



WINGARA MURA – BUNGA BARRABUGU

THE UNIVERSITY OF SYDNEY
ABORIGINAL AND TORRES STRAIT
ISLANDER INTEGRATED STRATEGY

WINGARA MURA – BUNGA BARRABUGU THINKING PATH TO MAKE TOMORROW*



Image (left to right):

Professor Shane Houston, Deputy Vice-Chancellor, (Indigenous Strategy and Services)

Hazel Wilson, original 1967 referendum campaigner

Chris Mumbulla, original 1967 referendum campaigner

Dr Michael Spence, Vice-Chancellor and Principal

Partnership was a key platform of the work of the Federal Council for the Advancement of Aborigines and Torres Strait Islanders (FCAATSI) to create the 1967 referendum. These efforts stand as one of this country's best examples of partnership between Aboriginal and Torres Strait Islander peoples and other Australians. This Integrated Strategy will model that commitment in our efforts.

*The title for this strategy and its meaning are drawn from Aboriginal language of the Sydney region, based on the various works of Dr Jakelin Troy.

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INTRODUCTION

FROM THE VICE-CHANCELLOR AND PRINCIPAL



We started this journey together in 2008. The Review of Indigenous Education very clearly put before us the need for Sydney to think anew about the way we approach Aboriginal and Torres Strait Islander education, research and engagement, and how we take into our core business the commitments we make in this important area.

The University's Green Paper pushed the University to set new benchmarks in excellence in this area. The White Paper affirmed our resolve to improve Aboriginal visibility and recognition on campus; participation and success; awareness and curriculum; Aboriginal involvement in decision-making and our engagement with Aboriginal and Torres Strait Islander communities.

We have not been idle since the three senior Aboriginal academics handed me their review report in 2009. The University has already acted on a number of key themes and recommendations:

- recruiting to a senior Aboriginal leadership role
- finding new partnerships with Aboriginal and other community service organisations
- investing in new cross-cultural training for staff
- adding our world-class research talent to efforts to address the wicked problems Aboriginal and Torres Strait Islander peoples confront.

This Integrated Strategy collects these recommendations, insights and commitments and brings them together in a coherent story, direction and purpose. It establishes a vision for the University of Sydney as a uniquely Australian institution, one that is shaped by and helps shape our national story and identity. It creates an opportunity for us to appreciate the richness of Aboriginal and Torres Strait Islander peoples and culture as a part of that story and identity.

There are challenges in the pathways ahead. But we will not be swayed or defeated by them. The University of Sydney has a rich history of giving life to new ideas and offering new opportunities to those who have had too few. The strategy has four main elements:

- imagining a uniquely Australian university
- our stories, our future
- our pathways, our future
- realising our future.

Together, they direct the action that we will take to place our University first in the minds of Australians, as their university.

Michael Spence
Vice-Chancellor and Principal

FROM THE ABORIGINAL AND TORRES STRAIT ISLANDER SOCIAL JUSTICE COMMISSIONER



Human rights provides us with a set of minimum legal standards which if applied justly to all people establishes a framework for a society that fosters dignity and equality of all citizens.

The global community is committed¹ to education “directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. *It shall promote understanding, tolerance and friendship among all nations, racial or religious groups*², and shall further the activities of the United Nations for the maintenance of peace”.

Our respect for the diversity of the human family has been strengthened by a global agreement upholding that Indigenous peoples: are equal to all other peoples, while recognising the right of all peoples to be different, to consider themselves different, and to be respected as such, and further that “Indigenous peoples have the right to participate in decision-making in matters which would affect their right.”³

These declarations provide a roadmap to the realisation of Aboriginal and Torres Strait Islander peoples’ rights in an inclusive, tolerant, diverse and respectful Australian society. They inform the role the University can and should play in this endeavour. These guideposts help the University of Sydney promote equality and respect for difference. The challenge for the University is to be open to different ways of working, that tackle the uneven playing field, all the while maintaining a commitment to a quality education.

This Integrated Strategy declares a commitment to a reconciled future and sounds as a clarion call to Australians and to Australian universities. Everyone should heed the call.

Mick Gooda

Aboriginal and Torres Strait Islander
Social Justice Commissioner

¹ United Nations Declaration on Human Rights, 1948

² Emphasis added

³ UN Declaration on the Rights of Indigenous Peoples. Adopted by the General Assembly Resolution 61/295 on 13 September 2007



IMAGINING A UNIQUELY AUSTRALIAN UNIVERSITY

The relationship between the past and the future is a puzzle placed in the hands of the present. The responsibility held by the present is the careful stewardship of the resources and opportunities at hand, the identity and knowledge we inherit from our past, and the possibilities and aspirations we hold for the future. It is a responsibility fuelled by imagination and hope; the intention, recognition, understanding and vision that refuses to accept the circumstances as they are now, in favour of what should be.

Individuals and institutions in our society, including universities, share this stewardship responsibility. Neither can be just an interested spectator if we are to fulfil our obligations to the future; institutions and individuals are interdependent.

At this university engaged and hopeful students, staff, alumni and supporters each help us realise the vision we have for our institution and our society. The University, in turn, empowers students, staff, alumni and supporters to keep us focused, to keep the hope and vision alive. This interdependence sets up ripples that extend beyond the University to the wider circle of life in the Australian and international community.

This Integrated Strategy provides the University community with a scaffold of imagination that helps us manage our responsibilities and focus our efforts. It creates for the University a vision of the future that safeguards the valued past, and equips the present with the tools that enable it to fulfil its role as steward, ethically and actively.

The scaffold seeks to support our vision for Sydney as a uniquely Australian university. But, in an increasingly global community is there anything that makes us uniquely Australian, and what roles does a university play? The 23 million Australians are not of a single culture, nor are they of a single history. What is a uniquely Australian university and how is it imagined into reality? For this strategy, the answers rest in giving no preference to any one set of stories, values or behaviours in our education, research and values and practice. The strategy rests on an Australian and a University vision that values the complex range of Australian relationships, histories, cultures and aspirations and through education, research and engagement weaves them respectfully into a richer, complex but coherent Australian narrative and identity.

This strategy specifically focuses on Aboriginal and Torres Strait Islander culture and peoples. It frames an approach that will see change in the fabric and substance of individual and institutional relationships, reflection, effort and organisation at Sydney. The strategy will influence governance and standards, teaching and learning, community and stakeholder engagement, research, and the cultural and built environment of the University community.

For Aboriginal and Torres Strait Islander peoples, the strategy recognises and encourages connections with cultural, historical and symbolic representations and challenging realities. It also creates the opportunity and capabilities for Aboriginal and Torres Strait Islanders and other Australians to share, to think and learn, and to contribute to the other.

Aboriginal culture and experience offers a broad framework that allows Aboriginal peoples to understand each other and the world we each live in. It provides the tools for us to learn, to know and act in a manner that respects our responsibilities to our past, present and future. This strategy employs this framework, as the foundation for the scaffold of imagination.

The transition between past and future that the present now confronts will be made more inclusive and more stable because of this strategy. Because of our leadership and commitment to this strategy we will build a reputation as a uniquely Australian institution. We will be uniquely Australian because we will have created a richer, more embracing understanding and representation of Australians, and have brought it into the core of who we are.

We will be exceptional, distinctive and outstanding.

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OUR STORIES, OUR FUTURE

The University of Sydney was Australia's first university and is among the best in the worldwide tradition of universities. The tradition and history of European institutions has a strong presence in the University of Sydney's heritage. However, our university is more than a specular reflection of the European institution. The environment, history and human landscape of Sydney and Australia have created a unique and diffuse interpretation of the European image, changing it forever.

The many campuses of our University stand on the land of many Aboriginal peoples. The Camperdown Campus stands on the land of the Cadigal people of the Eora Nation, the first Aboriginal people to confront colonisation. Our city was the site of the declaration of the Commonwealth of Australia and was where Aboriginal self-determination took shape in the first Aboriginal community-controlled organisation. Sydney was the first university to admit students on merit and the first to admit women to all areas of the University on an equal basis to men. It was also the first to present a testamur to an Aboriginal graduate. These events, and many others stretching in all directions from them, have created a unique, divergent landscape off which any reflection of the European institution is altered, made different, made uniquely Australian.

This image is, however, not just a representation of our past but a starting point for our future. How we interpret, talk about and engage with, take to our core, our story, our image of ourselves, is important to our distinctiveness as uniquely Australian.

Australia has been unclear about how Aboriginal and Torres Strait Islander culture and peoples contribute to the Australian identity and narrative, and about what the future holds. At times in Australia's history some Aboriginal people found it necessary to identify as Maori or Italian rather than Aboriginal. Reconciling a climate of racism and the need to survive left Aboriginal people conflicted, angry, puzzled or all of these.

Where Aboriginal people fought this government separation policy and marginalised public perceptions, individuals, families and whole communities were discriminated against or quarantined. In this climate Aboriginal and Torres Strait Islander peoples were ridiculed, ignored or patronised. Aboriginal and Australian stories and identities were kept separate. Aboriginal people were taught the Australian story but not included in it.

This environment has been changed in many ways in recent decades. There have been notable occasions when the national story and identity has grown richer, deeper, and more uniquely Australian by embracing Aboriginal and Torres Strait Islander peoples' culture and story; the 1967 referendum, NAIDOC, Mabo, the bridges walk, reconciliation, and the Australian government's 2008 national apology.

On these occasions Aboriginal and Torres Strait Islander peoples were part of a shared narrative that said something proudly about who we are and what we want to be as a nation. We know that nations are defined by their shared stories; by the narrative its peoples take into their homes, work, social engagements, family functions, political debates, academic enquiry, education and public life. The stories we tell are the things that bring to life what it is to be uniquely Australian.

Interacting, reflecting and engaging with others about both shared and different experiences helps build a shared narrative and identity. Sharing works to define and reinforce our ideas of who we are and how we relate to each other and provides better knowledge about each other. Quality identity resources and the frequency of interaction between peoples of difference increase the potential contribution to the store of Australian human, social and identity capital.⁴ The implementation of the strategy will position the University in a leadership role in Australian higher education in this domain.

The importance of the narrative to building a shared identity and society is not however confined to the University alone. How the public, media and other institutions in our society critically analyse the discourse about Aboriginal and Torres Strait Islander peoples will shape political, social, personal and

collective cohesiveness and outcomes. More practical reasoning from a better informed public able to access and assess critically information about our society will form an essential foundation to the process of eliminating injustice at both an individual and institutional level.

Injustice occurs in many forms. The tendency of late has been to only see injustice as manifest in the significant differences in socioeconomic outcomes. It has been suggested that an approach that reduces Aboriginal and Torres Strait Islander peoples in the national debate to a “range of indicators of deficit, to be monitored and rectified towards government-set targets” is an exercise in control of the agenda by the dominant society, which does not hold much promise.⁵ Injustice is present also when the capability of Aboriginal and Torres Strait Islander peoples to formulate and address challenges is hampered or when the credibility of the solutions Aboriginal communities offer are discounted because of stereotypical views.⁶ Education, research and engagement clearly have a central role in remedying these and other injustices.

This strategy will do more than address the statistical inequalities confronted by Aboriginal and Torres Strait Islander peoples; it does not simply locate Aboriginal peoples in a discourse of disadvantage. This strategy will contribute to the building of a just and cohesive University community and nation by providing opportunity and equipping our students, staff, and our community to engage in practical, purposeful reasoning, to think, analyse and to transform knowledge as a positive contribution to local, national and international outcomes. This strategy will create the interpersonal and institutional environment; all this in an environment where diversity is promoted, where Aboriginal and Torres Strait Islander peoples are active, proud and engaged participants in the enterprise.

The University of Sydney will be a community in which Aboriginal and Torres Strait Islander peoples and other Australians, as students, staff, alumni and visitors, are willing and able to invest in each other. The character of this experience will be honest, respectful, engaged and competent.

In doing so, the University contributes to the recognition of Aboriginal and Torres Strait Islander peoples’ “place in the national identity and national story”.⁷

Success will make a real and important contribution to the strength and quality of Australia’s social fabric, to our economic capacity and development, and to the functioning of our communities and institutions.

4 Gurin P *et al.* (2004), ‘The benefits of diversity in education’, *Journal of Social Sciences*, 60(1).

5 Pholi K *et al.* (2009), Is ‘Close the Gap’ a useful approach to improving the health and wellbeing of Indigenous Australians? *Australian Review of Public Affairs* 9(2).

6 Flicker M. (2007), *Epistemic injustice: power and the ethics of knowing*, Oxford University Press.

7 Australia 2020 Summit – Final Report, Department of Prime Minister and Cabinet, Canberra, 2008

OUR PATHWAYS, OUR FUTURE

This strategy is framed not by a discourse of disadvantage but by a commitment to opportunity, capability and rights. This section of the strategy outlines the building blocks of action that, taken as an integrated whole, will ensure that the University of Sydney delivers the benefits to students, staff, the community and society that our charter, tradition and talent demand.

3.1 RIGHTS

The fundamental rights and freedoms we enjoy as Australians are universal. The universality of these rights and freedoms reminds us that all peoples and cultures are part of the shared inheritance of humanity. Recognising this, our rights and freedoms include specific affirmations that promote and protect the richness of our social and cultural diversity. In Australia, these affirmations recognise the continuing uniqueness of Aboriginal and Torres Strait Islander peoples and culture. Australia has affirmed within our support for fundamental rights and freedoms “that Indigenous peoples are equal to all other peoples, while recognising the right of all peoples to be different, to consider themselves different, and to be respected as such”.⁸

Rights on paper, universal or particular, do not immediately translate into equal access to opportunity or an equal capability to enjoy. The translation of these rights into reality for Aboriginal and Torres Strait Islander peoples has been a protracted, sometimes painful journey; a journey that is not yet complete.

How, in a diverse society, do we navigate the translation of rights to reality? There has been at times divergence between what Australia and Aboriginal and Torres Strait Islander peoples choose and value as expressions of who each are, or their visions of the future. These divergences have adversely impacted Aboriginal and Torres Strait Islander peoples’ ability to realise the quality of or direction in life they seek.

Too often the validation of Aboriginal actions or choices has been framed by the will and preferences of non-Aboriginal people and institutions. For Aboriginal people, this is a top-down approach where the values and choices of the many have outweighed the culture and values of a few. This has historically been responsible for much of the social, economic, and political burden that the last 50 years has sought to lighten.

By building a university community that is responsive to the rights of Aboriginal and Torres Strait Islander peoples, to their culture and diversity, we can strengthen the ability of our community, and society in later years, to thoughtfully add momentum to our current efforts to eliminate inequity, and build a more inclusive and prosperous Australian society. University communities that offer a more intense and complex intellectual and social experience than life in the broader community can create long-term positive social, political, and developmental skills and understandings in students and staff.

Exposing students and staff to different cultural, social and political perspectives would further expand their ability to understand, contribute, participate and lead in Australian society and democracy. Sydney can stand a meaningful and informed demonstration of inclusion as a principle of community and democracy.

Education grows individual and collective capabilities in the technical, social and psychological domains, and in the personal and civic domains of life.

Education is also critical to an individual’s right to be able to live the life they have reason to value. Education can contribute to the integrated development of human, identity and social capital in individuals, and groups in society, by:

- building knowledge, skills and experience
- developing trust, networks, relationships and participation
- expanding confidence, self-image, and respect.

This strategy takes a rights-based approach through which decisions and actions can be compared, to ensure that everyone counts and is able to express their identity and culture freely, and work constructively towards the future they imagine.

The rights element of this strategy structures two approaches. The first is to scrutinise decisions and actions from the bottom up, a scrutiny that commences with the consequences for Aboriginal and Torres Strait Islander outcomes and works backwards to the decision to ensure that they optimise the good that we do. This approach enables us to ensure that decisions do not unjustly or inadvertently deny Aboriginal and Torres Strait Islander students, staff and communities the opportunity or capability to access, achieve, contribute and enjoy the benefits that engagement with the University community can offer. In this scrutiny the University of Sydney will consider at least Aboriginal and Torres Strait Islander peoples':

- right to be different and how that might impact resources
- assessment of intrinsic and instrumental value attached to an issue
- real freedom to access, act or derive benefit
- access to an equitable distribution of opportunity and development of capabilities.

The second is to create and frame our actions and choices from a commitment to the University and its ability to enrich the identity, social and human capital of the University community in its broadest embrace. This commitment will, as a beginning, converge around:

- increasing and supporting Aboriginal and Torres Strait Islander students
- building trust and engagement between Aboriginal and non-Aboriginal students and staff
- enriching research, learning and teaching
- partnering enquiry and society.

Moving forward will involve decisions that are challenging and it will be essential that each step on this journey is an informed one; where people who are affected are engaged in building agreement and priorities.

3.2 OPPORTUNITY

Talent, commitment, passion and vision need opportunity to reveal their triumph.

A university education or career is an opportunity that can shape a lifetime. It is also an opportunity for Australia to shape our society, to shape our identity and to strengthen our nation. The University of Sydney, Australia's first University, takes seriously our position as an iconic institution that has provided Australians more than 150 years of opportunity. We were the first to extend opportunity on the basis of merit and not class, the first to admit women to all areas of the University on an equal basis to men, and the first to ensure Aboriginal people benefited.

Higher education delivers benefit not only to the individual but also to society as a whole. We know that better educated, engaged minds contribute proportionately more to the social, cultural, identity and human capital of our communities and society.

Joining, learning from and contributing to the intellectual life of one of Australia's best university communities should be a realistic goal for Australians who seek a place in higher education. However, there is no one pathway to Sydney nor are these pathways always straightforward. For many Australians their journey confronts a number of hurdles. Some hurdles are structural, cultural, and geographic, while some are social and economic. Some exist because of the choices of individuals, the decisions of society, and some because of decisions taken by the University. The journey for most Aboriginal and Torres Strait Islanders is one complicated by a greater number of higher hurdles than the journey for many other Australians.

The University of Sydney will stay true to our history of giving talent, commitment, passion, and vision an opportunity. This strategy intensifies our efforts to ensure that unwarranted hurdles standing between Aboriginal and Torres Strait Islander Australians and the opportunity of a quality higher education are eliminated.

Decisions, preferences, priorities, socialisation and norms of Aboriginal and Torres Strait people, the University, and society more generally are each influenced by soft and hard forms of discrimination, ignorance, personal experience and/or history, good and bad. Sorting through these influences will require our careful analysis and action.

The University's commitment to opportunity is not confined to the journey to Sydney, it embraces the life inside the University and it contemplates what tools and attributes graduates and staff will need to recognise, seize and optimise opportunities to achieve and contribute beyond the sandstone of Sydney.

Opportunity is more often than not a series of windows; some clear almost invisible, others opaque and obvious. Grasping opportunity requires a sharp eye and hard work. This is the challenge, and a reward offered by this strategy.

This section of the strategy proposes an integrated approach to optimising opportunities for Aboriginal and Torres Strait Islanders and other Australians, by:

- understanding, adapting and expanding Aboriginal and Torres Strait Islanders peoples' access to opportunities at the University of Sydney as a student, staff member or supporter
- consolidating and growing the opportunity for non-Aboriginal students and staff to be part of the achievement of individual and collective success, constructively, respectfully and competently
- repositioning the University of Sydney as a preferred higher education destination and workplace for Aboriginal and Torres Strait Islander peoples by enriching the social, cultural and educational environment and reputation of the University nationally and internationally.

3.3 CAPABILITY

Capability is the ability to be and to do. It takes into account the individual and the context in which they live. Capability can expand skill and opportunity. It can be constrained or eliminated for example by ignorance, governmental or organisational decisions, stereotyping, lack of financial resources, or an absence of hope.

Aboriginal and Torres Strait Islander peoples have fought for hundreds of years to retain their distinctive culture, dignity and identity. For much of this time, policy and programs focused on wiping their distinctiveness from the Australian landscape and population.

Over the last 50 years, however, changes have taken hold that have increasingly recognised the culture, dignity and identity of Aboriginal and Torres Strait Islander peoples and their right to be different. While these changes have made a real contribution, they continue to advocate action that expands their functioning, to flourish culturally, socially, politically and economically as Aboriginal and Torres Strait Islanders.

This improved functioning is of both intrinsic and instrumental value to Aboriginal and Torres Strait Islander peoples' aspirations and life. They have sought to develop their capability to have a life where being Aboriginal is not the cause of upset, derision, fear, shame or discrimination. Aboriginal people have sought a social, cultural, economic and political life of pride, confidence, inclusion and equality.

Inherent in capability is the fundamental freedom for Aboriginal and Torres Strait Islander peoples to do the things that they value in their lives and in their communities. They want to function in a manner that is responsive to their Aboriginality and individual aspirations and responsibilities. They are entitled to live the life they have reason to value within the framework of rights, freedoms and responsibilities they hold as human beings and citizens.

This section of the strategy requires us to think and act in a different way. This strategy establishes a collection of functioning that enables Aboriginal and Torres Strait Islander students, staff, and non-Aboriginal Australians to flourish.

University of Sydney Aboriginal and Torres Strait Islander Capability Set

The University of Sydney will build a University community where:

- Aboriginal and Torres Strait Islander students and staff are able to enjoy their identity freely, safely, confidently, with pride, comfortable in the University community and respectful of diversity and the freedom of others
- Aboriginal and Torres Strait Islander staff are able to pursue academic interests, careers and contributions that are of intrinsic personal and academic pride, craft and purpose, free of limitations created by inequity, stereotyping and ignorance
- students and staff are able to engage effectively, respectfully and productively in critical thinking and self-reflection about Aboriginal and Torres Strait Islander issues specifically, and diversity more broadly
- students and staff are able to research and use knowledge from Aboriginal and Torres Strait Islander sources and settings, ethically and effectively
- Aboriginal and Torres Strait Islander students and staff are able to form, sustain and enjoy longstanding networks across diverse cultures and peoples that are of intrinsic and instrumental value
- Aboriginal and Torres Strait Islander students and staff are able to confidently engage and contribute to the life, commerce and the identity of their communities and the Australian society.

If Aboriginal and Torres Strait Islander peoples are to be part of the Australian story, 'Being and doing' raises questions for the University about the kind of teaching, learning and research environment we offer.

The questions and opportunities that emerge from this approach are not quarantined to matters Aboriginal. Aboriginal and Torres Strait Islander flourishing both depends on and supports the realisation of an Australian narrative, identity and vision that is inclusive, enriched by and proud of its constituent cultures and peoples. The Australian story is not just about Aboriginal and Torres Strait Islander peoples – it is about the uniqueness of Australians together.

Sydney's contribution will be judged not only by our achievements in Aboriginal and Torres Strait Islander education, research and engagement space, but on our contribution to the depth and quality of 'usness' inside the institution, and in life beyond it. In an increasingly multicultural society and global community effective capabilities in the diversity space are essential.

This strategy will reinforce and enrich the sharing of cultural and intellectual resources available to Aboriginal and non-Aboriginal students and staff, and to the nation, and it will leverage this access to grow human, social and cultural capital.

The University of Sydney is committed to creating a higher education experience for students, staff and society that:

- expands Aboriginal and Torres Strait Islander peoples' freedom to live the life they have reason to value
- improves critical thinking and the ability to form authentic, ethical relationships across the diversity landscape and impacts positively on private and public networks and discussion of major social issues
- builds a University community and experience where every person counts.

IMPLEMENTATION OF THE INTEGRATED STRATEGY

The implementation of this Integrated Strategy is built on the premise that Aboriginal and Torres Strait Islander education, research and engagement are an integral part of our core business and the responsibility of the whole University community.

The corollary of this is that the task of implementation will rest generally in those units and areas of the University with responsibility for the University's core business of learning and teaching, employment and staff development, student recruitment, marketing and so on. Faculties and professional services units (PSUs) will, therefore, play a significant and central role in delivering on the objectives of this strategy, and in its success. In this way, the model we will use to deliver achievement will be two pronged: the implementation of the initiatives is intended to be localised, while advisory and support services, performance monitoring and review will occur corporately.

Our initiative summary at Section 6 'Realising our future' (page 19) describes each initiative and the associated focus area (ranging from successful students to our people, research and knowledge system to community engagement) and theme (our three major themes are opportunity, capability and rights). The Senior Executive Group (SEG) Indigenous Strategy and Services Sub-Committee will be asked to refine priorities so that we can leverage off existing initiatives and resources efficiently and effectively. The role of the Office of the Deputy Vice-Chancellor – Indigenous Strategy and Services (DVC-ISS) will be to advise, liaise, assist and support where possible, monitor, promote transparent reporting, and recognise excellence in the achievement of the strategy.

4.1 TARGETS

The strategy establishes targets for the University in key areas of students, staff, and research. More specific project milestones in other areas of reform will be identified in the design of local implementation plans.

4.1.1 STUDENTS

Student targets are set for both Aboriginal and Torres Strait Islander students and non-Aboriginal students. The University has already agreed minimum Aboriginal and Torres Strait Islander undergraduate targets as part of the 'compact' funding agreement with the Australian Government. However the strategy sets a longer-term view of student numbers.

- The University will increase the total number of Aboriginal and Torres Strait Islander people studying at Sydney by 100 percent over five years.
- The University will lift non-Aboriginal student interest, engagement and knowledge of Aboriginal and Torres Strait Islander issues by 50 percent over five years.

4.1.2 STAFF

Expanding the pool of Aboriginal staff employed by the University is a critical task for our reform effort. But it will not be easy. The size of the available pool, the competition – not just from other higher education institutions but other sectors – and the relatively removed engagement of the higher education sector from Aboriginal advancement thinking influence decisions about what target to set.

The University will within four years:

- employ an Aboriginal and Torres Strait Islander academic staff complement of 75
- employ in the general stream 97 Aboriginal and Torres Strait Islander staff
- ensure that new staff undertake an approved cross-cultural training program in line with the following targets:
 - 2012 – 20 percent
 - 2013 – 60 percent
 - 2014 – 80 percent
 - 2015 – 100 percent.

- ensure that existing staff undertake an approved cross-cultural training program according to the following targets:
 - 2012 – 15 percent
 - 2013 – 40 percent
 - 2014 – 70 percent
 - 2015 – 100 percent.

4.1.3 RESEARCH AND KNOWLEDGE SYSTEMS

Until relatively recently Aboriginal and Torres Strait Islander peoples' experience was that the research enterprise was exploitative and misdirected. The dominant experience was that "a poor relationship existed between Indigenous peoples, researchers, universities, governments and policy makers".⁹

On a playing field where increasingly stronger, productive partnerships between Aboriginal interests and the research enterprise are gaining position but as yet remain overshadowed by the history of divisive and intrusive practice, the University requires a deliberate strategy and clear targets. The University of Sydney will establish a productive and sustainable research and Aboriginal knowledge agenda in partnership with communities, government and industry.

The University will within four years:

- establish at least two international partnerships in 2012 to explore the Aboriginal knowledge journey with Indigenous peoples, relevant organisations and universities
- secure research funding and commence research on the top 60 percent of research priorities identified through strategies in this theme
- increase the number of staff and students engaged in research in Aboriginal and Torres Strait Islander issues by at least 40 percent
- lift funding from all sources for research in Aboriginal and Torres Strait Islander areas by at least 25 percent.

4.2 LOCALISED IMPLEMENTATION

Our faculties understand their business and are best placed to design and incorporate the commitments of this strategy in their learning and teaching, operations and planning. The model proposed has the advantage of promoting local ownership of each initiative. The initial step in this process is for each faculty and professional services unit (PSU, eg Human Resources, Campus Infrastructure and Services, Student Support Services) to develop a local implementation plan that sets out their contribution to the targets and objectives identified in the strategy. The Office of the DVC-ISS will work with each faculty and PSU to ensure that each initiative gives effect to the guiding principles and intent of the strategy.

Each faculty or PSU will be encouraged to establish a staff-based project team to support local implementation, drawn ideally from the best officers with content and corporate memory of the area and environment. A senior staff member (preferably the dean or director) would ideally act as executive sponsor for the project team and the local implementation plans. Project teams should be able to determine the level of change required to implement the Integrated Strategy's various commitments, and marshal the activity to achieve the agreed targets.

A senior project officer from the office of the DVC-ISS will support each faculty or PSU to construct the relevant local contribution to the strategy's targets and responsibilities. Wherever possible, this approach will facilitate knowledge exchange and the sharing of successful strategies with other areas of the University, which have similar experiences or needs.

At agreed intervals, the Office of the DVC-ISS, the local project team and the executive sponsor will meet to review progress, changes, barriers, challenges, gaps and continued relevance of strategies. This will be an ongoing process until all elements of the strategy have been successfully achieved, and the transition to 'business as usual' is completed.

4.3 CENTRAL SUPPORT

Interpreting, communicating and implementing the Integrated Strategy will involve the whole University community. Some progress will be based on refinement and expansion of broad existing efforts, while achievement of other strategic objectives will depend on successful innovation. The changing circumstances of the higher education sector in 2012 and beyond will require the University of Sydney to innovate, to get ahead and to distinguish itself from other domestic and international higher education experiences.

The success of this strategy will depend on the University leadership adopting and recounting a clear narrative that is focused both on the business and the moral purpose of the strategy, why we are 'worrying for' Aboriginal and Torres Strait Islanders' education, research and engagement. It needs to clearly spell out the vision, tools, dilemmas, risks and opportunities. Refined narrative is a critical element of leadership – one that is vital to embedding a strong message about the University and its identity.

The Office of the DVC-ISS will support the faculties and PSUs to tailor the narrative used at a whole-of-university level to the business and circumstances of each area. The critical element of this work will involve ensuring the heads of faculties, schools and PSUs understand how the strategy and its implementation relate to their roles. These two elements will form the basis of a strong discourse-centred approach to implementation.

Demonstrating effort and outcomes will be key to maintaining the trust and engagement of the University community, potential funders inside and outside of government, and in Aboriginal and Torres Strait Islander communities. It will also be critical to our own efforts to establish accountability to each other for our respective contributions to the 'academic and financial health of the institution' and for the contribution we each make to the realisation of our responsibilities to Australian society.

The DVC-ISS will coordinate in consultation with faculties, PSUs and the Strategic Information and Business Intelligence program the development of an Integrated Strategy Monitoring Report that reports the performance of faculties, PSUs and the University as a whole. Individual senior managers will be able to compare their performance with their colleagues and discuss the implications of achievements against the strategy's targets and commitments.

The DVC-ISS will present the Strategy Monitoring Report to SEG quarterly. Progress on the strategy will also be reported on the University website, to alumni and to other key stakeholders including Aboriginal and Torres Strait Islander communities and broader civil society.

Good communication will reinforce and support improved marketing.

⁹ Quartermain L, ATSIC cited in *Indigenist Australia*. Views on knowledge production and Indigenist research, Rigney L at law.anu.edu.au/ncis/rigney_Goduka.pdf, accessed October 2011.



FINANCING THE INTEGRATED STRATEGY

The Integrated Strategy lists a series of initiatives, which are grouped into three major themes – opportunity, capability and rights – and described on pages 19 to 25 inclusive. Within this matrix initiatives are grouped into six focus areas. While the strategy has a whole-of-University focus, implementation will be located, in the main, in faculties and PSUs.

The execution of the Integrated Strategy will depend upon a mixed model of financing. Some initiatives are reliant on changes to core business practices and are therefore intended to be cost neutral, others will incur marginal or partial costs, while some specific initiatives will come at full cost. In some cases, financing will fall to the University alone. In other examples, we will partner with one or more external parties to deliver the outcomes the strategy establishes.

The level of change outlined in the strategy requires commitment and cooperation from all faculties and PSUs within a whole-of-University perspective. This level of engagement and action in the Aboriginal and Torres Strait Islander space has never been attempted by an Australian university before.

Repositioning the Integrated Strategy within the budget priorities and financial strategy of the University will require specific attention and capacity. The University will make a financial contribution to the strategy that demonstrates to our students and staff, to Aboriginal and Torres Strait Islander communities and to other observers and potential supporters that we are committed; that we are serious about Aboriginal education, research and engagement.

The cost of initiatives that fall to the University directly and which have a pan-University impact will be shared across the University. The strategy includes the establishment of an incentives pool, including a merit appointment incentive scheme. Finance for the pool is to be drawn from a top slice of the University's budget. The University will set the top slice annually depending on the budget demands identified in local implementation plans. It is anticipated that approximately 80 percent of this top slice will flow back to faculties and PSUs, including for the Aboriginal and Torres Strait Islander appointment incentive.

Even with the creation of an incentives pool it is not possible to meet the total cost of the entire Integrated Strategy from existing budgets. Where additional effort cannot nor should not be met from existing resources, additional new funds will be required.

The University will accelerate and intensify its partnerships with government and industry to identify and fund specific initiatives at a whole-of-University, faculty and PSU level for which external support is required. In addition the University will incorporate the strategy's focus and initiatives in its development effort.

To maintain faith with students, staff and our partners it will be important for the University to be transparent about its contributions and its use of external funding. This will be addressed in the University's regular reporting.

The table at 'Realising our future' on pages 19 to 25 provides an indication of the forecast source of funding at the individual initiative level.



REALISING OUR FUTURE

Our Integrated Strategy is built around a series of initiatives, which each have short descriptions, a specific focus area and one or more themes. Here is a summary of our planned initiatives.

Initiative title	Description	Theme
Successful students		
Marketing and recruitment	Establish coordination and cooperation across marketing and recruitment effort at the University in relation to Aboriginal and Torres Strait Islander students and staff.	Opportunity
Visibly committed	Develop and implement a marketing strategy that highlights the University's contribution and leadership in Aboriginal and Torres Strait Islander reform.	Opportunity
Marketing strategy	Identify the motivators that directly and indirectly influence student choice about higher education providers, review the University's performance and apply that information to our marketing strategy.	Opportunity
Brand recognition	Take action that secures high brand recognition by stakeholders and the community of the University's increased engagement with and presence of Aboriginal and Torres Strait Islander culture and peoples in the life of the University community.	Opportunity
Success profiles	Review Aboriginal and Torres Strait Islander student admission and outcome data for the University to determine success profiles and develop a detailed proposal to further inform recruitment and retention efforts.	Capability
Expanding identification of the best students	Develop and implement a trial of non-cognitive variables as an alternative admissions program for a period of four years.	Opportunity
Breadwinners project	Develop and implement an innovative partnership with government, community and industry that creates new opportunities for working Aboriginal and Torres Strait Islander people to enter undergraduate and postgraduate study.	Opportunity
Sydney conversations	Expand the opportunities for non-Aboriginal and Torres Strait Islander students to confidently engage in enquiry about and discussion of issues relevant to Aboriginal and Torres Strait Islander people	Opportunity
Possible and probable	Review and rebalance recruitment efforts to pursue students who have a strong higher education pathway, but commit proportionally greater effort for those quality students whose pathway to university is not as strongly mapped.	Opportunity
TAFE link	Target a small number of TAFE colleges and institutes to develop productive opportunities for effective articulation of the student journey to higher education.	Opportunity
Sportsmen and sportswomen at Sydney	Establish a relationship with sporting teams in NSW to provide an appropriate opportunity for Aboriginal and Torres Strait Islander men and women to access tertiary study.	Opportunity

Image left: Sociologist and journalist Dr Jonathan Bogais, working in partnership with Aunty Dale McLeod, sister of the late Aboriginal activist and leader, Charles "Chicka" Dixon, on the making of the Chicka Dixon Story. This project has great significance for contemporary Aboriginal history and is supported by the University of Sydney.

Initiative title	Description	Theme
Sydney in schools	Develop a business proposal and negotiate a program that provides an opportunity for Aboriginal students in high school to commence foundational elements for tertiary study in specific areas.	Capability
Research profile	Capture and market the research profile of the University to Aboriginal and Torres Strait Islander communities, civil society, government and industry and as a specific element of our initiatives to recruit talented Aboriginal and Torres Strait Islander postgraduates to study at Sydney.	Opportunity
Cultural competence	Develop and introduce cultural competence in pedagogy, curriculum and staff development.	Capability
Graduate attribute	Include cultural competence as a graduate attribute, with measures of acquisition for all students.	Capability
Benchmarking current levels	Benchmark non-Aboriginal and Torres Strait Islander students' current levels of knowledge of cultural competence and engagement in Aboriginal issues.	Capability
Aboriginal and Torres Strait Islander place in the curriculum	Develop and adopt strategies that enrich the ongoing curriculum renewal agenda to lift the profile of Aboriginal and Torres Strait Islander culture, experience and issues in the teaching and learning environment.	Capability
Mentoring and development	Establish a postgraduate mentoring and development program for Aboriginal and Torres Strait Islander students.	Capability
Aboriginal research network	Establish the University of Sydney Aboriginal and Torres Strait Islander Research Network and promote its engagement with Aboriginal community, civil society, government, industry and the broader community.	Capability
Sharing stories	Review and expand the formal and informal opportunities for non-Aboriginal and Torres Strait Islander students to confidently engage in enquiry about and discussion of issues relevant to Aboriginal and Torres Strait Islander people.	Rights
Satisfaction and retention	Review and enhance the orientation, satisfaction and retention continuum for Aboriginal and Torres Strait Islander students.	Opportunity

Our people

National leaders	Develop a campaign to identify and recruit outstanding Aboriginal and Torres Strait Islander staff to this University from the existing pool of academic staff nationally.	Opportunity
Talent search	Develop a campaign to identify and recruit talented and qualified Aboriginal and Torres Strait Islander people from other sectors such as community service, government and industry.	Opportunity
Talent building	Develop and implement a strategy to identify and recruit talented Aboriginal and Torres Strait Islander people from other sectors, such as community service, government and industry, who do not yet have tertiary qualifications.	Opportunity
Growing our current talent	Design and establish strategies to invest in the careers and potential of existing Aboriginal and Torres Strait Islander staff at the University.	Capability
Sydney qualities	Develop a statement of qualities that describes the attributes and experiences in the Aboriginal and Torres Strait Islander domain we seek in staff at Sydney.	Capability
Cultural competence for staff	Develop and implement a pan-University cross-cultural education program for all staff that meets the targets established by this strategy.	Capability
Mob staying in touch	Establish an Aboriginal and Torres Strait Islander staff network to promote sharing of experience, networking and support.	Capability

Initiative title	Description	Theme
Knowing what's happening	Implement strategies to improve the collection, collation, linkage and use of quality Aboriginal and Torres Strait Islander staff data, including census days and awareness programs.	Capability
Staff development partnerships	Establish partnerships with key employers that open up development opportunities for existing University staff and provide reciprocal opportunities for staff who work for our partners.	Opportunity
Merit appointment incentive	Increase the number of Aboriginal and Torres Strait Islander staff employed in academic and general staff roles by establishing a merit appoint incentive.	Opportunity
Research and knowledge systems		
Enrich the research enterprise	Establish a partnership with Aboriginal communities, governments, civil society, industry and other stakeholders to pursue solutions-focused research.	Capability/ opportunity
Showcase of research effort	Establish and deliver an annual showcase of Aboriginal and Torres Strait Islander research conducted and other developments at the University of Sydney for key government, community, civil society and industry interests.	Capability/ opportunity
Network of chairs	Identify priority areas of scholarship in the Aboriginal and Torres Strait Islander space that would benefit from the appointment of a chair and the subsequent contribution and recruit to the chairs.	Capability/ opportunity
Senior research director	Create the position of Senior Director, Aboriginal and Torres Strait Islander Research and appoint an Aboriginal academic.	Capability/ opportunity
Research register	Create and maintain a register of research specifically focused on Aboriginal and Torres Strait Islander issues and research that has a high potential to contribute to this area.	Capability
Knowledge hub	Design and trial a knowledge hub that provides opt-in access to community, civil society, industry and government stakeholders for the outcomes of research and thinking at the University of Sydney.	Capabilities
Think tank	Convene a 'think tank' of key researchers and stakeholders to review research priorities and effort and to ensure the University optimises its contribution of multidisciplinary research and its attention to emerging areas.	Capability/ opportunity
Recognise the Koori Centre	Recognise and capitalise on the Koori Centre's contribution and re-energise its operations as the foundational base for the National Centre for Cultural Competence.	Capability
Invest in postgraduate scholarships	Create a number of Aboriginal and Torres Strait Islander postgraduate scholarships that support primarily, but not entirely, research-based study.	Capability
Setting foundations	Establish a policy that commits the University to the respectful exploration and treatment of Aboriginal knowledge that is consistent with the best practices of scholarship.	Rights
Integrated scholarship	Establish a taskforce, chaired by the Deputy Vice-Chancellor (Education) to engage with Aboriginal and Torres Strait Islander communities to construct an approach to and plan for the recognition of Aboriginal knowledge in University research and teaching.	Capability
International partnerships	Establish appropriate international partnerships that foster the advancement of Indigenous education, research, engagement, cultural heritage, knowledge and cultural expressions domestically and internationally.	Opportunity

Initiative title	Description	Theme
Society and leadership		
Visiting thinkers	Create a visiting thinkers program for selected international experts in the Indigenous space and national experts in the Aboriginal and Torres Strait Islander space.	Capability
Sydney sabbatical	Create a program that provides the opportunity and encouragement for Aboriginal and Torres Strait Islander staff in the community service sector to take a sabbatical to engage in a course of study or research at the University of Sydney.	Capability
Leading thinkers	Create development opportunities for leading University thinkers to further enhance their experience and insights into complex issues by working with and in Aboriginal and Torres Strait Islander communities and organisations.	Opportunity
Change is within our reach	Develop a program of communication for the University community, Aboriginal communities, government, industry and civil society which demonstrates the art of the possible and dispels negative beliefs that change in the Aboriginal and Torres Strait Islander space is too hard.	Rights
Service learning	Develop two additional effective and focused service-learning initiatives that build on the Broken Hill model in the Aboriginal and Torres Strait Islander space and link Aboriginal community service and academic study.	Capability
Social inclusion	Establish a chair of social inclusion to foster, conduct and promote multidisciplinary research, teaching, public debate, and public policy that seeks to create a 'society for all'.	Rights
Partnership patrons	Appoint from outside the University at least two partnership patrons who encourage and model partnership building between staff and student, the University and Aboriginal and broader community, civil society, government and industry.	Opportunity
Indigenous international collaborative	Establish an ongoing collaboration for Indigenous thinkers and leading scholars from around the globe to explore issues of common interest, contribute to a global academic community of interest in the Indigenous space and expand opportunities for collaboration.	Rights
Centre for statistics	Establish the National Centre for Aboriginal and Torres Strait Islander Statistics where information about Aboriginal peoples will be safely and securely curated and accessed. The centre will explore new data development that will contribute to the advancement and wellbeing of Aboriginal and Torres Strait Islander people.	Capability
Strategic incentives pool	Establish an incentive pool that is applied to the implementation of the strategy with at least 80 percent returned to faculties and professional services units for agreed local implementation priorities	Rights
Demonstrate excellence	Construct a program that recognises and rewards excellence in the leadership of Aboriginal and Torres Strait Islander education, research and community engagement across the University.	Opportunity
Reconciliation space	Create a space designed to reflect Aboriginal and Torres Strait Islander culture, managed by Aboriginal people, which will serve as a safe space for discussion involving Aboriginal and Torres Strait Islander community, students, staff thinkers, cultural leaders and others.	Rights
Commit to honest memory	The University will monitor its efforts to implement the Integrated Strategy and share its success and failures. It will ensure that failures and successes are not forgotten by building an effective accessible corporate memory of our efforts to improve Aboriginal and Torres Strait Islander education, research and engagement.	Capability

Initiative title	Description	Theme
Gender		
More men studying	Establish a defined element within student recruitment to focus on engaging with and recruiting Aboriginal and Torres Strait Islander men to undergraduate and postgraduate study.	Opportunity
Role and role models	Establish an Aboriginal and Torres Strait men's working group that will advise and contribute to student and staff recruitment campaigns.	Opportunity
More men working	Develop and pursue specific elements in our staff recruitment strategies to address Aboriginal and Torres Strait Islander men.	Opportunity
Aboriginal gender research	Allow for different gender specific considerations in efforts to construct and pursue research partnerships with Aboriginal and Torres Strait Islander communities and other stakeholders who bring greater understanding in this area.	Capability
Merit subsidy	Include specific provision that promotes the appointment of Aboriginal and Torres Strait Islander women to senior roles.	Capability/ opportunity
Women in senior roles	Establish and implement a professional senior development initiative for Aboriginal women at Sydney.	Capability/ opportunity
Reducing barriers to work and study	Create a project to explore, especially in the area of family responsibility, the creation of additional services and initiatives in partnership with Aboriginal organisations to provide work opportunities at Sydney.	Opportunity
More women	Create specific scholarships for Aboriginal and Torres Strait Islander women, which are structured to take account of the barriers to education for women.	Capability/ opportunity
It's men's and women's business	Include in the Annual Report an analysis of the University's efforts to improve Aboriginal and Torres Strait Islander access and outcomes in education, research and community engagement from a gender perspective.	Rights
Child care and elderly care	Develop and trial support programs that allow Aboriginal women and men who are full-time or part-time care givers to participate in further education.	Capability/ opportunity
Diversification	The University will review the enrolment of Aboriginal and Torres Strait Islander women and men in non-traditional courses and faculties and develop strategies to ensure that any unnecessary hurdles are eliminated.	Rights

Initiative title	Description	Theme
Infrastructure		
Improved identification of people and effort	Develop and implement strategies to encourage improved levels of self identification of Aboriginal and Torres Strait Islander staff and students and accurately record their Aboriginality in linked data management arrangements. The strategy will include promoting Aboriginal and Torres Strait Islander people's pride, confidence and engagement in university life.	Rights
Business intelligence model	Design an Aboriginal and Torres Strait Islander business intelligence model and include in the Strategic Information and Business Intelligence (SIBI) project.	Capability
Aboriginal voices	Collect information and report annually on the overall satisfaction of Aboriginal and Torres Strait Islander women and men with university life and the quality of the teaching and learning environment.	Capability
Pursue data linkage	Establish a data linkage initiative to improve the functionality of the Aboriginal identifiers in the University data systems.	Capability
Performance framework and reporting	Establish and report against a performance and reporting framework in relation to Aboriginal and Torres Strait Islander education, research and community engagement.	Capability
Aboriginal and Torres Strait Islander online	Develop a web portal for students and staff that provides easy internal access to key services, data and information and initiatives, including online access to appropriate staff development initiatives, virtual networks and a clearinghouse.	Capability
University webpage	Modify the homepage to reflect the University's commitment to Aboriginal and Torres Strait Islander education, research and community engagement.	Capability
Flexible delivery	Examine the opportunities that a flexible delivery system, support structure and appropriate pedagogies might provide to help Aboriginal and Torres Strait Islander students manage various demands and challenges to accessing and completing higher education.	Opportunity
Design principles	Develop a series of building design principles that reflect the University of Sydney's recognition of and vision for Aboriginal and Torres Strait Islander participation in university life.	Rights
Public art	Increase the number of Aboriginal and Torres Strait Islander public art installations on our campuses.	Opportunity
Flagship gateway building	Construct a National Centre for Cultural Competence that will assist with embedding Aboriginal and Torres Strait Islander culture and experience in pedagogy and epistemology and act as a friendship space.	Capability
Student accommodation	Commit to providing access to suitable student accommodation for Aboriginal and Torres Strait Islander students.	Opportunity

Initiative title	Description	Theme
Community engagement		
Engagement program	The University will establish an Aboriginal and Torres Strait Islander partners program to establish, promote, value add and monitor the effectiveness of trust-building partnerships. This program will support the University's Aboriginal and Torres Strait Islander education, research and engagement priorities and identify and market the quality, benefit and potential of partnerships.	Rights
Social responsibility	Develop and publish a social responsibility report every two years as a record of contribution and as a device to promote discussion, reflection and review about engagement and social responsibility.	Rights
Engagement framework	The University will establish an engagement framework that will promote and secure the importance of community engagement to the realisation of the University's vision.	Opportunity
Family, community and organisation	The University will establish an intensive engagement strategy that focuses on building relationships with Aboriginal and Torres Strait Islander families, communities and organisations.	Opportunity
Industry sector dialogues	The University of Sydney will establish a program of industry sector dialogues that will identify the challenges and issues that the sectors confront. It will also seek to identify ways that the University can contribute, through its teaching, research and engagement capabilities.	Opportunity
Government sector dialogues	The University will establish a series of ongoing government sector dialogues in Aboriginal and Torres Strait Islander affairs and Indigenous affairs internationally.	Opportunity
Civil society dialogues	The University will establish a series of ongoing civil society sector dialogues in Aboriginal and Torres Strait Islander affairs.	Opportunity
Alumni engagement	The University will create an annual alumni event that focuses on showcasing our contribution in the Aboriginal and Torres Strait Islander space. We will engage alumni in our efforts through regular updates in Sydney Alumni Magazine (SAM) and other events.	Opportunity

**Deputy Vice-Chancellor
(Indigenous Strategy and Services)**

The Quadrangle A14
The University of Sydney
NSW 2006 Australia

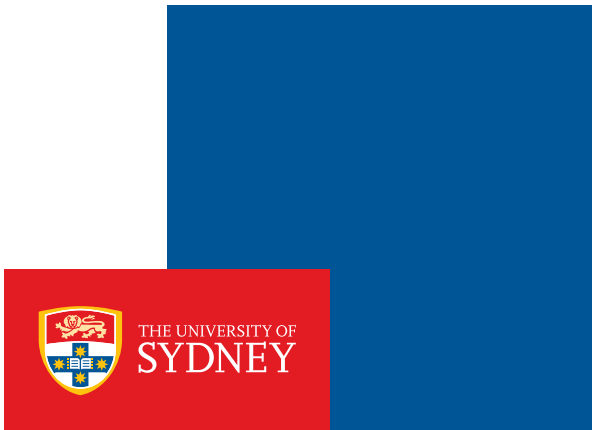
Office hours are 9am to 5pm

T +61 2 9036 6181

F +61 2 9351 2915

E dvciss@sydney.edu.au

sydney.edu.au



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