THE UNIVERSITY OF SYDNEY

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Deputy Vice-Chancellor, Indigenous Strategy and Services

2014 INDIGENOUS EDUCATION STATEMENT

The objectives of the University of Sydney in respect of Aboriginal and Torres Strait Islander higher education, research and community engagement are outlined in our integrated strategy **Wingara Mura - Bunga Barrabugu (Wingara Mura).**

Wingara Mura is founded on the premise that Aboriginal and Torres Strait Islander education, research and engagement are integral to the core business of the University, and are the responsibility of our whole University community.

Wingara Mura is a whole-of-university approach which aims to ensure that all faculties and University services are committed to Aboriginal and Torres Strait Islander advancement. It sets ambitious targets for Aboriginal and Torres Strait Islander student enrolments, Aboriginal and Torres Strait Islander staff appointments to academic and service units, research collaborations with Aboriginal and Torres Strait Islander peoples, and for the completion of a range of new initiatives.

It also identifies a series of specific strategies to significantly increase successful Aboriginal and Torres Strait Islander participation at the University including earlier and sustained links with secondary school students through their schools, summer and winter school programmes, targeted recruitment policies, multiple entry pathways, proactive learning support, responsive staff, closer monitoring of student progress, affordable accommodation, and access to scholarships.

The Strategy is supported by significant funding from the University which is used for a wide range of initiatives undertaken by Faculties and Professional Service Units.

Wingara Mura is a key component of the University's Strategic Plan 2011-2015 and was approved and released in 2012.

The full Wingara Mura strategy document can be found at: http://sydney.edu.au/strategy/wingara_mura/

SECTION 1   ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2014 AND PLANS FOR FUTURE YEARS

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

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

- The number of Aboriginal and Torres Strait Islander people involved in institutional **decision-making processes** and the <u>nature of their involvement</u>, i.e. memberships on boards, committees etc.

- If there is **no** Aboriginal and Torres Strait Islander membership on key decision making bodies, please **provide an explanation**.

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

2014 saw the second full year of operation of our integrated strategy **Wingara Mura – Bunga Barrabugu (Wingara Mura)** at the University of Sydney. Wingara Mura maps how the University will expand Aboriginal and Torres Strait Islander education, research and engagement to become activity that is core to the

University. It is a whole-of-university approach which aims to ensure that all faculties and University services are committed to Aboriginal and Torres Strait Islander advancement.

The full list of objectives for Aboriginal and Torres Strait Islander higher education, research and community engagement are outlined in **Wingara Mura,** which can be found at:
http://sydney.edu.au/strategy/wingara_mura/

The Strategy has helped to embed the participation of Aboriginal and Torres Strait Islander people at all levels across the University.

Aboriginal and Torres Strait Islander people participate in the University's educational decision-making in a diverse range of fora.

At the apex of University of Sydney decision making:
- an Aboriginal woman serves as a Fellow of the University Senate
- an Aboriginal man holds the role of Deputy Vice Chancellor, Indigenous Strategy and Services (DVC (ISS)) reporting directly to the Vice Chancellor (VC)
- the DVC (ISS) participates as a full member of the Senior Executive Group (SEG) which is the most senior structure for the University's strategic planning, decision-making and oversight
- the DVC (ISS) is also a member of the Academic Board
- the DVC (ISS) chairs a SEG Sub Committee (SEG Aboriginal and Torres Strait Islander Strategy and Services). This subcommittee is tasked with developing strategies, policies and procedures and with co-ordination of activity across the University to implement, monitor and refine the Wingara Mura Strategy. The subcommittee has 22 members representing a range of professional service units and faculties, and seven members are Aboriginal and Torres Strait Islanders. The subcommittee reports on its activities to the SEG.

Aboriginal and Torres Strait Islander participation in decision-making extends to include a number of other structures at faculty, professional service unit or whole of University level. These include the:
- Governing Committee of the Charles Perkins Centre
- SEG Research Committee and Research Training Committee
- Advisory Board for the Poche Centre for Indigenous Health
- Faculty of Health Sciences Board
- Faculty of Health Sciences' Cultural Inclusion & Indigenous Integration into Curriculum Working Group
- Faculty of Health Sciences' Indigenous Reference Group
- National Centre for Cultural Competence Establishment Committee
- Strategic Information and Business Intelligence (SIBI) Program Board
- Sydney Centre for Aboriginal and Torres Strait Islander Statistics
- Vice Chancellor's Senior Officers Group
- Indigenous Major Studies Review Committee
- Wingara Mura - Bunga Barrabugu Steering Committee for the Summer and Winter student programs
- National Reconciliation Week Working Committee
- An Aboriginal man has been elected as President of the Student Representative Council of the University

The University has a number of leadership roles based within faculties and professional service units which are held by Aboriginal and Torres Strait Islander staff (see staffing tables in Section 2 for details).

Efforts to engage Aboriginal and Torres Strait Islander people in educational decision making are not limited to full-time employees within the University. A number of Aboriginal and Torres Strait Islander people hold a range of adjunct academic roles across the University.

An Aboriginal student served as the Indigenous Officer on the University of Sydney Students' Representative Council in 2014.

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

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

- An outline of your active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)

- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).

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

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

The University aims, through successful implementation of the Wingara Mura Strategy, to have at least 97 Aboriginal and Torres Strait Islander professional staff and 75 Aboriginal and Torres Strait Islander academic staff in employment. However, the Strategy acknowledges the key challenges to achieving these targets including the size of the available pool and competition for staff, not just from other higher education institutions, but also from other sectors.

The University has signalled its commitment to the Wingara Mura Strategy and the Aboriginal and Torres Strait Islander employment targets contained in it through their incorporation in the University of Sydney Enterprise Agreement 2013-2017 (http://sydney.edu.au/staff/enterprise_agreement/documents/university-of-sydney-enterprise-agreement-2013-2017.pdf).

This Agreement states that:

> The University will implement an Aboriginal and Torres Strait Islander employment strategy with the following targets:
>
> a) maximising staff development along with the transfer of job skills and information in order to increase Aboriginal and Torres Strait Islander knowledge, independence, remuneration, job security and self-sufficiency;
> b) increasing, encouraging and fostering Aboriginal and Torres Strait Islander employment and participation at all levels of work activity;
> c) facilitating and encouraging the direct involvement of Aboriginal and Torres Strait Islander staff members in determining their career strategies, goals and objectives; and
> d) increasing the number of Aboriginal and Torres Strait Islander staff to 75 Academic staff and 97 Professional staff by December 2015, in line with its integrated strategy, Wingara Mura - Bunga Barrabugu.

The University of Sydney's **Aboriginal and Torres Strait Islander Employment Framework** can be found at:
https://intranet.sydney.edu.au/content/dam/intranet/documents/employment/The_University_of_%20Sydney_Indigenous_Employment_Framework%20Revision%203%20March%202015%20.pdf

This Framework expresses the principles and objectives underpinning initiatives which seek to develop a diverse but unified workforce that will feature improved access for Aboriginal and Torres Strait Islander people to high quality employment and career development opportunities at all levels in the University. To achieve this, the University of Sydney has developed several approaches to progressing Aboriginal and Torres Strait Islander employment. These include mainstream advertising of all roles, targeted advertising and promotion of any identified roles, and the establishment of alternative employment pathways, including apprenticeships, traineeship, and cadetship opportunities.

Reports on the implementation of the Aboriginal and Torres Strait Islander Employment Framework are provided to the Management and Staff Consultative Committee at least annually per the Enterprise Agreement. However, in practice they are provided more frequently reflecting strong staff interest in, and support for, the Wingara Mura Strategy and in particular the employment targets. Reports on

implementation and employment patterns are also provided monthly (February to November) to the University's Senior Executive Group Aboriginal and Torres Strait Islander Committee.

The University is currently reviewing and updating its Aboriginal and Torres Strait Islander Employment Framework to incorporate new opportunities and pathways. We employ a dedicated Indigenous Employment Manager within the Equity and Diversity Strategy area of Human Resources. However, responsibility for the success of Aboriginal and Torres Strait Islander employment initiatives is shared across all areas of the University.

Positions are advertised and/or disseminated via the University's external facing Recruitment website, appropriate print media and by word-of-mouth, social media, including LinkedIn, and in designated Aboriginal and Torres Strait Islander media. A staff recruitment video aimed specifically at potential Aboriginal and Torres Strait Islander applicants has been produced. Aboriginal and Torres Strait Islander staff retention initiatives include staff mentoring, staff networking, and extensive consultation with interested staff.

The University continues to progress a range initiatives noted below to increase the recruitment and support of Aboriginal and Torres Strait Islander staff members:
- Further co-ordination and cooperation across marketing and recruitment efforts at the University in relation to Aboriginal and Torres Strait Islander students and staff;
- Developing a campaign to identify and recruit outstanding Aboriginal and Torres Strait Islander staff to this University from the existing pool of academic staff nationally;
- Developing a campaign to identify and recruit qualified Aboriginal and Torres Strait Islander people from other sectors including community service, government and industry;
- Developing strategies to identify and recruit talented Aboriginal and Torres Strait Islander people from other sectors who have not yet completed tertiary qualifications;
- Implementation of a University wide cross cultural education program suitable for all staff, along with a deeper cultural competence module for managerial and human resource staff to further enable their support for Aboriginal and Torres Strait Islander people;
- Re-establishing an Aboriginal and Torres Strait Islander staff network to promote sharing of experiences, networking and support.

The University's Merit Appointment Scheme (MAS) which offers an internal subsidy to employing units to appoint meritorious Aboriginal and Torres Strait Islanders to vacant positions, was introduced in 2012 and has resulted in the appointment of new staff across the University at all levels. 19 of our Aboriginal and Torres Strait Islander staff had been appointed under this scheme in 2014. The scheme was expanded in 2014 to allow for the appointment of staff to five year fixed-term contract positions.

As another facet of our "grow your own" strategy, the University approved the establishment of the Wingara Mura Leadership Program (WMLP) in 2014. It is envisaged that this program will become an integral part of the University's ongoing commitment to the recruitment, retention and development of Aboriginal and Torres Strait Islander staff. The WMLP will seek to provide a series of meaningful individualised programs to support early career staff to thrive throughout their employment, and to ready them to assume leadership roles. Individual staff will be consulted and encouraged to participate in the design of their own career support program.

There will be two streams within the WMLP; the Wingara Mura Academy will form the stream for academic staff, and the Wingara Mura Institute will form the stream for professional staff. The Academy will target early career academics, including those completing higher degrees by research, while the Institute will target new graduates and students commencing their penultimate year of study. Completion of an appropriate qualification is an integral part of the programme. The key goal of this leadership program is to attract, retain and develop Aboriginal and Torres Strait Islander talent by offering first class career development pathways, meaningful employment within the University, and by developing future Aboriginal and Torres Strait Islander academic and professional leaders for the University.

In 2014 the University employed a total of 81[1] staff who identified as Aboriginal or Torres Strait Islander. A breakdown of these staff is shown in the tables below.

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[1] As at 15 October 2014

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non Academic	Position title
Office of DVC Indigenous Strategy & Services	Academic	Academic Leader
Faculty of Dentistry	Academic	Lecturer
Sydney Medical School	Academic	Associate Lecturer
Sydney Medical School	Academic	Research Associate
Sydney Medical School	Academic	Lecturer
Sydney Medical School	Academic	Associate Lecturer
Sydney Medical School	Academic	Associate Lecturer
Faculty of Science	Academic	Research Fellow
Faculty of Arts and Social Sciences	Academic	Senior Lecturer
Faculty of Arts and Social Sciences	Academic	Lecturer
Faculty of Arts and Social Sciences	Academic	Research Fellow
Faculty Education & Social Work	Academic	Lecturer
Faculty Education & Social Work	Academic	Associate Professor
Faculty Education & Social Work	Academic	Lecturer
Faculty Education & Social Work	Academic	Lecturer
Faculty Education & Social Work	Academic	Lecturer
Faculty of Health Sciences	Academic	Senior Lecturer
Faculty of Health Sciences	Academic	Lecturer
Sydney College of Arts	Academic	Senior Lecturer
VC & Senior Executive	Academic	Deputy Vice Chancellor – Indigenous Strategy & Services
Campus Infrastructure Services	Non-Academic	Asset and Business Manager
Chief Financial Officer	Non-Academic	Director, Procurement and Finance Services
Human Resources	Non-Academic	Manager Indigenous Employment
Human Resources	Non-Academic	Director, HR Shared Services
Human Resources	Non-Academic	HR Contact Centre Manager
Human Resources	Non-Academic	Administrative Officer
Information & Communications Technology	Non-Academic	Project Coordinator
Office of DVC Indigenous Strategy & Services	Non-Academic	Senior Manager, Trust and Engagement
Office of DVC Indigenous Strategy & Services	Non-Academic	Senior Project Officer
Office of DVC Indigenous Strategy & Services	Non-Academic	Director, Operational Reform
Student Recruitment Group	Non-Academic	Indigenous Student Recruitment Manager
Student Recruitment Group	Non-Academic	Indigenous Student Recruitment Assistant
Student Affairs	Non-Academic	Student Affairs Officer
Social Inclusion & Community Programs Office	Non-Academic	Project Officer
Student Support Services	Non-Academic	Accommodation Officer
Student Support Services	Non-Academic	Aboriginal & Torres Strait Islander
Student Support Services	Non-Academic	ITAS Coordinator
Student Support Services	Non-Academic	Student Accommodation Liaison Officer

Student Support Services	Non-Academic	Coordinator
Student Support Services	Non-Academic	ATSI Student Support Officer
DVC (Research)	Non-Academic	Project Officer
Faculty of Engineering & Information Technology	Non-Academic	Apprentice Fitter-Machinist
Pharmacy	Non-Academic	Research Officer
Sydney Medical School	Non-Academic	Education Support Officer
Sydney Medical School	Non-Academic	Aboriginal Study Manager
Sydney Medical School	Non-Academic	Indigenous Project Officer
Sydney Medical School	Non-Academic	Administrative Officer
Sydney Medical School	Non-Academic	Project Officer
Sydney Medical School	Non-Academic	Senior Project Officer
Sydney Medical School	Non-Academic	Administrative Assistant[2]
Sydney Medical School	Non-Academic	Aboriginal Youth Access Clinician
Sydney Medical School	Non-Academic	Aboriginal Health Officer
Faculty of Science	Non-Academic	Senior Technical Officer -
Faculty of Science	Non-Academic	Research Assistant
Faculty of Science	Non-Academic	Research Assistant
Faculty of Science	Non-Academic	School Administration Manager
Faculty of Veterinary Science	Non-Academic	Veterinary Clinical Registrar
Faculty of Veterinary Science	Non-Academic	Trainee Veterinary Nurse
Faculty of Veterinary Science	Non-Academic	Trainee Veterinary Nurse
Faculty of Arts and Social Sciences	Non-Academic	Administrative Assistant
Faculty Education & Social Work	Non-Academic	Administrative Officer
Faculty Education & Social Work	Non-Academic	Project Officer
Faculty of Health Sciences	Non-Academic	Indigenous Student Support Officer
Marketing & Strategic Communications	Non-Academic	Web Content Assistant
University Museums	Non-Academic	Assistant Curator
University Library	Non-Academic	Library Assistant
University Library	Non-Academic	Library Assistant
Total		**67**

Table 2 – Casual Positions

Faculty/Institute/Section	Academic / Non-Academic	Position Title
Pharmacy	Academic	Casual Academic
Faculty of Arts and Social Sciences	Academic	Casual Academic
Faculty of Arts and Social Sciences	Academic	Casual Academic
Faculty of Arts and Social Sciences	Academic	Casual Academic
Faculty of Arts and Social Sciences	Academic	Casual Academic
Faculty Education & Social Work	Academic	Casual Academic
Office of DVC Indigenous Strategy & Services	Non-Academic	Casual General
Student Recruitment Group	Non-Academic	Casual General

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[2] One role which is job-shared between two staff, counted as 1 position.

Student Recruitment Group	Non-Academic	Casual General
Student Centre	Non-Academic	Casual General
Student Centre	Non-Academic	Casual General
Sydney Medical School	Non-Academic	Casual General
Faculty of Arts and Social Sciences	Non-Academic	Casual General
Faculty Education & Social Work	Non-Academic	Casual General
Total		**14**

Table 3 - Merit Appointment Scheme Positions (this is a subset of tables 1 and 2)

Faculty/Institute/Section	Academic / Non-Academic	Position title
Education and Social Work	Academic	Lecturer
Education and Social Work	Academic	Lecturer
Education and Social Work	Academic	Senior Lecturer
Human Resources	Non-Academic	Director, Shared Services
Human Resources	Non-Academic	HR Contact Centre Manager
Human Resources	Non-Academic	Administrative Officer
Office of DVC Indigenous Strategy & Services	Non-Academic	Web and Administration Officer
Office of DVC Indigenous Strategy & Services	Non-Academic	Senior Project Officer
Office of DVC Indigenous Strategy & Services	Non-Academic	Director, Operational Reform
Sydney Conservatorium of Music	Academic	Senior Lecturer
School of Public Health	Academic	Associate Lecturer
School of Public Health	Non-Academic	Project Officer
Social Inclusion and Community Programs	Non-Academic	Project Officer
Student Recruitment	Non-Academic	Indigenous Student Recruitment Assistant
Student Support Services	Non-Academic	Coordinator
Student Support Services	Non-Academic	Student Support Officer
Sydney Nursing School	Academic	Associate Lecturer
Sydney Medical School	Academic	Associate Lecturer
Sydney Medical School	Non-Academic	Administrative Assistant[3]
Total		**19**

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 2014 (access rate) as compared to 2013 (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, including and attracting Aboriginal and Torres Strait Islander students. (See table below).

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[3] One role which is job-shared between two staff, counted as 1 position.

- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).

- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up.

- **Indigenous Education / Support Unit's role.**

Commencing Aboriginal and Torres Strait Islander students

	2013	2014
Aboriginal and Torres Strait Islander students	156	156
Non Aboriginal and Torres Strait Islander students (Domestic students only)	14,860	15,034

As at 31 December 2013 and 31 December 2014

A systematic program for student recruitment and retention has been established at the University of Sydney linking outreach, recruitment and support.

Outreach Activities

A number of expanded outreach activities were funded by the University under the Wingara Mura Strategy in 2014.

Wingara Mura – Bunga Barrabugu Summer Program

This program targets Aboriginal and Torres Strait Islander students in Years 9 to 12. The program is a week-long on campus residential program where students learn about higher education through in-depth, faculty-specific workshops focusing on pathways and skills development, and social and cultural activities.

In 2014, 193 students participated in this program.

Of the Year 11 and 12 attendees:

- 92% were more confident about applying for a scholarship
- 100% agreed they had more knowledge about pathways to university
- 100% had more knowledge about university life
- 100% felt more motivated to achieve at school.

Of the Year 9 and 10 attendees:

- 87% were more confident about finishing year 12
- 100% had a better understanding of the different pathways to higher education
- 100% had an increased understanding of what studying at university is like
- 98% had a better understanding of the subject selection process
- 95% increased their study planning skills
- 100% felt more motivated to achieve at school.

Bunga Barrabugu Winter Program

This program targets Aboriginal and Torres Strait Islander students in Year 12. Students who previously attended the Summer Program are invited back to the University for an intensive academic program designed to prepare them for final exams. Students have access to individual tutoring, skills workshops and pathways and scholarships information.

In 2014, 42 students participated in this program.

- 100% reported an increase in engagement with networks of friends and staff to motivate them towards higher education goals
- 100% had an increased knowledge of resilience and well-being strategies
- 97% felt more confident in applying academic techniques learnt to final exams
- 100% felt more prepared for university
- 100% felt more confident that they will be attending university
- 100% had more knowledge of scholarships and application processes.

Other outreach activities listed below were funded from a mixture of funding sources in 2014.

Explore Uni Day

Explore Uni Day targets Aboriginal and Torres Strait Islander students in Years 7 and 8. Students visit the University of Sydney for the day and choose from a variety of hands-on, subject-specific electives which show the range of study options available at university.

In 2014, 203 students attended with 91% reporting that the event helped them to understand the opportunities that a university degree can offer.

Parents Day

This day targets parents of Year 7 and 8 Aboriginal and Torres Strait Islander students. Parents of students attending Explore Uni Day are invited to attend a separate program of activities which include information about accessing higher education, support services at university, and talking to children about higher education.

In 2014, 11 parents attended with all reporting that the activities increased their knowledge of university and what it has to offer, and encouraged them to talk about higher education with their children.

Making Tomorrow Forum

The Making Tomorrow forum builds the capacity of school staff working with Aboriginal and Torres Strait Islander students in years 7 to 12. As part of the strategy to support students to access higher education, these workshops are designed to equip key staff working with Aboriginal and Torres Strait Islander students with strategies to support the motivation and expectations of students, and the staff working with them. Making Tomorrow also ensures that key staff are well informed on practical information such as the pathways, access schemes and support services available to these students.

In 2014, the Keynote Speaker at the Forum was Dr Chris Sarra and more than 120 people attended from across Australia.

Life@Sydney

This program targets Year 11 Aboriginal and Torres Strait Islander students from regional NSW. It is a two day residential program at the University of Sydney for students to gain a deeper understanding of university life. Students take part in a range of subject-specific activities and attend information sessions on pathways to university and financial and academic assistance.

In 2014, 21 students attended. 88% reported they had more knowledge on where to go to get information about applying for university and more knowledge of the different types of financial support that is available for university students.

YourTutor

Students who attend the summer and winter programmes can enroll in a free on line tutorial support programme offer by the University. Access is gained through the A* portal. In 2014 YourTutor undertook 269 online tutorials with students.

A* (online portal)

A* was launched in 2014. A* is a digital platform designed to provide an ongoing means to engage with Aboriginal and Torres Strait Islander students who have participated in programs run by the University of Sydney or programs run with our partner organisations. It provides information, access to opportunities, and advice related to university and further study as well as access to YourTutor which is a free online tutoring service. The website continues to gain momentum, with over 300 Facebook likes and over 300 clicks on some feature articles.

Regional Broken Hill Learning Week

This week targets Year 10 to 12 low SES and Aboriginal and Torres Strait Islander Students and Aboriginal and Torres Strait Islander parents. It is a week long program run in Broken Hill High Schools to assist with subject specific learning in English, Science and Mathematics, as well as general university information sessions.

In 2014, 30 Aboriginal students participated in activities as well as 10 Aboriginal parents. 93% of participating students felt more aware of what university has to offer and 88% felt more confident about going to university.

YourTutor sessions were also run during this week with staff and students receiving training in how to use the YourTutor online tutoring service. 41 students and four Aboriginal Liaison Officer /Aboriginal Education Officer support staff were trained to use YourTutor.

Access Activities

The University facilitates access for Aboriginal and Torres Straits Islander students through the Cadigal and Pemulwuy Special Entry Programs and Away from Base courses. The University offers targeted financial support to Aboriginal and Torres Strait Islander students via a broad range of scholarships (see scholarships tables below).

Cadigal Alternative Entry Program

This is an access and support program for Aboriginal and Torres Strait Islander people who want to study at the University of Sydney. Any course offered by the University (excluding block-mode and away-from-base courses) can be studied through the Cadigal Program. Students admitted under the Cadigal Program are also required to attend the Cadigal Orientation and Academic Skills Workshop.

The University encourages full faculty support for students entering tertiary study through the Program and has set at least a five point reduction on ATAR admission scores.

Pemulwuy Alternative Entry Pathway

Due to the success of the Cadigal Programme, the University commenced a pilot Pemulwuy Pathway in 2014. The University had 16 students commence under this pathway in 2014 who otherwise would not have been admitted for tertiary study. These students undertook two units of study with additional ITAS support, combined with an intensive academic skills course in their first year of study, with a view to increasing to a full study load after successful completion of their first year.

This program facilitates enrolment into two subjects (determined by the faculty) and a unit of Academic Skills per semester (a full time load) in one of the following three degrees: Bachelor of Arts; Bachelor of Liberal Arts and Sciences or Bachelor of Health Sciences.

Away from Base (block) courses

These courses are offered in the Faculty of Education and the School of Public Health and provide flexible options for some undergraduate and postgraduate courses that allow students to combine on-campus study with home-based work. The Away from Base mode allows students to attend intensive week-long blocks of study on campus and then complete the remainder of work off campus.

In 2014 the University had a total of 126 students who had enrolled through specific Aboriginal and Torres Strait Islander alternative entry pathways: 110 Cadigal and 16 Pemulwuy. There were also 67 Away-From-Base flexible study mode enrollments.

Aboriginal and Torres Strait Islander students are also able to apply for entry to the University through any mainstream entry pathways for which they are eligible, including those listed below.

E12 Early Entry Scheme

This scheme is for domestic NSW students currently undertaking the HSC or IB who are from a financially disadvantaged background and/or are attending a government identified 'low socioeconomic' high school. Successful applicants receive an early conditional offer to one of 35 courses at the University of Sydney, guaranteed upon attainment of the lowered ATAR cut-off.

Broadway Scheme

The Broadway Scheme is for domestic students who have experienced long-term educational disadvantage. To be eligible for consideration, applicants need to demonstrate that their educational performance during Year 11 and/or Year 12 (or equivalent) was/has been seriously affected by circumstances beyond their control.

Flexible Entry Scheme

The Flexible Entry Scheme allows school leavers to be considered for a place in their chosen degree on the basis of their ATAR (or equivalent) in combination with other specified selection criteria. The specified criteria vary depending on the course offered.

At present, Flexible Entry is offered through the Faculties of Science, Engineering, Arts, Agriculture and Environment, and Architecture at the University of Sydney.

Elite Athletes and Performers Scheme

This scheme is for applicants who are able to demonstrate they are elite athletes or performers, and have had training, competitive and/or practice commitments which have significantly affected their school results.

Rural Entry

Rural Entry offers special entry schemes for applicants from rural backgrounds, linked to the Faculties of Pharmacy and Veterinary Science. These schemes are designed to improve access into the University's courses for Year 12 students from country areas.

Scholarships

The University and several faculties offer scholarships, bursaries and prizes of varying size to Aboriginal and Torres Strait Islander students funded by the University, Government and from private sources.

In 2014, the University awarded $136,300 worth of University funded bursaries to 54 recipients.

The University also allocated 127 scholarships, bursaries or prizes to Aboriginal and Torres Strait Islander students from Australian Government Indigenous Support Program (ISP) funding totaling $334,652, as well as nine scholarships totaling $38,747 funded by Commonwealth Indigenous Scholarships.

In addition to these, 18 scholarships valued at $255,918 were awarded by individual faculties within the University in 2014.

In total $765,617 was spent on scholarships.

Details of each scholarship category are shown below.

Scholarships details

University funding	Amount	Type	Recipients	Total
Bernard Lee Scholarship for Indigenous Australian Students	up to $5,000	Advertised Bursary	9	$45,000
Robert Floyd Marshall and Essen Marshall Scholarship	up to $3,000	Advertised Bursary	16	$46,000
Poppy Harris Bursary	up to $1,000	Advertised Bursary	2	$1,600
Alice Mary Wingrove Bursary	up to $300	General Bursary	1	$300
Australian Aboriginal and Torres Strait Islander Scholarship	up to $500	Advertised Bursary	5	$2,500
A P Elkin Fund for the Assistance	up to $1,000	Advertised Bursary	1	$900
Chancellor's Committee Indigenous Australian Undergraduate Bursaries	up to $2,000	Advertised Bursary	20	$40,000
Total University Funded			**54**	**$136,300**

Government funding	Amount	Type	Recipients	Total
University of Sydney Indigenous Support Award	up to $2,000	Advertised Bursary	15	$30,000
University of Sydney Indigenous Australian Undergraduate and Postgraduate Conference Assistance Scholarships	up to $2,000	Advertised Bursary	5	$10,000

University of Sydney Indigenous Australian Postgraduate Scholarships	$3,000	Advertised Bursary	15	$45,000
University of Sydney Away-from-base Laptop Scholarship	$1,000	Advertised Bursary	9	$9,000
University of Sydney Indigenous Australian Entry Scholarship	up to $10,000	Scholarship	9	$90,000
University of Sydney Indigenous Progress Award	$2,000	Prize	70	$140,000
University of Sydney Indigenous Exchange Scholarship	$5,000	Scholarship	1	$4,944*
Charles Perkins Memorial Prize	$4,000	Prize	3	$5,708**
Sub-Total Indigenous Support Program Funded			**127**	**$334,652**
Commonwealth Indigenous Access Scholarship	$4,985	Commonwealth Scholarship	3	$14,955
Commonwealth Indigenous Access Scholarship	$4,702	Commonwealth Scholarship	4	$18,808
Commonwealth Indigenous Commonwealth Education Costs Scholarship	$2,492	Commonwealth Scholarship	2	$4,984
Sub-Total Commonwealth Indigenous Scholarship Funded			**9**	**$38,747**
Total Government Funded			**136**	**$373,399**

* One scholarship of $5,000 was awarded with $4,944 from ISP funding and the remainder from other sources
** A total of $12,000 was awarded with $5,708 from ISP funding and the remainder from other sources

Faculty Scholarships	Amount	Type	Recipients	Total
Indigenous Student Research Fellowship - Architecture, Design and Planning	up to $26,000	Faculty Scholarship	1	$10,998
Sydney Business School and Residential Colleges Indigenous Australian Scholarship - Sydney Business School	Varies depending on the College	Faculty Scholarship	2	$22,420
Scholarship for Outstanding Academic and Sporting Achievement - Sydney Business School, and Sport & Fitness	up to $10,000	Faculty Scholarship	4	$22,000
Waterman Scholarship - Dentistry	up to $12,000	Faculty Scholarship	4	$48,000
Rowan Nicks Russell Drysdale Fellowship - Sydney Medical School	up to $60,000	Faculty Scholarship	2	$71,000
Herbert and Valmae Freilich Scholarship for Indigenous Australian Medical Students - Sydney Medical School	$5,000	Faculty Scholarship	1	$5,000
The Medical Dean's Scholarship for an Indigenous MBBS Student -- Sydney Medical School	$15,000	Faculty Scholarship	1	$15,000
Victoria Gollan Scholarship - Sydney Law School	$1,500	Faculty Scholarship	1	$1,500

The NBN Co Undergraduate Scholarship in Engineering and Information Technologies for Aboriginal and Torres Strait Islander Students - Engineering	$30,000	Faculty Scholarship	2	$60,000
Total Faculty Scholarships			**18**	**$255,918**

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 2014, compared to 2013 (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.**

The <u>total</u> number of Aboriginal and Torres Strait Islander student enrolments for 2013 and 2014 is as follows:

	2013	2014
Aboriginal and Torres Strait Islander students:	346	358
Non Aboriginal and Torres Strait Islander students (Domestic students only):	40,611	40,784

As at 31 December 2013 and 31 December 2014

Participation Activities

In 2014 we had 358 students who identified as Aboriginal or Torres Strait Islander studying at the University. Once again the University had at least one Aboriginal or Torres Strait Islander student enrolled in every faculty.

The university has a dedicated Aboriginal and Torres Strait Islander Student Recruitment Manager and a rolling Aboriginal student recruitment plan. In addition the work of the Social Inclusion Unit provides an additional platform to promote participation.

The Student Transition and Retention (STaR) Team within Student Support Services has specific responsibility to promote the successful transition and retention of Aboriginal and Torres Strait Islander students.

Student Support Services also co-ordinate the Cadigal and Pemulwuy Alternative Entry Programmes, which assist Aboriginal and Torres Strait Islander students with university entry and offer academic and social support from admission through to graduation. Student Support Services also manage the Indigenous Tutorial Assistance Scheme (ITAS) and support the Away From Base flexible study programmes.

The Cadigal Special Entry Programme is an access and support program designed to assist prospective Aboriginal and Torres Strait Islander school-leavers and mature aged entry students by offering a modified entry for UAC applicants who are supported by an intensive two week Academic Skills Program.

The Pemulwuy Pathway offers a reduced load to students with a focus on additional academic skills development and mandatory ITAS tutoring. These students are undertaking two units of study with additional ITAS support, combined with an intensive academic skills course in their first year of study.

The Yooroang Garang Indigenous Student Support Unit provides dedicated support to Aboriginal and Torres Strait Islander students studying in the Faculty of Health Sciences, based at the University's Cumberland Campus.

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

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

* The **total number** of Aboriginal and Torres Strait Islander student completions at Bachelor level and above in 2014, compared to 2013 (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.**

	2013	2014
Aboriginal and Torres Strait Islander students: **(Higher Degree)**	3	4
Non Aboriginal and Torres Strait Islander students: **(Higher Degree)**	705	648
Aboriginal and Torres Strait Islander students: **(Other postgraduate)**	39	44
Non Aboriginal and Torres Strait Islander students: **(Other postgraduate)**	3,569	3,637
Aboriginal and Torres Strait Islander students: **(Bachelor degree)**	31	45
Non Aboriginal and Torres Strait Islander students: **(Bachelor degree)**	5,844	5,697

2013 completions for the period 1/4/2013 to 31/3/2014
2014 completions for the period 1/4/2014 to 31/3/2015

In 2014, 93 Aboriginal and Torres Strait Islanders graduated from the University of Sydney.

Retention and Support Activities

STaR Team

The STaR Team's early intervention program ('Track and Connect') aims to identify students at risk of failure or discontinuation and connects them with their faculty's academic support mechanisms and to other University services such as the Learning Centre, Accommodation Services and Scholarships and Financial Support. The goal of this enhanced support is to decrease the amount of unnecessary or early attrition, and encourage students' persistence, engagement and sense of belonging at the University.

In 2014, the STaR Team provided more than 2,500 occasions of service to students, including individual consultations (face to face), phone calls and individual emails, a fortnightly emailed newsletter and organised group events, including fortnightly lunches.

Aboriginal and Torres Strait Islander Student Support Officers

The University of Sydney offers a personalised support programme to Aboriginal and Torres Strait Islander students. This includes an Aboriginal and Torres Strait Islander student orientation programme combined with an academic skills workshop, delivered in the two weeks prior to the University Orientation Week to ease students' transition to the University both socially and academically.

The Student Support Team offers a strong, scheduled social programme that facilitates community building among the Aboriginal and Torres Strait Islander students; referrals to additional supports and services available at the University; a peer mentoring programme that builds networks across student cohorts; and discretionary assistance when required through the provision of required materials (i.e. laboratory coats) and a text book library.

The team also maintains culturally safe spaces across the University campuses for students to use if desired, containing facilities including computers and printers, kitchen equipment and complimentary refreshments. These spaces are regularly used by a broad range of students who advocate the benefits of having specific spaces that facilitate interaction and the creation of a supportive community of peers.

Yooroang Garang

Yooroang Garang is the Aboriginal and Torres Strait Islander student support unit within the Faculty of Health Sciences. Located at the Cumberland Campus, it provides a variety of pastoral and academic support programs and has a fully equipped computer lab, study resources, tutorial rooms and a student common room with kitchen facilities.

ITAS tutoring

The Indigenous Tutorial Assistance Scheme (ITAS) aims to help all Aboriginal and Torres Strait Islander students achieve academic success. ITAS is a Commonwealth funded program that provides Aboriginal and Torres Strait Islander students with one-on-one private or group tuition. The program is designed to assist Aboriginal and Torres Strait Islander students in their tertiary studies by aligning them with qualified ITAS tutors suited to the students' needs.

Academic Advisers

Each faculty has a dedicated Aboriginal and Torres Strait Islander Academic Adviser who acts a point of contact and provides advice to students who require additional support, information or advocacy. Academic Advisors provide academic advice around course structure, subject choice and discipline pathways in the faculty, support the educational assessment process for ITAS at both semester commencement and completion, act as a mentor for students, or directs them to other suitable faculty mentors where appropriate, and provide the linkage for the student to the faculty.

Culturally safe spaces

Culturally safe spaces are provided for all Aboriginal and Torres Strait Islander students on the Camperdown Campus at the Koori Centre. It has a fully equipped computer laboratory, photocopying facilities, research library, a tutorial room for study and a student/staff common room with full kitchen facilities. In 2014 the Koori Centre common room was accessed on average nearly 100 times a week while the Computer Lab was accessed on average over 120 times per week.

Cadigal Orientation Day

This Orientation Day gives Cadigal students the opportunity to meet staff from the Aboriginal and Torres Strait Islander Student Support Team, talk with current Cadigal students, learn about scholarships, services and facilities on campus and access important information about courses. Orientation is an opportunity to register for services offered to Aboriginal and Torres Strait Islander students by Student Support Services and other groups within the University. A representative from Centrelink is also available to speak to students about Abstudy.

Cadigal academic skills workshop

Immediately after Orientation, the Academic Skills series of workshops are run over two weeks. These workshops equip students with the necessary skills to succeed in their first year of study, such as academic writing, structuring essays, critical thinking, oral presentation, research methods and time management. They also provide a guided tour of the University, lunch at a residential college, opportunities to meet staff and students and time to get to know other students in the Cadigal program.

Cadigal mentor program

During the semester new Cadigal students are partnered with a mentor – a current Cadigal student who provides support and guidance to the commencing student.

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.**

The National Centre for Cultural Competence (NCCC) was established at the University of Sydney in 2013 as a knowledge hub that specifically fosters scholarship and research in, and translation of, cultural competence. The work of the NCCC has a twofold focus on cultural competence in the provision of support to and teaching of Aboriginal and Torres Strait Islander students, and a focus on Cultural Competence as it relates to the entire Australian higher education system.

Considerable work was undertaken in 2014 to advance the NCCC's agenda and development. In order to map the uptake of Aboriginal and Torres Strait education and cultural competence across the University it has been necessary to undertake an extensive consultative curriculum review project. Time was also spent engaging with a number of Aboriginal communities throughout Australia in order to establish community partnerships for the establishment of unique teaching and learning centres for student service learning hubs, and on the development of National and International partnerships for the NCCC.

Culturally Competent Curriculum

In 2014 a baseline review of Aboriginal and Torres Strait Islander perspectives and content in the curriculum was conducted across all faculties. The review identified differing levels of content inclusion and of faculty readiness to further embed Aboriginal and Torres Strait perspectives into units of study and degree programs. The review will inform continued work on embedding cultural competence through Aboriginal and Torres Strait Islander perspectives. It will also inform strategies for establishing Cultural Competence as a learning outcome and graduate attribute for University of Sydney graduates.

In response to the identified need for teaching tools that assist in developing Aboriginal and Torres Strait Islander cultural knowledge and improve cultural competence, an online Kinship Module was launched in July 2014. The module is the first teaching tool to be promoted under the auspices of the NCCC and has gained immediate positive attention. The Kinship face-to-face module, which is based on the online module, has been trialed with students for inclusion in the curriculum for Law and Education students. The online module was developed under a grant from the University's Office for Learning and Teaching, is free for use and available at http://sydney.edu.au/kinship-module/

Development of a Virtual Journey app, another new teaching tool, featuring Aboriginal and Torres Strait Islander content was also commenced in 2014. The app will contain instructor led pre-defined journeys (using Google Maps for visual route display) and will house sound, video, photographic and written materials to support lesson content.

In addition to developing resources and teaching tools, experiential learning has been targeted as a domain for deep cultural competence learning opportunities. Preparing students and educators for experiential learning as service learning opportunities in Aboriginal Community Controlled Organisations (ACCO) serves to increase Aboriginal and Torres Strait participation, engagement, education and research and to promote engaged enquiry in interdisciplinary settings. As part of a commitment to teaching and research activities that address and are informed by questions and issues of importance to communities in our local, regional and global contexts, NCCC academics are developing an inter-disciplinary service learning model and resources to support students, academics and communities for culturally competent placements in ACCOs.

Service Learning – Service Research

Service Learning opportunities for students are being established through the development of Community Service Hub (CSH) partnerships. Three CSH partnerships were negotiated in 2014. Detailed 5 year programmes are being finalised and it is expected that students will commence in the CSH in 2016. Service learning will provide an authentic and challenging opportunity to test the student's ability to apply cultural competence knowledge to real word situations.

NCCC Establishment Council

An important aspect of cultural competence and its roll out at Sydney is the shared governance between the community and the University. Set up in 2014, the Establishment Committee represents the cultural interests of Aboriginal and Torres Strait Islanders and culturally and linguistically diverse groups and aids in the development, governance and ethical operations of the NCCC. The Committee will contribute to the foundations of a partnership governance model of the NCCC.

Stakeholder Demand

As part of the NCCC's focus on the entire Australian higher education system, attention was also trained towards issues that arise at the interface between higher education and the broader community domain. Research was undertaken in 2014 by the University which has provided useful insights into key stakeholder knowledge, expectations and demand.

Through ongoing internal stakeholder consultations and dialogue, a first tranche of blended learning modules to support cultural competence workshops and facilitation have been identified as a priority for development.

Cultural Competence Innovator and Early Adopter group

Drawing from the baseline curriculum review, an Innovator and Early Adopter group was established to deepen thinking and implementation of cultural competence in key faculties and professional service units that had shown leadership in this field. Participation in this group provides access to additional resources and experiences that will enrich the work of this leadership group and thereby provide 'in practice' examples of cultural competence to the rest of the university community. This group also provides a sound development laboratory for cultural competence implementation.

Cultural Competence Partnerships

The University has established partnerships with leading overseas institutions to expand international perspectives on cultural competence as they relate to Indigenous Peoples and culturally and linguistically diverse populations, and interculturality more broadly. MoUs are in place or are being concluded with each partner. In addition, a partnership has been established with a leading Australian cultural and research institute that has provided excellent opportunities to expand cultural competence resource development and practice domestically.

Under the auspices of the MoUs, the NCCC hosted senior academic staff as Visiting Fellows in 2014. During these visits Visiting Fellows held meetings and workshops with academics, a research team, and the NCCC Establishment Committee. The association with Visiting Fellows is continuing in 2015 and beyond.

These partnerships have and will continue to create opportunities for staff and student cultural competence development and engaged enquiry.

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 2014, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2014 provided under section 19-10 of Higher Education Support Act 2003, please provide a reconciliation.

This ISP report is a legislated requirement, under the Higher Education Support Act 2003 –

Other Grants Guidelines (Education) 2008.

SECTION 3   HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

The University of Sydney contacts are:

Donna Bridges
Executive Officer, Deputy Vice-Chancellor, Indigenous Strategy and Services
The University of Sydney A14
NSW 2006
P 02 9351 6690
E donna.bridges@sydney.edu.au

Professor Shane Houston
Deputy Vice-Chancellor, Indigenous Strategy and Services
The University of Sydney A14
NSW 2006
E shane.houston@sydney.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. Please provide PM&C with a link to the statement.

Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation   University of Sydney

Postal Address   The University of Sydney, NSW 2006

Contact Person   Mark Easson   **Title** Chief Financial Officer

Phone   02 9351 3133   **Fax** 02 9351 8645   **E-mail**   mark.easson@sydney.edu.au

Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2014, including all interest or royalties/income derived from ISP Funds during 2014.

Attachment		Checklist
1	Indigenous Support Program (ISP)	☑

For each Attachment:
- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
  - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
  - If GST is *not* paid to you, *do not complete Part A*.

- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.

Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2014 and after you have entered all relevant information in the Assets Register.

ISP FUNDING RECIPIENT'S CERTIFICATION

I,
| Mark Easson |
(print name of chief officer or equivalent)

| Chief Financial Officer |
(print position title)

certify that:

(i)   the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);

(ii)   Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;

(iii)   any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

(i)   in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and

(i)   it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed: | | Date: | |

Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programmes. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.