

INDIGENOUS EDUCATION STATEMENT

The University of Newcastle

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

The University of Newcastle has made a commitment to Indigenous education as one of its strategic priorities. It is the resolve of the University "to be a national and international leader in Indigenous collaboration", as articulated in the University Strategic Plan 2007-2011 (ISP), *Building Distinction*. The University already enjoys a strong reputation for Indigenous collaboration and is committed to actively supporting the aspirations of Indigenous peoples by providing study and employment opportunities.

The ISP makes a commitment to the following strategic goals:

- We will encourage Indigenous peoples to aspire to complete higher education degrees by creating additional pathways for entry to University.
- We will nurture and support Indigenous students throughout their studies with the aim of increasing the number of Indigenous graduates at both undergraduate and postgraduate level.
- We will be internationally recognised for the quality of our Indigenous research activities and we will link research outcomes to our teaching curricula.
- We will attract Indigenous academic and general staff to the University on the basis of the quality of our work environment.

The University's current activities are consistent with the strategic priorities outlined by the Indigenous Higher Education Advisory Council, with significant potential for these activities to be expanded and strengthened. *Building Distinction* prioritises 'Indigenous Collaboration' ensuring it's inclusion in all Implementation and Operational Plans across the University. The *Indigenous Collaboration* Implementation Plan can be found at:

<http://www.newcastle.edu.au/strategicplanning/>

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented toward achieving the AEP goals and evidence that these strategies are working
- constraints on your ability to achieve the AEP goals and
- plans for future improvement to existing strategies or new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

1 Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.

The management structure of Indigenous education at the University of Newcastle guarantees strong Indigenous community participation in the setting of key directions and priorities. Activities are governed by a Board of Aboriginal and Torres Strait Islander Education and Training that has all Indigenous membership including community representatives with skills and experience in Indigenous educational and community matters. Genuine consultation with Indigenous communities and leaders is integral to the University's approach to supporting Indigenous education and has been the foundation of the University's successes. Indigenous representation on Academic Senate is ensured through an ex-officio position and there is Indigenous representation on University Council.

There are three key Indigenous leaders at the University of Newcastle, all of whom work collaboratively with colleagues in Faculties and Divisions. To ensure continued leadership in the area of Indigenous education, in 2009 the University of Newcastle conducted a review of Indigenous education. The process was overseen by the Wollotuka, School of Aboriginal Studies, Wollotuka Support Unit, the Deputy Vice-Chancellor (Academic and Global Relations), Vice-Chancellor, and other relevant internal and external stakeholders. A major outcome of the review was the establishment of the Wollotuka Institute, which consolidates all Indigenous activities of the University into one operational and strategic body forming.

The Institute provides a structure that facilitates the realisation of the University's commitment to Closing the Gap between Indigenous and non-Indigenous Australia, implementation of national Indigenous education priorities, and the engagement of our local communities. To meet objectives and successfully implement the necessary strategies for development and enhancing capacity, engagement, collaboration and building distinction for Indigenous education at the University of Newcastle, the Institute reports to the Deputy Vice-Chancellor (Academic and Global Relations) and has a management group consisting of three Directors including,

- (Prof. and Chair of the Management group) Institute Director, Academic and Research;
- Institute Director, Indigenous Health; and
- Institute Director, Indigenous Student Support, Employment and Collaboration.

The three Directors share responsibility for strategic planning, evaluating, budgeting and managing resources. Each Director has operational responsibility for activities in the areas of 'Academic and Research', 'Indigenous Health' and 'Indigenous Student Support, Employment and Collaboration'.

This leadership allows the Institute to have a high level of input and influence within the academic and research portfolios and within the university services portfolio. The University recognises the importance of Indigenous education by high level staff appointments that encourage Indigenous self determination and governance.

The University's Board of Aboriginal and Torres Strait Islander Education and Training is comprised of Indigenous peoples from the community, industry, the

broader academic community and specialist roles. Dr Bob Morgan, is the current chair of the committee. The Director (Chair) of the Wollotuka Institute is represented on the Academic Senate, ensuring an Indigenous input on critical academic decisions. The Director, Indigenous Support, Employment and Collaboration, currently is an elected general staff member represented on University Council.

The three Directors of the Wollotuka Institute actively participate in the strategic planning process of the University and provide regular advice and consultation to the Senior Executive Group. The Director (Academic and Research) is currently Deputy Chairperson of the AIATSIS Board, Co-Chair of the Innovative Research Universities Indigenous Advisory Group, member of the NSW Fullbright Selection Committee, AIATSIS Publishing Committee, member of Yunngorrendi Flinders University Review Panel and University of Queensland Indigenous Support Centre Review Committee. The Director, Indigenous Health is the President of the Australian Indigenous Doctors Association. The Director, Indigenous Support, Employment and Collaboration continues as Chairperson of the NSW/ACT Higher Education Network Aboriginal Corporation (HENAC) and also sits on the University of Sydney Yoorang Goorang Advisory Board.

Both academic and general Indigenous staff participate in the Higher Education Network Aboriginal Corporation (HENAC), the National Indigenous Higher Education Network (NIHEN), ITAS Co-ordinators' and Indigenous Promotions forums to broaden and enhance their exposure to macro management and planning.

The Community Engagement Team, comprising of Community Engagement Team Leader, Community Engagement Officer and School Liaison/Prospective Student Advisor is active in the University's Aboriginal communities, both promoting initiatives of the University and seeking input and advice on strategic decisions and directions of the University. The Community Engagement Officer ensures participation in Aboriginal Education Consultative Group (AECG), Inter-agencies, Central Coast Aboriginal Congress, Local Land Council and Indigenous employment meetings and forums.

The University's Reconciliation Statement was launched in 2009 and will be supported by the development of a Reconciliation Action Plan in 2010, which will further reinforce the connection with Aboriginal communities and the importance of ongoing collaboration locally and nationally.

2 Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.

Supporting Indigenous Australians to gain access to employment and the provision of career development opportunities is a priority of the Indigenous Collaboration element of The University's Institutional Strategic Plan. That commitment is most clearly demonstrated by the internal resourcing and support of the University's Indigenous Employment Strategy and by the employment of a full-time Indigenous Employment Coordinator (IEC).

In 2009, the IEC position was relocated to The Wollotuka Institute. The relocation provides the IEC with an environment that is culturally empowering and offers additional administrative support. In late 2009 the University commenced a review of the Indigenous Employment Strategy. A new plan will be available in 2010.

In 2009 the University Indigenous staff cohort represents 2.1% of the total staff cohort. Ongoing processes are in place to achieve a target of 3% Indigenous staff by the end of 2011. A staffing strategy is being developed to assist with this process. The statistics demonstrate that from the 2.1%, 26 (43%) male, 35 (57%) female and 51% of Indigenous employees work directly in or are associated with the Wollotuka Institute.

In 2009 Equity and Diversity appointed the Diversity in the Workplace Officer position. The Diversity in the Workplace Officer (Equity Advisor – Employment) is located in the Equity and Diversity Office and is responsible for employment and staffing issues across all equity groups, inclusive of Indigenous employment. The Indigenous Employment Co-ordinator and Diversity in the Workplace Officer work closely together to ensure fairness and transparency across all processes relating to Indigenous employment.

Staff collaboration and mentorship is essential for the future of Indigenous employment at the University. Staff have the opportunity for peer support, personal and professional development to ensure successful appointments and progressive pathways for Indigenous staff at the University.

The grow your own approach has long been a preferred option for attracting Aboriginal and Torres Strait Islander staff with strong qualifications. In 2009, the Indigenous Alumni Officer and the Indigenous Employment Co-ordinator worked together to start to make this come to fruition. Processes have been developed to attract graduates of the University of Newcastle to continue their learning and development in new capacities at the University.

Indigenous Staff FTE and Headcount 2008 - 2009

		Data		Year	
		Sum of FTE		Count of Staffld	
DutyType	DutyClass	2009	2010	2009	2010
Academic	Level A	2	2	2	2
	Level B	10.8	9	11	9
	Level C	1.5	2.5	2	3
	Level D	1	1	1	1
	Level E	2	2	2	2
Academic Total		17.3	16.5	18	17
Non-Academic	HEW2		0.11		1
	HEW3	5	5	5	5
	HEW4	8.6	9.3	9	10
	HEW5	8	11	8	11
	HEW6	9.6	10.95	10	12
	HEW7	6	8.14	6	9
	HEW8		1		1
	HEW9	1	1	1	1
Non-Academic Total		38.2	46.5	39	50
Grand Total		55.5	63	57	67

source: DEEWR Staff submission as at 31 March
excludes casual staff

3 Ensure equitable access of Indigenous students to higher education.

The Strategic Plan outlines a commitment to 'encourage Indigenous peoples to aspire to complete higher education degrees by creating additional pathways', in close communication with Indigenous communities. Outcomes in relation to this commitment are facilitated through the Schools to University Pathways Program, which introduces the professional and personal benefits of tertiary education to school students. The Discipline of Indigenous Health was also redeveloped to extend on our already strong reputation in the fields of Medicine and Health.

The number of commencing Indigenous students in 2009 rose to 268 from 240 the previous year. This represents an access rate of 2.45% in 2009, which is higher than the 2008 rate of 2.24%.

Supportive pathways, eg. Outreach programs, modified entry requirements, enabling/bridging/foundation courses, tailored exit points.

- The Aboriginal and Torres Strait Islander Entry Program provides alternative entry for Indigenous students at Callaghan, Ourimbah and Port Macquarie campuses, through interview to determine potential to undertake undergraduate studies and to establish the person's Aboriginality. In 2009 49 students entered via this pathway.
- Yapug Aboriginal and Torres Strait Islander Enabling Program increased from 26 enrolments in 2008 to 39 enrolments in 2009. Changes were implemented in response to the 2008 program review.
- A two week intensive Indigenous medical preparation program was run as part of the pre-orientation program in 2009. Commencing students from both the University of Newcastle and University of New England under the new Joint Medical Program (JMP) participated in this program. The number of Indigenous students applying to Medicine continues to grow, students who are not made an offer based on their academic record are provided with appropriate pathways to ensure the opportunity for future enrolment.
- The Schools to University Pathways Program has been rebranded – S2U – the number of schools involved in the program from Central Coast, Newcastle and Hunter regions has further increased and the programs have been adapted and enhanced to suit the current Indigenous student group from Years 7 – 12. The program also provides information and programs to parents of high school students. Year 7 and 8 students are involved in Goal Setting Workshops, Years 9 and 11 Empowerment Mentoring Camps (to be expanded in 2010), Year 10 Insight Days and Year 12 Shadowing and Principals Recommendation Scholarships. School and parent information sessions are also incorporated into the program.
- As the numbers of Indigenous students studying at the Port Macquarie Campus and relocating to study at the other campuses continues to increase, there has been an appointment of an Indigenous Education Officer (Port Macquarie). This position focuses on communities and schools from Foster to Kempsey promoting higher education and post school options.
- Proactive articulation and accreditation arrangements with Hunter Institute of TAFE in relation to Indigenous programs facilitate greater access opportunities for Indigenous students. Indigenous programs offered through TAFE also increase opportunities for mainstream university entry.
- The University continued to offer flexibly delivered coursework Masters in Aboriginal Studies. Two first year courses have also commenced for on-

line delivery in the Aboriginal Studies program.

- Proposals were approved to appoint a Rural Education Officer in 2010. The position will travel with a mobile education unit to rural communities in NSW, promoting higher education, post school options and current student outcomes through Alumni located in communities.
- A partnership has been established with NSW Aboriginal Land Council for CEOs of Local Aboriginal Land Councils across NSW to undertake a Graduate Certificate in Business Administration 2010. The program has been tailored to provide CEOs with a qualification that relates directly with their workplace. It is anticipated that at least 25 CEOs will commence in the first intake trimester two 2010.
- The Indigenous Engineering Summer School attracted 18 Indigenous students from across Australia. Two of the participants applied to the University of Newcastle for entry to Engineering in 2010.

The University has a number of targeted scholarships for Indigenous students across all the Faculty areas to assist with access and progression in higher education. In 2009 the University allocated 81 Commonwealth funded Indigenous scholarships. Thirteen externally funded scholarships were provided to Indigenous students in 2009 including the Jack Doherty Undergraduate Scholarship for Aboriginal and Torres Strait Islander Students, and Australian Rotary Health Research Indigenous Health Scholarship. In addition to these externally funded scholarships the University has developed an Indigenous scholarship fund. The fund has been growing through donations/auctions from the Reconciliation Scholarship Dance, external donations since it was established in 2007. At this time, the Vice-Chancellor committed \$50,000 per year over five years to the fund, and an additional commitment to match up to \$40,000 of externally generated scholarship funds. The Indigenous Education Scholarship fund is one initiative that aims to further develop students as articulate and high quality graduates who can successfully take up mainstream positions nationally and internationally.

To enhance Indigenous research outcomes, the Umulliko Indigenous Higher Education Research Centre offered an Indigenous Research Fellowship and an Indigenous Research Scholarship in 2009.

In 2009 there were 24 Commonwealth scholarships that were not allocated, however strategies to enhance allocation of Commonwealth Indigenous scholarships have been implemented for 2010. The Wollotuka Institute in collaboration with Fees and Scholarships have initiated a process that targets prospective recipients based on the specific scholarship criteria. Potential applicants are personally informed that they meet the criteria and would be competitive for individual scholarships on submission of an application. A webpage has been developed listing all available Indigenous scholarships and links from our Indigenous education tab on the front page of the University's website. Information is also distributed to school students and parents as part of a University information pack for Indigenous students.

4 Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.

A comprehensive range of support is provided to Indigenous students at the University of Newcastle across all schools, faculties and campuses. Support programs and services are continually reviewed and evaluated to meet the current demands of Indigenous students.

Support strategies to assist participation of Indigenous students include:

- In the last two years the number of Aboriginal and Torres Strait Islander students at the University has increased from 496 in 2008 to 549 in 2009, this represents an access rate of 2.45% in 2009 as compared to 2.24% in 2008.
- The Indigenous Support and Development Portfolio provides a high level of support and a range of development programs and initiatives to enhance the progression and academic journey of Indigenous students at the University. The programs include an Orientation program, Intensive Student Support Program, Indigenous Counselling, Cultural program, Indigenous Tutorial Assistance Scheme, and the new position of Retention and Transition Officer, which is responsible for further academic assistance particularly in relation to first year transition and ongoing retention.
- The Indigenous Tutorial Assistance Scheme attracted 101 students in 2009. Again, this is an increase from 2008 reflective of the increase in Indigenous enrolments at the University. New record keeping processes are being developed to enable more effective tracking and evaluating of individual students and the program. The ITAS co-ordinator continues to be Chair of the NSW/ACT ITAS collective, a sub-committee of the NSW/ACT Higher Education Network Aboriginal Corporation which meets every three months.
- In addition to ITAS, academic workshops are provided to assist students in areas that are academically challenging such as Human Bioscience. The University also appoints a Level B Indigenous academic to provide academic support to Indigenous medicine students two days a week across both campuses of the Joint Medical Program (Newcastle and UNE, Armidale).
- The Wollotuka Institute at Ourimbah Campus continued to ensure the support of the growing number of Indigenous students at the Central Coast on their academic journey and to assist in the provision of a strategic direction for Indigenous education on the Central Coast. The Team Leader is also the Regional Chairperson of the Aboriginal Education Consultative Group (AECG). An Indigenous Education committee was established at Ourimbah campus in 2009 as a sub-committee of BATSJET and incorporates representatives of the three campus partners, which includes the University, TAFE and Central Coast Community College. The committee explores opportunities for pathways for prospective students and strategies to support current students, as well as provide a campus environment that celebrates Indigenous culture.
- Ongoing support was provided to the Indigenous Student Collective through social, emotional and cultural programs and support to students.
- The Wollotuka Institute supported four students to attend a cultural exchange program at UKM in Malaysia and three students to attend the Gaarma Cultural Festival.
- Indigenous students have also been provided with financial support to attend conferences and symposiums in their discipline area.

5 Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

Wollotuka explored a number of initiatives to support the achievement of Indigenous students. To improve academic performance and completions, the University provided individual learning and personal support to Indigenous students and facilitated increased involvement of Indigenous community in supporting the families of students. Activities included:

- In 2009 there was a slight increase in completions by Indigenous students. Undergraduate completions rose to 52 from 48, and postgraduate coursework completions rose to 15 from 14. The number of Indigenous Higher Degree completions for 2009 is not currently available, although there were five Indigenous research students who completed their studies in 2008.
- The Indigenous Employment, Collaboration and Success Portfolio worked with continuing students to enhance the academic experience by providing opportunities for personal and professional development and leadership.
- In 2009, Kunaar Indigenous Alumni Chapter was launched and a celebration included speakers, workshops and a dinner for all Indigenous Alumni of the University of Newcastle. The Chapter has stimulated a lot of interest and activities are being planned for 2010.
- The University employed two Elders in Residence across Callaghan and Central Coast Campuses. The Elders in Residence is a unique position which recognises the special place of Elders within the Aboriginal and Torres Strait Islander community. This position is also formal recognition of the value placed on Aboriginal and Torres Strait Islander knowledges at the University of Newcastle. The Elders in residence provide students and staff with cultural knowledge and support. The Elders attend guest lectures and work with other Elders in the community to participate in programs and events within the University.
- The Success and Collaboration Officer is a new position introduced in 2009. The position is responsible for the professional development of Indigenous students. The major programs include Elders in Residence program and the Graduate Attributes program. The Graduate Attributes program involves final year students networking with Alumni or at discipline related conferences, development of leadership skills, professional development and introduction of postgraduate options.
- Graduation ceremonies were held for Indigenous students to recognise and celebrate achievements.
- The Collaborative Pathways Awards Ceremony was held on the Central Coast incorporating DET, TAFE, AECG, Central Coast Community College, NAISDA, Youth Connections and the University. The Pathways Awards night was also held in Newcastle in 2008 as a collaborative event with the University, TAFE, DET, AECG and Yarnteen.
- Close communication with Faculties and Schools has been reinforced through the designation of Academic Indigenous Liaison Officers within the School of Humanities and Social Sciences and the School of Nursing.
- The Wollotuka Indigenous Resource Centre was reviewed in 2008 as the Centre was becoming too large to maintain a quality service to both Indigenous and non-Indigenous students. The majority of undergraduate Indigenous resources have been transferred to an 'Indigenous Collection' in one of the University main libraries. The Wollotuka Resource Centre has become non-borrowing and holds rare and specialised Indigenous resources primarily utilised for research.

6 To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

The University is building on its reputation as a national and international leader in Indigenous education and collaboration, and working to ensure that all students graduate with Indigenous cultural competencies through an ongoing process of Indigenisation of the curriculum. In 2009 the appointment of an Indigenous Curriculum Development Officer was approved for 2010. The Curriculum Development Officer will work closely with the Directors of the Wollotuka Institute, Schools and Faculties, and the Centre of Teaching and Learning to develop new resources to enhance cultural competencies across all programs. A new degree program has also been proposed, which will give Indigenous and non-Indigenous students the opportunity to better access professional pathways in working with Indigenous people. Cultural awareness training continued to be offered across all campuses.

Indigenous perspectives across curricula

- Core Aboriginal Health Studies are included in all undergraduate Health programs.
- All undergraduate students in the School of Education take an Aboriginal Studies course as a compulsory component of their program.
- Indigenous perspectives are included in Law, Social Work and Environmental Science programs.
- A working party has been established in response to the AUQA review to continue to expand the Indigenisation of curricula across all disciplines of the University.
- Responses to the recommendations of the Yapug Enabling program and Bachelor of Aboriginal Studies reviews are being developed. A Professor position has been employed to be responsible for the outcomes of the review and undertake the academic co-ordination of the two programs.

Cultural awareness

- A University Reconciliation Statement was launched in 2009. Discussions have taken place with Reconciliation Australia in regards to the further development of a Reconciliation Action Plan (RAP) that will complement the Statement.
- A Cultural Diversity and Inclusive Practice Toolkit (CDIP) is available on the University website. The CDIP toolkit is used as a guide to ensuring that curricula and teaching & research practice are culturally inclusive.
- All non-Indigenous ITAS tutors are required to participate in a cross-cultural awareness program.
- The University hosts a number of events designed to celebrate Indigenous culture and to extend appreciation of Aboriginal Reconciliation and culture beyond the University community e.g. a Reconciliation Scholarship Dinner Dance and NAIDOC activities across campuses incorporating strong community participation.
- Indigenous collaboration is incorporated throughout the Strategic Plan, including areas relating to Teaching and Learning, International, Research, Staff and Students.

Research

The implementation plan for the Kulumun (Coolamon) Indigenous journal which will publish across an international field was developed for launching in 2009. It is devoted to the publication of information which relates to research findings, book reviews and Indigenous methodological epistemologies. This peer reviewed

journal seeks works which focuses on a range of disciplines, including art, languages, history, anthropology, social justice, health and education. A multi disciplinary approach allows Indigenous and non-Indigenous academics to have the opportunity to disseminate information and knowledge addressing a wide range of issues pertinent to improving relationships and outcomes for both Indigenous and non-Indigenous people. Most importantly this journal allows input from Indigenous people who may not be specifically from academic backgrounds who may have something valuable to contribute to the field of reconciliation. The journal is aimed at developing local, national and international Indigenous academics and scholars, but is not restricted and all contributors are encouraged to submit works for consideration by the editorial committee.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Please provide a report on the expenditure of the provider's ISP grant for 2009. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2009 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a reconciliation.

This ISP report is a legislated requirement, through the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008 (DEEWR)*.

Use the following format (or similar), expanding to provide details on items where appropriate. Advice for completing items 3 and 4 is provided below.

Indigenous higher education expenditure 2009

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$1,858,000
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$1,850,887
3	TOTAL ISP income for 2009	\$3,708,887
4	Other funds provided to Indigenous higher education (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds)** Other Commonwealth Funds – \$869,457 UoN Operating Funds - \$2,329,469 Research Grants & Other Funds - \$752,644	\$ 3,951,570
5	Total Indigenous higher education income for 2009	\$ 7,660,457

EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)		
6a	Operating costs, including salaries, for Indigenous support services	\$1,880,109
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU).	\$31,360
6c	Higher education provider overheads.	
6d	Other Indigenous Support Program expenditure (please list major items publications and program costs).	\$
6e	Total ISP expenditure for 2009	\$1,911,469

7	EXPENDITURE of Other Funds in 2009	
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).** Other Commonwealth Funds – \$596,142 UoN Operating Funds – \$2,329,469 Research Grants & Other – \$647,998	\$3,573,609
7b	Total Indigenous higher education expenditure for 2009	\$ 5,485,078
8	Unspent ISP Funds – 31 December 2009	\$1,797,418

*** Item 3**

- Where possible, this expenditure report should indicate where funds were managed by your IEU/Faculties.
- Where total ISP funds for 2009 (Item 3) are not fully expended, a separate letter to DEEWR signed by the Vice-Chancellor/Chief Executive is required requesting carry forward of unspent 2009 ISP funds, specifying the purpose the funds will be used for in 2010.

**** Item 4**

- Please provide a breakdown of and detail regarding other funding to Indigenous higher education.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous education statement, including name(s), position title, phone number and email address.

Where your IEU has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant IEU staff member.

SECTION 5 PUBLICATION OF THE STATEMENT

Providers are to publish Indigenous Education Statements on their website and on publication, provide DEEWR with a link to the statement for the DEEWR website.