

THE UNIVERSITY OF SYDNEY


2009 INDIGENOUS EDUCATION STATEMENT

**PREPARED BY THE KOORI CENTRE, YOOROANG GARANG INDIGENOUS STUDENT SUPPORT UNIT
AND THE OFFICE OF THE DEPUTY VICE-CHANCELLOR, EDUCATION**

24 June 2010

APPROVED BY: THE DEPUTY VICE-CHANCELLOR (EDUCATION)

SIGNATURE:



DATE: 24 JUNE 2010

SECTION 1 INSTITUTIONAL OBJECTIVES FOR INDIGENOUS EDUCATION

The University of Sydney is committed to the empowerment and self-determination of Indigenous Australians through education. The specific strategies for Indigenous education are:

- 1. To improve access and participation to all academic programs of the University of Sydney for Indigenous Australians.**
- 2. To improve retention rates and successful outcomes for Indigenous Australian students at undergraduate and postgraduate levels.**
- 3. To provide curricula and modes of course delivery which are informed by current research and the needs of Indigenous Australian communities.**
- 4. To recognise and promote understanding of and respect for Indigenous Australian peoples, their knowledge and cultures.**
- 5. To develop research activities by Indigenous Australian staff and students, especially research which responds to the needs of Indigenous Australian communities.**
- 6. To develop the staffing profile of Indigenous academic and general staff of the University.**
- 7. To ensure that Indigenous issues and knowledge are included in the core University goals of Learning and Teaching, Research and Community Engagement and in all activities.**

This vision is embedded in the University of Sydney Strategic Directions 2006-2010. The University has four core areas: Research and Innovation; Learning and Teaching; Student Experience and Community Engagement which are underpinned by five Values:

- *Responsibility and service through leadership in the community*
- *Quality and sustainability in meeting the needs of stakeholders*
- *Merit, equity and diversity in our student body*
- *Integrity, professionalism and collegiality in our staff*
- *Lifelong relationships and friendships with our alumni*

The objectives of the Indigenous Education Statement are achieved through the concerted efforts and activities of many staff, administrative units and faculties across the University in particular through work undertaken through the Koori Centre and the Yooroang Garang Indigenous Student Support Unit (YGISSU) at the Faculty of Health Sciences.

In 2009 the University of Sydney commenced an exciting new phase of strategic planning in preparation for the implementation of a new strategic plan from 2011. The new strategic plan will respond to the widespread appetite for constructive change expressed by the University community during an initial consultation phase. It will seek to position our institution for the next 30 years. This transparent and consultative process is critical in determining the University's future.

The new plan will have at its heart a reformulated statement of the University's core purpose:

We aim to create and sustain a university in which, for the benefit of both Australia and the wider world, the brightest researchers and the most promising students, whatever their social or cultural background, can thrive and realise their full potential.

A Review of Indigenous Education (RIE) was commenced in 2008 by an external panel of esteemed Indigenous academic leaders. The review was completed in August 2009 and made 46 recommendations designed to achieve a model for 'Indigenous education' (student support, teaching, research, community engagement and internationalisation) at the University that is innovative and of international significance in both its quality and scale. These recommendations were considered by the University's Indigenous Education Advisory Committee and comments were presented to the Vice-Chancellor and the Senior Executive Group in early 2010.

The release of the report and recommendations of the RIE coincide with the University's broader strategic planning process which will conclude in July 2010. In June 2010 the University released an initial response to the RIE to affirm its strong commitment to embedding an ambitious, institution-wide Indigenous Education and Research Strategy as a key element of its new strategic plan. The initial Response confirmed the University's agreement, or in-principal agreement with 25 of the Review's recommendations. It detailed how the University would, as part of the broader planning process, make decisions about those recommendations of the RIE that raise the most significant strategic, operational and financial questions for the institution. These new strategies will align with the national priorities for Indigenous education as articulated by the Australian Government's Indigenous Higher Education Advisory Council.

The following documents reflect the University's commitment to meeting its ongoing responsibilities for promoting and supporting Indigenous education:

Reconciliation Statement:

http://www.sydney.edu.au/learning/governance/indigenous_docs/reconciliation_statement.pdf

Indigenous Employment Strategy:

http://sydney.edu.au/eoo/indig_employ/indigenous_employment_strategy.shtml

The Indigenous Education Advisory Committee:

<http://www.sydney.edu.au/learning/governance/ieac.shtml>

Review of Indigenous Education

<http://sydney.edu.au/learning/RIE/rie.shtml>

The University's Initial Response to the Review of Indigenous Education

<http://sydney.edu.au/learning/RIE/rie.shtml>

A key element of embedding the University's Indigenous education strategy was the introduction in 2009 of a grant scheme to support projects enhancing Indigenous education and furthering the University's strategies toward achieving the AEP goals.

The Deputy Vice Chancellor (Education), with the endorsement of the Indigenous Education Advisory Committee and the Senior Executive Group, established a grant scheme to fund projects that promote Indigenous education and encourage and support Indigenous students. These grants are to assist projects already running and/or provide financial support for developing new projects to address relevant issues affecting Indigenous students. Projects funded are expected to lead to the enhancement of Indigenous student learning, motivation to learn and/or enhancement of the student experience.

Projects funded in the inaugural year of the grant scheme include:

- Indigenous higher degree research (HDR) students' symposia and publications – Faculty of Health Sciences, Koori Centre
- Supporting retention via emotional and social well-being: Enhancing Indigenous students access to, and experience of Student Administration and Support Services – Counselling Service, Koori Centre
- University of Sydney Staff Induction and Development Strategy for Indigenous education – Institute of Teaching and Learning, Koori Centre
- Tertiary preparation program Indigenous Students – Social Inclusion Unit, Koori Centre
- Walking through Research-Faculty of Medicine.

SECTION 2

ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

1. ESTABLISH EFFECTIVE ARRANGEMENTS FOR THE PARTICIPATION OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE IN EDUCATIONAL DECISION-MAKING

The University of Sydney has established a range of strategies to ensure effective participation in educational decision making by Indigenous staff, students and communities. The University continues to encourage and support Indigenous representation both internally and externally. Numerous opportunities exist which ensure consultation between University management and Indigenous staff and students as well as consultation between the University and the wider Indigenous community.

Internally, the University actively supports the inclusion of Indigenous perspectives and input into educational decision-making. Indigenous personnel have major responsibilities for the administration and management of the Koori Centre and YGISSU. The Director of the Koori Centre is the Chair of the Board of Studies in Indigenous Studies (BOSIS); is an ex-officio member of the Academic Board; a member of the Indigenous Education Advisory Committee (IEAC); a member of the SEG Education Committee and attends Portfolio Management Meetings. Other Indigenous personnel are representatives on a wide range of University committees including various Faculty (Teaching and Learning) committees; the Australian Indigenous Mentoring Experience (AIME) Liaison Committee and the University's Rural Focus Group. Indigenous students are also members of BOSIS; the Indigenous Education Advisory Committee and are active employees of the Student Representative Council (SRC) and other student employment initiatives across the University.

Externally, the University networks and collaborates widely with Indigenous professional and community groups such as: the NSW Aboriginal Education Consultative Group; the Aboriginal Medical Service; Aboriginal Legal Service; Metropolitan Local Aboriginal Land Council; Boomali Indigenous Arts Cooperative; NSW Aboriginal Education Council; Federal Department of Education Employment and Work Relations; the NSW Board of Studies and the NSW Department of Education and Training; NSW Aboriginal Studies Association; the NSW Health Department; Westmead Hospital; Orange Base Hospital; North Coast Area Health Service; the Aboriginal Housing Company, Redfern; and the Settlement at Chippendale.

2. INCREASE THE NUMBER OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLE EMPLOYED, AS ACADEMIC AND NON-ACADEMIC STAFF IN HIGHER EDUCATION INSTITUTIONS

Indigenous staff are employed in academic and professional positions in various faculties and departments across the University. The Koori Centre employs the largest group of Indigenous personnel within the University, with a total of ten academic staff, seven of whom are Indigenous. The Director is classified at Associate Professor Level as well as two Senior lecturers with the remaining academic staff on Level B academic. The Koori Centre has a total of nine professional staff, seven of whom are Indigenous. One appointment is at HEO 7, two appointments are at HEO 6 and the remaining professional staff are HEO 5. In addition, one of the Co-Directors of the Poche Centre for Indigenous Health (Faculty of Medicine) is an Associate Professor Indigenous and Indigenous staff also hold academic positions in the Faculty of Health Sciences, and in the Faculty of Medicine, particularly in Public Health.

The University continues to undertake Indigenous research activity. In 2009 the University were honoured to have two Australian Research Council (ARC) Indigenous Research Fellows promoting Indigenous research and Indigenous participation in research - Dr Joseph Neparrna Gumbula and Dr Vicki Grieves.

The Koori Centre's Indigenous academic staff are supported to undertake higher degrees as well as encouraged to apply for internal and external research grants and the University continues to provide a diverse range of training and professional development programs through the Institute for Teaching and Learning, SydneyPeople and SydneyLearning. The Koori Centre and SydneyPeople ensure ongoing communication and consultation with other Indigenous staff across the University.

The University's Manager, Indigenous Employment is located in the Sydney People Staff and Student Equal Opportunity Unit. This position has responsibility for developing and implementing the University's Indigenous Employment Strategy which aims to increase the number of Indigenous Australians as academics and professional personnel across the University. A new Indigenous Employment Strategy is being prepared and will be implemented in 2010 as part of the University-wide Strategic Planning Process.

Other key elements of the Manager, Indigenous Employment position also include: liaising with faculties; identifying employment opportunities; developing cadetships; apprenticeships and traineeships. Indigenous graduates and undergraduate students are often employed as faculty tutors, research assistants, mentors and as tutors through the Indigenous Tutorial Assistance Scheme (ITAS) and Support Programs offered at the Koori Centre and YGISSU. Other departments and faculties throughout the University have employed Indigenous personnel to advise, support and assist Indigenous students in their studies.

Total number of Indigenous Employees at the University of Sydney 2009			
Academic Staff	Level of appointment	Number of staff	
	A	5	
	B	9	
	C	3	
	D	2	
	TOTAL	19	
Professional Staff	Level of appointment	Number of staff	
	1	2	
	2	0	
	3	3	
	4	4	
	5	8	
	6	7	
	7	1	
	8	2	
	TOTAL	27	
Total Indigenous employees		46	
<p><i>Note: These figures are sourced from the University of Sydney employee database and rely on staff self-identifying as ATSI when their employment commences. There is anecdotal data which indicates that the number of Indigenous staff at the University of Sydney may be higher.</i></p>			

3. ENSURE EQUITABLE ACCESS OF INDIGENOUS STUDENTS TO HIGHER EDUCATION

The University of Sydney remains committed to the empowerment and self-determination of Indigenous Australians through education. The Koori Centre in particular continues to advance the University's quality assurance program in learning and teaching and raise its public reporting to the University and wider community. The Koori Centre provides Indigenous student advocacy and offers a range of enabling, undergraduate and postgraduate programs for Indigenous and non-Indigenous students.

The number of commencing Indigenous students for 2009 (access rate) compared to 2008 is detailed below:

2008		2009	
Indigenous	Total*	Indigenous	Total*
125	13084	108	14590

**Total includes Domestic Students with Permanent Home Location in Australia*

Source: Strategic Planning Office – Master Files as at 31 December each year

Strategies for ensuring equitable access for Indigenous students include active recruitment of Indigenous school students, facilitated access through the Cadigal Special Entry Program as well as offering financial support through a broad range of scholarship pathways. The Cadigal Program is an access and support program designed to assist prospective Indigenous mature-age and school-leaver students by offering a modified entry for UAC applicants, supported by an Academic Skills Program. The University encourages full faculty support for students entering tertiary study through the Program and has set a five point reduction on ATAR admission scores.

In addition the University has also set a target of increasing Indigenous students to 5% of the local non-Indigenous student cohort. Most recently, this goal has been aggressively pursued in the Faculty of Veterinary Science who have undertaken modifications to their course structure to enable Indigenous students to study with a reduced load. As part of the Cadigal Program, the reduced load model has been running at the Faculty of Health Sciences for many years with great success. Where applicants have not applied for an ATAR, individual HSC results and other criteria are considered as part of the assessment process.

The Koori Centre recognises that equity of access alone does not lead to academic success. To increase support mechanisms for Indigenous students in their first year, the Centre commenced discussions in 2009 with the faculties of Education and Social Work, Arts, and Law with a view to developing stronger partnerships and collaborative arrangements for mentoring Indigenous students enrolled in degrees through these faculties. In 2010 work will commence on establishing a mentoring program through the Koori Centre which is modelled on the successful mentoring program currently run by the University's Disabilities Support Office.

The University delivers a number of intensive Away-from-Base Programs for Indigenous students in the areas of education and health. These programs enable students to undertake study without having to be away from community and family for lengthy periods. These Programs include:

- Diploma in Education (Aboriginal) - Koori Centre
- Bachelor of Education (Secondary: Aboriginal Studies) - Koori Centre
- Graduate Certificate of Indigenous Languages Education – Koori Centre
- Graduate Diploma of Indigenous Languages Education – Koori Centre
- Master of Indigenous Languages Education- Koori Centre
- Graduate Diploma in Indigenous Health Promotion – School of Public Health, Faculty of Medicine
- Graduate Diploma in Indigenous Health (Substance Use) – School of Public Health, Faculty of Medicine
- Master of Indigenous Health (Substance Use) – School of Public Health, Faculty of Medicine

The Koori Centre continues to coordinate and teach the following Block Mode Programs:

- Diploma in Education (Aboriginal)
- Bachelor of Education (Secondary: Aboriginal Studies)
- Master of Indigenous Languages Education (MILE)

Courses delivered in block mode require students to attend six weeks of intensive on-campus classes during the year. The remainder of the course is completed independently at home.

The School of Public Health in the Faculty of Medicine offers the Graduate Diploma in Indigenous Health Promotion and the postgraduate coursework program (Masters and Graduate Diploma) in Indigenous Health (Substance Use). The assessment process considers the recognition of prior learning as an essential tool by which to support student admission. For example, students are assessed on their work experience and health worker qualifications – three years working in health, support from workplace and community, and usually a Cert III or IV in a relevant area.

The Koori Centre has a designated Marketing and Recruitment Manager whose role it is to oversee and implement the Centre's marketing and recruitment strategic plan. This plan has been developed to align with the broader University Marketing Strategic Plan. The Indigenous Student Recruitment and Support Officer at YGISSU also works with the Faculty of Health Science Marketing staff to develop and implement a Faculty-based recruitment strategy.

The Koori Centre's outreach activities include attending Indigenous and non-Indigenous specific Careers Markets and Expos in and around various locations throughout NSW. In 2009 the Deadly Days-North Coast and Shoalhaven Expo-South Coast were just a few outreach days were attended by Koori Centre staff. There were a number of Indigenous students present who were interested in studying at University.

Information sessions regarding the University of Sydney and the Koori Centre's function and services are presented to local schools career forums. In 2009 the Koori Centre hosted a number of school visits from rural, remote and urban primary and high schools from around NSW. In particular, specific group visits from local organisations such as the National Centre of Indigenous Excellence and National Aboriginal Sporting Chance Academy brought large groups of students on campus. These visits include presentations and tours of the Koori Centre, Faculties and Residential Colleges. The expansion of the University's Student Ambassador Program enabled the Koori Centre to have better representation at Careers Markets and Expos. The ambassadors also assisted in the school visits and University activities. There are currently 10 registered Indigenous Student Ambassadors and their involvement at events has proven to be a positive recruitment strategy.

In 2009 the Koori Centre in conjunction with The Smith Family and the University's Social Inclusion Unit held a University Experience Day for Indigenous Students in years 9 and 10. The students came from a range of private and public schools locally which saw 70 students attend. This Experience Day will continue annually and in 2010 will aim to attract up to 200 students from local public high schools in years 7 and 8. Consistent engagement with these schools prior to the event resulted in an increase in student interest and a greater number of students registering to attend the day.

The Koori Centre's Manager, Marketing and Recruitment continues to develop and maintain relationships with schools, TAFE's, Aboriginal and Torres Strait Islander organisations locally and regionally to promote and publicise the University of Sydney as a destination for Indigenous Students who qualify for tertiary study, and to highlight the programs and services offered by the Koori Centre.

The University continues to financially support the Australian Indigenous Mentoring Experience (AIME) with its voluntary mentoring initiative which further enhances opportunities for high school students to access university study in the future.

Indigenous student scholarships and bursaries are offered through the Universities Scholarships and Prizes Office as well as Indigenous specific bursaries from the Chancellor's Committee, and the Dr Charles Perkins AO Memorial Prizes. The Koori Centre administers a number of Indigenous scholarships that are funded through the University's annual 'Indigenous Support Allocation' held by the Deputy Vice-Chancellor (Education). A number of University Residential Colleges have also partnered with faculties to provide part or full scholarships for Indigenous students.

Internal and external scholarships and bursaries are promoted through the Koori Centre and YGISSU websites along with the Scholarships and Prizes Office. Emails are sent out to all enrolled Indigenous Students regularly regarding new and existing scholarships. In 2009, the take-up of Scholarships overall was very high and at times more applicants than scholarships. This is due to improved

administrative processes, and proactive marketing and promotional strategies undertaken by the Koori Centre.

Current Scholarships for Indigenous Australian Students

TITLE	VALUE	CRITERIA	APPLICATION PROCESS
Internal Scholarships, Bursaries and Prizes			
Financial Assistance Office			
<i>Note: 76 students received awards.</i>			
A P Elkin Fund for Assistance of Aboriginal Education	Determined by needs of applicants and funds available \$1,000 awarded in 2009	Students enrolled in a degree course	Application required.
Aboriginal and Torres Strait Islander Scholarship	Determined by needs of applicants and funds available Up to \$500.00 per award; \$2,250.00 awarded in 2009.	Full-time degree or diploma students – for fees, books, study equipment and living expenses	Application required.
Alice Mary Wingrove Bursary	\$600 awarded in 2009	Local full-time undergraduate student	Application required.
Australian Aborigines and Torres Strait Islander Scholarship	Up to \$500 per award; \$2,400.00 awarded in 2009.	Local full-time undergraduate student	Application required.
Bernard Lee Scholarship for Indigenous Australian Students	Up to \$5000 per award; \$43,800.00 awarded in 2009	Undergraduate students making satisfactory progress, aged under 35 years	Application required.
Grants from the Duncan Fund	Up to \$100; \$880.00 available in 2009	Students must be enrolled in the diploma in education (Aboriginal)	Application required.
Poppy Harris Bursary	Up to \$1,000; \$2,550.00 awarded in 2009	Full-time undergraduate students who are making satisfactory progress, and who are in financial need	Application required.
Robert Floyd Marshall & Essen Marshall Scholarship	Up to \$2,000; \$36,000.00 awarded in 2009	Full-time undergraduate students who are making satisfactory progress, and who are in financial need	Application required.
Other non-identified bursaries awarded to Indigenous students	Determined by needs of applicants and funds available; \$18,000.00 awarded in 2009.		Application required.
Scholarships funded by Indigenous Support funds –Administered by the Koori Centre			
Away-from-base Laptop Scholarship	Up to \$1000 per award; 20 (\$18,182.00) awarded in 2009	Undergraduate Away-from-base students	Application required.
Conference Assistance for Indigenous Australian Students	Up to \$2,000 once each year; 8 (\$13,958.00) awarded in 2009	Conference must relate to area of study. Priority given to students who present paper/poster/workshop etc	Application required.
Indigenous Australian Postgraduate Scholarship	\$2,000 per award; 20 (\$40,000.00) awarded in 2009	Postgraduate research and/or coursework students. Awards are made on merit and/or financial need	Application required.

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Indigenous Australian Support Scholarship	\$2,000 per award; 20 (\$40,000.00) awarded in 2009	Full-time, part-time or block-mode students with demonstrated financial need	Application required.
Indigenous Australian Progress Prize	\$2,000 per award; 76 (\$152,000.00) awarded in 2009	Based on merit. Must have passed all units	No application required.
University of Sydney International Exchange Scholarship	\$5,000; 2 (\$10,000.00) awarded in 2009	Students accepted into the International Exchange program through the University's International Office	Application required
University of Sydney Indigenous Entry Scholarship <i>(note: administered by the Scholarships Office)</i>	\$5,000 per award; 6 awarded (\$30,000.00) awarded in 2009	For school leavers who achieve a UAI of 85 or above in the Higher School Certificate	No application required.
Charles Perkins Memorial Prize	\$4000 per award; 3 (\$5,970.00) awarded in 2009	Undergraduate or honours students with outstanding academic outcomes across whole degree	No application required.
Koori Centre			
Chancellor's Committee Indigenous Australian Undergraduate Bursaries (HECS)	\$3500 per award; 3 (\$10,500.00) awarded in 2009	Local full-time undergraduate students who have satisfactorily completed 1 year full-time study	Application required.
Chancellor's Committee Indigenous Australian Undergraduate Bursaries (First year)	\$500 per award; 2 (\$1,000.00) awarded in 2009	First year undergraduate students who have satisfactorily completed one semester	Application required.
Chancellor's Committee Indigenous Australian Undergraduate Bursaries (Other Years)	\$500 per award ; 13 (\$6,500.00) awarded in 2009	Undergraduate students in second year and above	Application required.
Scholarships Office			
Faculty of Law Full Equity Scholarships	Fee waiver None awarded in 2009	Student in Postgraduate coursework program, degree or diploma	Application required.
University of Sydney Scholarships	\$8,000 per year for five years maximum	For school leavers who achieve a UAI of 95 or above in the Higher School Certificate	Application required.
Other			
Faculty of Architecture, Design and Planning Indigenous Student Research Fellowship	Same as Australian Postgraduate Award; \$20,007.00 awarded in 2009	Master or Doctor of Philosophy student or exceptional research promise	Application required.
Faculty of Economics and Business and Residential Colleges Scholarship	\$6,000 costs at Women's or Wesley College or as grant. For up to 4 years; 2 new students awarded in 2009.	Based on academic merit and potential to perform well in area of Economics and Business	Application required.
Herbert and Vilmae Freilich Scholarship for Indigenous Australian Medical Students	\$5,000; None awarded in 2009	Candidates for the degrees of Bachelor of Medicine and Bachelor of Surgery	Application required.

International House Michael H Rathgeber Scholarship	50% of residential costs for one academic year (may be awarded for more); \$13,124.00 awarded in 2009	Undergraduate or postgraduate students	Application required.
Orana Scholarship	\$15,000 1 available; 1 awarded in 2009	Financial need – offered over a 3 year period	Application required.
William Inglis Scholarship	\$2,500; 2 awarded in 2009	Financial need	Application required
Rowan Nicks Russell Drysdale Fellowship	A salary for a period of up to 12 months; 3 awarded in 2009 (\$82,545.45)	The fellowships is to train potential workers & leaders in Australian Indigenous Health & Welfare	Application required.
Victoria Gollan Scholarship	\$1,500 per year; 1 awarded in 2009	Academic merit and financial need. Full time student enrolled in a Law degree. (Undergraduate or Postgraduate level)	Application required.
Commonwealth Scholarships			
Commonwealth Accommodation Scholarship (CAS)	\$4,415 per year for accommodation costs	Full-time rural/regional students who move to Sydney to study and who demonstrate financial hardship	Application required.
Commonwealth Education Costs Scholarship (CECS)	\$2,207 per year for general education costs	Full-time students who demonstrate financial hardship	Application required.
Commonwealth Indigenous Access Scholarship (IAS)	\$4,166 (indexed annually), tenable for one year maximum; 11 students (\$45,826.00) in 2009.	Assistance to access higher education particularly those who have to relocate to access study	Application required.
National Priority Scholarship (NPS)	\$2,207 per annum up to 4 years	Undergraduate & Postgraduate students enrolled in a priority discipline such as medicine, dentistry, teaching, nursing, allied health, mathematics, science	Application required.
National Accommodation Scholarships (NAS)	\$4,415 per annum up to 4 years	Student must be enrolled in undergraduate program & be required to relocate at least 100km from home	Application required.
External Scholarships			
Law Society of NSW Law Student Accommodation Bursary	Up to \$7,500 per year for two years paid to accommodation provider	Student enrolled in Law or who has been accepted to undertake Law degree on merit	Application required.
Robert Riley Scholarships	\$5,000 for one year to assist with course fees and education costs	Students entering or studying in the pursuit of justice and human rights studies	Application required.

Trainee Teacher Scholarships	\$2,000	For Trainee Teachers who intended to teach in public schools at the completion of their degree	Application required.
Women's College Indigenous Scholarship (Residential Costs)	Provides 2 internal scholarships at \$10,000 per year for 3 years and external scholarships to the total value of \$15,000 which can be split on an arbitrary basis. \$35,000.00 awarded in 2009.	Full-time female students	Application required.
The Wesley College Foundation	Covers residential costs: \$10,000 per year for three years – 2 available. In 2009 the College covered all residential fees for 5 students and part-residential costs for 3 others.	Indigenous scholars	Application required.

4. ACHIEVE THE PARTICIPATION OF INDIGENOUS STUDENTS IN HIGHER EDUCATION, AT RATES COMMENSURATE WITH THOSE OF OTHER AUSTRALIANS

The ongoing challenge of maintaining Indigenous access, participation and outcomes remains at the forefront of planning within the Indigenous Support Centres. This has led to enhancements to teaching and learning through such innovations as modifications in Away-from-Base teaching and new approaches to enhancing academic literacy. Urgent community needs, such as the need for fully qualified school teachers with an Indigenous specialisation, and the need for graduating teachers, social workers and health workers with the cultural awareness and skills to work more effectively with Indigenous clients and communities, provided a powerful impetus for the establishment of new programs across a number of University disciplinary areas.

Indigenous students entering the University are offered academic and administrative support through the Koori Centre and YGISSU. Both Centres provide an Academic Skills Program with a reduced load component, ITAS tutorial assistance, and staff mentoring for all students at all stages of their degree. In addition, the Centres foster a culturally safe environment where students are encouraged to converse with staff regarding academic or personal needs. Students are also encouraged to seek other University services applicable to their needs.

The total number of Indigenous student enrolments for 2009, compared to 2008, including an all student comparison is provided in the tables below:

2008		2009	
Indigenous	Total*	Indigenous	Total*
323	36241	287	37796

**Total includes Domestic Students with Permanent Home Location in Australia
Source: Strategic Planning Office – Master Files as at 31 December each year*

5. ENABLE INDIGENOUS STUDENTS TO ATTAIN THE SAME GRADUATION RATES FROM AWARD COURSES IN HIGHER EDUCATION AS FOR OTHER AUSTRALIANS

The University performs a range of activities directed at achieving equity of outcomes for Indigenous students. Indigenous students have access to all support programs and services provided to mainstream students. The Koori Centre and YGISSU foster positive working relationships with faculty coordinators across the University to encourage advocacy on behalf of Indigenous students.

The Centres provide access, academic, cultural and personal support to Indigenous students while working to create a holistic learning environment in which student feel they are active participants. Reinforcing Indigenous students' sense of identity and belonging and offering opportunities to interact with non-Indigenous students and staff in the mainstream benefits all staff and students involved. Importantly, Indigenous study programs are co-located with mainstream programs.

The Centres also provide practical facilities such as a kitchen/common room, tutorial rooms, dedicated computer laboratories and an Indigenous Studies Research Library which is located at the Koori Centre. Student progression is tracked with the support of University policy and procedures as well as by the establishment and development of various internal committees which monitor and evaluate student performance and/or identify students at risk.

The total number of Indigenous student completions at Bachelor level and above in 2009, compared to 2008, including an all student comparison is provided in the tables below:

2008		2009	
Indigenous	Total*	Indigenous	Total*
72	8938	86	9109

**Total includes Domestic Students with Permanent Home Location in Australia
Source: Strategic Planning Office – Master Files as at 31 December each year*

6. TO PROVIDE ALL AUSTRALIAN STUDENTS WITH AN UNDERSTANDING OF AND RESPECT FOR INDIGENOUS TRADITIONAL AND CONTEMPORARY CULTURES

The provision of course content and other activities to progress the goal of providing all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures continues to be an important undertaking across the University. In the context of academic programs, all students are provided the means to develop their awareness, understanding and respect for Indigenous cultures through units of study that focus wholly or in-part on Indigenous subject matter.

The Koori Centre teaches mandatory Indigenous studies units of study to primary education and social work students, along with elective units of study which address the areas of policy, classroom practice, the role of community and Aboriginal perspectives in education for Indigenous children.

The following reflection came from a student enrolled in the Masters elective: EDBT6537 Classroom Issues for Koori Kids in 2009.

My knowledge of Indigenous history and culture has been informed by my study of Classroom Issues for Koori Kids, as well as my undergraduate studies of Australian history, society and culture within the Social Science portion of my Journalism/Social Science double major in Communications.

Most recently, my research into the history and politics of Reconciliation and the role teachers play in affecting change has deepened my understanding of, and commitment to, incorporating Indigenous perspectives across the primary curriculum. I have found a proactive approach to Aboriginal Education on behalf of classroom teachers to be essential in the improvement of Indigenous student outcomes to 'close the learning achievement gap' and enhance knowledge and understanding of all students about Aboriginal Australia (Aboriginal Education & Training Policy, 2008).

I was afforded the opportunity to enact this commitment to Aboriginal Education on my Professional Experience at Erskineville Public School in April-May 2009. It was during this practicum that I also learned the value of collaboration with Indigenous teaching assistants, and on-going communication with Indigenous families. I have learned this is especially crucial for students with significant gaps in their learning due to low records of attendance, as was the case of a student in my kindergarten class.

The year 2009 also saw the development of a mandatory Indigenous Studies unit of study for secondary education students which will be taught for the first time in Semester 2, 2010.

The Koori Centre also offers a number of units of study that lead to an Indigenous Australian Studies (IAS) major in the Bachelor of Arts. In 2009 the Centre undertook to increase the number and scope

of Indigenous studies units. The proposed changes will expand the Koori Centre's offering in Indigenous Australian Studies through the creation of four IAS major streams in: Indigenous History; Indigenous Rights and Politics; Indigenous Arts and Cultures; and Indigenous Health and Wellbeing, providing for a more coherent major. It will also allow for greater research opportunities for students and will pave the way for the introduction of an Honours year by 2013.

The Poche Centre for Indigenous Health in the Faculty of Medicine continues its work, to promote change and improve health and social justice outcomes. The Centre was established in 2008 with the primary aim of contributing to the elimination of disparities in Indigenous health and social justice outcomes through collaborations for development and research. It also aims to include the development of Aboriginal and Torres Strait Islander health leadership in clinical and public health practice, academia and research. Further, it aims to establish a positive national and international reputation in Indigenous health through commitment to Indigenous leadership, best practice and capacity development for Indigenous and non-Indigenous partners.

The teaching of Indigenous Studies is not seen as the exclusive territory of Indigenous staff, but more a willingness to work with other academics towards the Indigenising of curricula. This inclusive, integrated approach is part of a long-term 'cross-referencing' strategy towards building a holistic learning environment, incorporating Indigenous learning, knowledge and perspectives and is reflected in the recommendations from the Review of Indigenous Education.

Within the faculties of Arts, Health Sciences, Medicine, a variety of departments including Anthropology, Archaeology, History, Linguistics, Heritage Studies, Political Economy, Sociology and Social Policy offer a range of subjects that present either an Indigenous perspective or concentrate fully on Indigenous subject matter. An increasing number of subjects from these departments are being cross listed with the Centre's Indigenous Australian Studies major.

More specifically, the Koori Centre has been involved in working with the Faculty of Education and Social Work to embed Indigenous cultural diversity, through:

- Staff development program;
- A first year program for undergraduate teacher trainees on Kinship implications and a lecture;
- Advice to lecturing staff on inclusion of Indigenous education in units of study; and
- Development of mandatory units for all undergraduate students enrolled in Human Movement Studies (semester 1) and Secondary Studies (semester 2) which will be offered for the first time in 2010.

In the Faculty of Education and Social Work an Indigenous staff member was employed on the 'Embedding Diversity: Towards a Culturally Inclusive Pedagogy' curriculum development project funded through the University's general Teaching Improvement Project Scheme. The project focused on developing professional learning experiences for staff and embedding Indigenous perspectives in the programs offered within the Faculty of Education and Social Work in the context of both campus-based and practicum-based learning. This has been done by enhancing the knowledge and awareness of staff in relation to Indigenous cultures and issues. In 2009 this involved the participation of staff in 'Connecting to Country Development Day'. For a day, staff travelled into Darkinjung country to learn from elder and teacher of lore Oomera Edwards. This enabled staff to begin to further develop their understandings of Indigenous cultures, spirituality and community. Furthermore, the Koori Centre and Faculty have held a number of teaching team learning days. The aim of these was to continue to embed Indigenous perspectives within units of study offered by the Faculty. The program also enhances the student experience to improve their understanding and raising their awareness of Indigenous cultures and issues. To this end, approximately 250 first year Education and third and fourth year Social Work students took part in Kinship workshops developed and delivered by an Indigenous staff member of the Koori Centre.

Alongside formal teaching and learning activities, several other key initiatives were undertaken in 2009 that sought to progress the University's enactment of this AEP goal. Late in the year the NSW Aboriginal Studies Association Conference was held at the University. The two day conference was attended by 100 participants and keynote addresses were presented by The Hon. Verity Firth MP Minister for Education and Training, Professor Peter Read, Professor Larissa Behrendt, Cindy Berwick President NSW AECG and Michele Hall, Director NSW DET Aboriginal Education and Training Directorate, and Jack Manning-Bancroft CEO Australian Indigenous Mentoring Experience.

The conference focussed on professional learning for teachers, educators and Aboriginal community members to support their delivery of Aboriginal studies and perspectives to all students in schools. Much of the discussion concentrated on how to make Aboriginal Studies more engaging for all students and how best to support more schools, teachers and students to select Aboriginal Studies electives. The conference provided the opportunity for teachers and community members to work towards improved community engagement to deliver better outcomes for all students.

The University's museums continue to be guided by the Advisory Committee for the Management of Ancestral Remains and Culturally Significant Items, ensuring the ongoing process of the proper management and repatriation of Aboriginal and Torres Strait Islander ancestral remains. Through the work of this Committee, the University engages with and builds important relationships with Indigenous communities and organisations across Australia.

More information on how the University is contributing to the areas of Indigenous research and Indigenous knowledges, is contained in sections of the University's 2009 Annual Report: *2009 in review: highlights of University of Sydney activity*

http://sydney.edu.au/about/publications/annual_report/2009/review_annual_report_2009.pdf

The University continues to observe NAIDOC Week and Reconciliation Week including the Sea of Hands. The Dr Charles Perkins Oration is also of particular importance on the University calendar each year. These events continue to bring together Indigenous and non-Indigenous staff, students and community members to acknowledge and celebrate Indigenous cultures, histories and experiences.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT FUNDING

In 2009 funding for Indigenous higher education purposes was generally distributed to the Koori Centre, YGISSU and the Deputy Vice-Chancellor, Education (who has responsibility of Indigenous education across the University). The Deputy Vice-Chancellor, Education holds relevant funds in the Indigenous Support Allocation fund which supports scholarships and bursaries for Indigenous students, and Indigenous education through initiatives approved by the Deputy Vice-Chancellor, Education after consultation with the Indigenous Education Advisory Committee.

Below is a summary of income and expenditure for Indigenous education at the University of Sydney. A detailed breakdown of all funding is detailed in Appendix A. Further detailed information about "other funds" is set out in Appendix B.

Indigenous higher education income and expenditure 2009		
INCOME for Indigenous higher education purposes		
1	ISP Grant only	\$1,722,000.00
2	Unspent 2008 ISP funds, carried over to 2009 - as reported in your providers 2009 audited annual financial statements	\$0.00
3	Total ISP income for 2009	\$1,722,000.00
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)**	\$3,453,043.36
4a	Total NON-ISP income for 2009	\$3,453,043.36
5	GRAND TOTAL Indigenous higher education income for 2009	\$5,175,043.36
EXPENDITURE for Indigenous higher education purposes		
6	ISP Grant only	
6a	Operating costs, including salaries, for Indigenous support services	\$1,722,000.00
6b	Capital items	\$0.00
6c	Higher education provider overheads	\$0.00
6d	Other Indigenous Support Program expenditure (please list major item publications and program costs.)	\$0.00
6e	Total ISP expenditure for 2009	\$1,722,000.00
7	Expenditure other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)**	\$3,453,043.36
7a	Total NON-ISP expenditure for 2009	\$3,453,043.36
8	GRAND TOTAL Indigenous higher education expenditure for 2009	\$5,175,043.36
** Please see further detail in Appendix A		

SECTION 4 HIGHER EDUCATION PROVIDER'S INFORMATION

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**SECTION 5
PUBLICATION OF THE STATEMENT**

The Indigenous Education Statement is published on the University of Sydney website at:
<http://www.usyd.edu.au/learning/governance/ieac.shtml>

LEARNING AND TEACHING OFFICE
DVC (EDUCATION)

UNIVERSITY OF SYDNEY INDIGENOUS EDUCATION STATEMENT 2009
APPENDIX B

INDIGENOUS HIGHER EDUCATION 2009 - SUMMARY OF OTHER FUNDS

Note: Scholarships listed exclude those funded by ISP monies.

TYPE OF FUND	FACULTY/ UNIT	TOTAL INCOME	TOTAL EXPENDITURE
INDIGENOUS SUPPORT AND EDUCATION INITIATIVES		\$1,730,000.00	\$1,730,000.00
	Sub-Total Indigenous support and education initiatives:	\$1,730,000.00	\$1,730,000.00
FACULTY & DEPARTMENTAL SCHOLARSHIPS			
	FINANCIAL ASSISTANCE OFFICE	\$106,640.00	\$106,640.00
	KOORI CENTRE	\$18,000.00	\$18,000.00
	SCHOLARSHIPS & PRIZES OFFICE	\$45,826.00	\$45,826.00
	FACULTY OF ARCHITECTURE, DESIGN & PLANNING	\$20,007.00	\$20,007.00
	FACULTY OF ECONOMICS & BUSINESS	\$15,862.50	\$15,862.50
	FACULTY OF LAW	\$1,500.00	\$1,500.00
	FACULTY OF MEDICINE	\$102,545.45	\$102,545.45
	Sub-Total Faculty & Unit Scholarships:	\$310,380.95	\$310,380.95
RESIDENTIAL COLLEGES SCHOLARSHIPS			
	INTERNATIONAL HOUSE	\$13,124.00	\$13,124.00
	WESLEY COLLEGE	\$86,928.00	\$86,928.00
	WOMEN'S COLLEGE	\$35,000.00	\$35,000.00
	Sub-Total Residential Colleges Scholarships:	\$135,052.00	\$135,052.00
AWAY FROM BASE		\$728,696.00	\$728,696.00
	Sub-Total Away-From-Base:	\$728,696.00	\$728,696.00
ITAS		\$483,250.00	\$483,250.00
	Sub-Total ITAS:	\$483,250.00	\$483,250.00
EQUAL OPPORTUNITY UNIT	CADETSHIPS	\$41,644.53	\$41,644.53
	TRAINEESHIPS	\$17,379.88	\$17,379.88
	Sub-Total EEO:	\$59,024.41	\$59,024.41
DONATIONS	PHILANTHROPY & DEVELOPMENT OFFICE	\$6,640.00	\$6,640.00
	Sub-Total Donations:	\$6,640.00	\$6,640.00
Sub-Total Indigenous Support and Education Initiatives		\$1,730,000.00	\$1,730,000.00
Sub-Total Faculty Scholarships		\$310,380.95	\$310,380.95
Sub-Total Residential Colleges Scholarships		\$135,052.00	\$135,052.00
Sub-Total Away-From-Base		\$728,696.00	\$728,696.00
Sub-Total ITAS		\$483,250.00	\$483,250.00
Sub-Total EEO		\$59,024.41	\$59,024.41
Sub-Total Donations		\$6,640.00	\$6,640.00
GRAND TOTAL:		\$3,453,043.36	\$3,453,043.36