATSI) Scholarship	1

Australian Rotary Health Research Indigenous Health Scholarship	2
Friends of the University of Newcastle Scholarship for Studies in Education	1
Koiki Eddie Mabo Scholarship	1
Hunter New England Health Indigenous Allied Health Scholarship	3
Hunter New England Health Indigenous Medical Scholarship	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
Aboriginal and Torres Strait Islander (ATSI) Newcastle Business School Student Scholarship	1
Faculty of Engineering and Built Environment Aboriginal and Torres Strait Islander Scholarship	19
Faculty of Health and Medicine High Achiever Indigenous Student Award	1
Total scholarships	136

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 2016, compared to 2015 (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.**

Table 4- Total number of Aboriginal and Torres Strait Islander student enrolments for 2015 and 2016 (Source: University NINA system, January 2017)

	2015	2016
Aboriginal and Torres Strait Islander students:	994	1048
Non Aboriginal and Torres Strait Islander students (Domestic students only):	31016	30193

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 community¹⁰

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 cultural differences and values a diversity of cultural backgrounds and experiences. Our all Aboriginal and Torres Strait Islander staff ensure a culturally affirming, positive academic environment that encourages and inspires students to continually grow academically, personally and culturally.

Aboriginal and Torres Strait Islander Admission Scheme

This program offers an alternative entry pathway to all Aboriginal and Torres Strait Islander applicants (excluding Medicine). The entry process encompasses two interviews— an academic interview and an Aboriginality interview - with faculty representatives, a Wollotuka academic and an Indigenous Community representative. Recommendations are made based on the outcomes of the interviews in determining the potential academic readiness of a prospective student to commence tertiary study. If a student is not quite ready for a degree program, options are provided that offer further preparation such as the Yapug Enabling Program. In 2016 78 students were admitted through this process – 63 to undergraduate and 15 to enabling. (Source: *The Wollotuka Institute 2016*).

Miroma Bunbilla¹¹ Indigenous Pre entry to Medicine Program

A separate entry program has been established for Medicine due to the rigorous entry procedures. If an Aboriginal or Torres Strait Islander applicant does not attend the five day Pre-entry 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.

In 2016, 19 students were offered a place into JMP (17 at University of Newcastle and 2 at University of New England) (Source: *The Wollotuka Institute 2016*).

Orientation Program

Wollotuka hosted 40 students in a 3 day/2 night cultural camp at Glenrock State Recreation Area Scout Camp. The students were introduced to University life through workshops and seminar sessions. They enjoyed cultural tours and "getting to know" one another activities through informal games and other sessions.

Indigenous Tutorial and Academic Engagement Scheme (ITAES)

This new scheme commenced in 2016 and drew on the strengths of ITAS ensuring students complete their studies as independent learners.

The four academic staff employed in this team worked closely with students and university services including the PASS team, Library Services, and program coordinators within the faculties who assisted to facilitate an identification mechanism to engage students who were encountering academic difficulties. These relationships

¹⁰ The Wollotuka Institute Cultural Standards 2013, p13

¹¹ In the language of the Awabakal meaning "permit ... take care of"

allowed the team to be more proactive throughout the year as opposed to being reactive to a student's failed class at the end of each semester. This program was funded under the Indigenous Advancement Strategy and was reported separately.

Yapug Aboriginal and Torres Strait Islander Enabling Program

Yapug is one of the key pathway programs enabling Aboriginal and Torres Strait Islander students access to undergraduate studies. This program is only offered to Aboriginal and/or Torres Strait Islander students who must provide proof of their Indigenous status to enrol.

Yapug assists students to:

- Develop the academic skills necessary to succeed at university level.
- Become familiar with the University of Newcastle and its environment; and
- Develop different learning methods and skills, including problem-based-learning, whilst enjoying a supportive learning environment (culturally, personally and academically)

Enrolments into this program remain steady with 66 enrolments this year compared to 50 in 2015.

In 2016, new initiatives to improve success rates in Yapug were introduced. These include:

1. Indigenous Combined Academic and Peer Support program was initiated in weeks 9 to 13 where an academic advisor, student mentor and librarian were available in Wollotuka to assist with students' academic enquiries.
2. "Moving on to your degree our way" program involved the student engagement team, academic engagement team and faculty representatives coming together over lunch to discuss with students what they can expect in their respective degrees.

Feedback for both these programs was very positive from all participants.

5. Enable Aboriginal and Torres Strait Islander students to attain the same completion 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 2016, compared to 2015 (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 5- Number of Aboriginal and Torres Strait Islander student completions 2015 and 2016 (Source: University NINA system, January 2017)

	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree)	7	5
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	157	132
Aboriginal and Torres Strait Islander students: (Other postgraduate)	22	28
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1719	1568
Aboriginal and Torres Strait Islander students: (Bachelor degree)	88	97
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	3777	3792

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. Wollotuka's annual graduation function was held on 1 April 2016 where around 80 graduates and their families as well as staff celebrated their achievements.

Three Wollotuka staff members were awarded PhDs in 2016, increasing Wollotuka's total number staff who hold a PhD to ten. In addition, Ms Treesa Heath achieved the Faculty of Education and Arts Medal, graduating with a Bachelor of Teaching (Primary) / Bachelor of Arts with Honours Class I in October 2016.

Kunarr Indigenous Alumni Chapter

The Chapter's purpose is to reconnect with Aboriginal and Torres Strait Islander graduates and to strengthen those relationships as well as developing a strong and vibrant Aboriginal and Torres Strait Islander alumni. Alumni are invited to give presentations throughout the year to inspire future graduates.

An Indigenous Alumni Award has been established to recognise the contributions, outstanding talent and achievements of an Aboriginal and/or Torres Strait Islander graduate in their chosen field.

Professor John Maynard received the prestigious UON Indigenous Alumni Award at a gala function on 21 October 2016. On receiving this award Professor Maynard honoured fellow brother and nominee Dr Mark Wenitong on his outstanding efforts over the years and the work they had carried out together for our people.

Success and Leadership Program

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 (listed below). 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.

- *CareerTrackers* is the key organisation for internships for our students, particularly, as previously mentioned, with our 10x10 initiative. To give an insight into the opportunities for our students here is Raymond French's CareerTrackers 2016 brief –

Ray is in his 3rd year studying Bachelor of Aboriginal Professional Practice. Ray began interning with Insurance Australia Group in the summer of 2014 and has rotated through a variety of teams. Ray is a stand out leader among the student community and within his interning company. He has been a CareerTrackers' Student Ambassador for two consecutive university semesters. This involved one day a week to engage with new students on campus sharing his experience and facilitating workshops where Ray successfully brought 16 new students into the program. While interning Ray has developed a reputation for his public speaking ability and has also received two gold diaries for his distinction average throughout his studies

- *National Indigenous Tertiary Education Student Games*, Australian Catholic University, Brisbane, 26 June – 2 July 2016. UON sponsored 26 students and five staff to attend these games where our performance was outstanding:
 - Overall 2nd place
 - Best Male Volleyball
 - Best Male Touch Footballer
 - Best Female Touch Football
- *Australian Indigenous Doctors Association Conference*, Cairns, 14-17 September 2016 - AIDA 2016 was an opportunity to bring together our members, guests, speakers and partners from across the sector to recharge and reflect on the importance of strength and resilience in continuing to grow the number of Aboriginal and Torres Strait Islander medical students, doctors, medical academics and specialists. We sponsored seven Medicine students to attend.
- *Congress of Aboriginal and Torres Strait Islander Nurses and Midwives (CATSINaM) Conference*, Melbourne, 6-7 November 2016 – Vicki Holliday accompanied two nursing students to attend this conference, these students being sponsored by CATSINaM. The conference brought together First Nations' nurses and midwives from around the world providing an historic opportunity to celebrate the impact of Indigenous health professionals.
- *Indigenous Allied Health Conference*, Cairns, 1-3 December 2016 – UON sponsored one student to participate in this conference.

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.¹²

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) and pedagogical (teaching) practices

Bachelor of Aboriginal Professional Practice (BAPP)

Enrolments in Wollotuka's flagship program remain steady with 27 enrolments in 2016 compared to 32 in 2015 (*Source: University NINA system, January 2017*).

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

Wollotuka is in the process of reviewing and redesigning BAPP to accommodate a more Indigenous global experience for students.

Inclusive curriculum

To ensure the strategic goal of the University to embed Indigenous curriculum into programs across the university continues to be a commitment an Indigenous staff member or community representative with relevant experience is represented on all program review committees.

A strategy is being developed that will ensure the invitation of faculties to discuss their recommendations and related reports to ensure that the consultation and expertise is continued past the panel representation. Part of this strategy is the establishment of an Indigenous teaching and learning committee to oversee these recommendations.

¹² The Wollotuka Institute Cultural Standards 2013, p.15

Reconciliation Scholarship Fundraiser

Our annual fundraiser event was held on 28 May 2016 where 200 guests enjoyed a function to raise funds towards the University's Aboriginal and Torres Strait Islander Scholarship Fund. University staff, students and community together raised \$10,000 towards the scholarship fund on the evening. The recipient of the 2016 scholarship, Kishaya Delaney, a second year Bachelor Law(Honours)/Bachelor Communications student and proud Wiradjuri woman from Orange, now living in Newcastle, delivered an outstanding acceptance speech on the night which received wonderful accolades from the audience.

Bush Food Walks

As part of the 2016 activities taking place on the Central Coast Campus, Wollotuka have partnered with Yourimbah Student Association to deliver a series of information Bush Food Walks around the campus to highlight the diversity of the environment surrounding the University. These walks are facilitated by Wollotuka's Elder in Residence, Bronwyn Chambers.

'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.

ELICOS Program

English Language Intensive Courses for Overseas Students (ELICOS) are designed to enable international students to develop their English language skills for a variety of purposes.

Wollotuka was approached by the University's Language Centre who offers ELICOS to reinstate a program which would give these international students a 'taste of' Aboriginal history and culture of the Newcastle region along with a Q&A session. Wollotuka's Community Engagement Officer led this program with feedback from staff and students being very positive.

Providing education on Aboriginal culture and histories contribute to an environment that is free from racism benefiting not only Indigenous students at the University but the wider communities.

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 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 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 Steve Larkin	Name: Ms Leah Armstrong
Position Title: Pro Vice-Chancellor Indigenous Education and Research	Position Title: Director, Wollotuka Institute
Phone Number: 49215305	Phone Number: 49217088
Email: Steven.Larkin@newcastle.edu.au	Email: Leah.Armstrong@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.