Jannawi (meaning ‘for me, for you’ in the local Dharug language) officially opened on 7 August 2019. Cover image by Morris McLennan.

Jannawi features floor artwork, Circles of Fresh Water, created by Dharug woman and Macquarie University alumni, Professor Liz Cameron. The artwork is a representation of Dharug fresh water surrounding the Parramatta area that gives life, and nurtures and nourishes our lands. Also referencing the importance of water, Dr Leanne Holt designed the artwork in the metal wall panels and says it represents a journey of community and the strength in our collective through gathering, as well as the connection of this Country to waterways that provide natural sustenance in maintaining the wellbeing of the land and, in turn, us.

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**Welcome to Country**

On behalf of the Dharug people, I welcome you to this Country of the Wattamattagal clan of the Dharug Aboriginal Nation. “Quai bidja, jumna paialla janwai – Come here, we speak together.”

I pay my respects to the local Aboriginal Elders past and present and to the ancestors of the Land, the knowledge and the culture. We welcome peoples of all nations and all faiths. We celebrate with you our ongoing attachment to and custodianship of this Country. Help us to respect the Aboriginal history and to protect the fragile environment.

Aunty Julie Janson delivering the Welcome to Country and smoking ceremony. Aunty Julie is of the Burruberongal clan of the Dharug Nation – Hawkesbury River people.
Message from the Pro Vice-Chancellor (Indigenous Strategy)

Looking back on my first full year as Pro Vice-Chancellor (Indigenous Strategy), I see a significant year of achievement for Aboriginal and Torres Strait Islander education at Macquarie University.

Manawari – Respect, Reciprocity and Relationships, the University’s first Aboriginal cultural safety training program, commenced implementation with more than 860 University staff trained throughout the year with the program receiving significant praise and outstanding evaluations. This led to our Aboriginal Cultural Training Coordinator, Phil Duncan, receiving a nomination for a Vice-Chancellor’s Excellence Award for professional staff. To complement the training and augment learning and teaching resources, an Aboriginal cultural tour app, Walking on Dharug Country, was launched to provide University staff, students and visitors with a walking guide to the University’s Aboriginal cultural landmarks and sites of significance across campus.

Our Aboriginal and Torres Strait Islander student engagement programs continue to positively impact retention and progression of Aboriginal and Torres Strait Islander students. The Aboriginal and Torres Strait Islander Entry Pathway’s approach, combined with a tailored first-year advisory program, has led to the University’s highest ever first-year Aboriginal and Torres Strait Islander student retention rate.

To further foster Aboriginal and Torres Strait Islander student and community engagement, Walanga Muru’s new outdoor space, Jannawi (meaning ‘for me, for you’ in Dharug language) was launched to provide a culturally affirming and intellectually engaging space for Aboriginal and Torres Strait Islander peoples.

A record number of Aboriginal and Torres Strait Islander secondary school students also engaged with Macquarie in 2019, which will positively impact enrolment outcomes and Aboriginal and Torres Strait Islander success in future years.

It was an outstanding year of Aboriginal and Torres Strait Islander higher education achievements for many individuals at Macquarie. Amy Thunig, an Associate Lecturer in the Department of Educational Studies, was recognised as an Emerging Female Leader in the Government or Public Sector in the Women’s Agenda Leadership Awards. Rhett Loban, an Associate Lecturer from the same department, was awarded the Aboriginal and Torres Strait Islander STEM Professional Career Achievement Award through CSIRO. Also, Madi Day, professional staff member in the Department of Indigenous Studies, received a Highly Commended Award for Outstanding Service at the Vice-Chancellor’s Excellence Awards.

Staff achievement was recognised outside the University with Walanga Muru a finalist in the Institution of the Year category at the national Dreamtime Awards 2019. Also, postgraduate Indigenous student Claire Sadler was a finalist in the Student of the Year category at the same awards.

I welcome you to share further successes and achievements within Aboriginal and Torres Strait Islander higher education which are highlighted throughout this report.
2019 Aboriginal and Torres Strait Islander workforce

SNAPSHOT

We are building and retaining a sustainable cohort of Aboriginal and Torres Strait Islander professional and academic staff, researchers and senior staff through a multifaceted and integrated approach. Table 1 presents workforce data as at December 2018 and December 2019.

<table>
<thead>
<tr>
<th>DECEMBER 2018</th>
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<tr>
<td>0.72%*</td>
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<tr>
<td>Proportion of Aboriginal and/or Torres Strait Islander staff</td>
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* Continuing and fixed-term staff only

Table 1: Proportion of the University workforce who identify as Aboriginal and/or Torres Strait Islander; and number of Aboriginal and Torres Strait Islander staff by type of employment, as at December 2018 and December 2019.

In 2019 there were 418 Aboriginal and Torres Strait Islander students enrolled across the University. Table 2 shows the breakdown across faculties/programs and by level of study. Also in 2019 we celebrated 32 Aboriginal and Torres Strait Islander graduations.

TABLE 2

<table>
<thead>
<tr>
<th>FACULTY/SCHOOL/PROGRAM</th>
<th>TOTAL NO. OF STUDENTS</th>
<th>UNDERGRADUATE</th>
<th>POSTGRADUATE</th>
<th>HDR</th>
<th>NON-AWARD</th>
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<td>47</td>
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HDR = higher degree research

SNAPSHOT

2019 Aboriginal and Torres Strait Islander Students

In 2019 there were 418 Aboriginal and Torres Strait Islander students enrolled across the University. Table 2 shows the breakdown across faculties/programs and by level of study. Also in 2019 we celebrated 32 Aboriginal and Torres Strait Islander graduations.
The 19 Aboriginal and Torres Strait Islander higher degree research students enrolled in 2019 (see Table 2) represents the highest number of Aboriginal and Torres Strait Islander HDR students in the University’s history. The Office of the Pro Vice-Chancellor (Indigenous Strategy) and the Department of Indigenous Studies continues to collaborate to deliver quality opportunities for our HDR students. One initiative in 2019 was to appoint a dedicated Student Engagement Coordinator (three days a week) working on recruitment, attraction and retention of postgraduate students.

'BUSH UNIVERSITY' GRADUATES FROM ARNHEM LAND BEGIN STUDIES AT MACQUARIE
The first cohort of graduates from the Wuyagiba Bush Hub relocated to Sydney to start their undergraduate studies at Macquarie. The students recently graduated from a six-week ‘Bush university’ trial, located on the outstation of Wuyagiba in Ngukurr, south-east Arnhem Land. Nine students enrolled in the Bachelor of Arts – Indigenous Studies.

The students made significant contributions to the Walanga Muru and Robert Menzies College communities, including exchanging knowledge and stories with students from local communities and sharing dance at several events including the opening of the Jannawi pavilion.

The graduates of the 2019 Wuyagiba Bush Hub visited Sydney in October to attend entry interviews and become familiar with the Walanga Muru community and campus. Five graduates gained entry into various undergraduate degrees for 2020 commencement.

JANNAWI OPENING
On 7 August 2019 more than 100 people gathered at the newly completed Aboriginal and Torres Strait Islander pavilion to officially open the unique outdoor space and enjoy traditional dances on the sand stage created for a host of performers from across Sydney who danced and sang for the audience.
Jannawi (meaning ‘for me, for you’ in the local Dharug language) will provide a cultural space for the sharing of Aboriginal and Torres Strait Islander knowledges and perspectives. The space has been created using an Aboriginal engagement approach of respect, reciprocity and relationships. These elements were used throughout the design, concept and planning stages to ensure the space would be culturally affirming and respectful in order to define the strong and proud Aboriginal and Torres Strait Islander community of Walanga Muru and across campus.

The pavilion’s purpose, in the words of Aunty Julie Janson of the Burruberongal clan of the Dharug nation in her Welcome to Country address, is: “A symbol of Macquarie University’s commitment to restorative justice and a celebration of Aboriginal and Torres Strait Islander culture and continued custodianship of this country. It is a clarion call to recognise our belonging to this land and the University's symbol of recognition.”

RECONCILIATION FUNDRAISER EVENT 2019
This year’s event was held at the Venture Café where a corporate partnership has been established with Walanga Muru to further sponsorship through scholarships and internships.

More than 130 people attended the event from Macquarie staff, students and corporate partners with $16,000 raised for Aboriginal and Torres Strait Islander student scholarships.

Nicole Gower, Vice-President of Human Resources, provided the opening address. The Reconciliation Award was presented to Brian Hurd, Manager of Scholarships and Prizes at the University, in recognition of the close partnership he has formed with Walanga Muru through our Aboriginal and Torres Strait Islander scholarship scheme.

PATYEGARANG ORATION
Once again for this annual event, a full house was in attendance at the Patyegarang Oration held on 4 September 2019. The oration was given by the empowering Macquarie alumna and trailblazer, Distinguished Professor Marcia Langton, who shared her thoughts on life after her doctoral studies at Macquarie University: ‘Thoughts of an Indigenous alumna’.

Attendees also heard from Professor Richie Howitt, Macquarie's 2018 Reconciliation Lifetime Achievement Award recipient, and Aboriginal student Isaac Roberts, both of whom provided multiple professional perspectives on Indigenous, political and human rights.

Distinguished Professor Langton was also the winner of Macquarie’s 2019 Alumni Award – Education. See the section Aboriginal and Torres Strait Islander student engagement in this report for more on this including a profile of Langton.

STAFF SUCCESS
Dr Leanne Holt, Pro Vice-Chancellor (Indigenous Strategy)
• Finalist in the 2019 Telstra Women's Business Awards (Public Sector & Academia)
• Elected as the Deputy Co-Chair of the World Indigenous Nations Higher Education Consortium (WINHEC)
• Presented with the Order of the Circle of Scholars of Indigenous Knowledge from WINHEC in recognition of valued service to the educational emancipation movement for Indigenous peoples and the pursuit of dignity, wellbeing and the reaffirmation that Indigenous peoples, in the exercise of their rights, are free from discrimination

Professor Bronwyn Carlson and the Department of Indigenous Studies – awarded $540,786 to explore and record Indigenous peoples’ experiences of cyberbullying through the Australian Research Council Discovery Indigenous scheme

Dr Michael Donovan, Academic Director, Indigenous Learning and Teaching, Walanga Muru, was awarded a prestigious Fulbright Scholarship, one of only 67 scholarships awarded for 2019.

Michelle Bishop, Associate Lecturer in the Department of Educational Studies, received the Postgraduate Student Researcher Award from the Australian Association for Research Education. Her PhD focuses on educational sovereignty.

Rhett Loban, Associate Lecturer in the Department of Educational Studies, was awarded the Aboriginal and Torres Strait Islander STEM Professional Career Achievement Award through the CSIRO for his work on a virtual reality game highlighting culture, traditions and knowledge of Torres Strait Islander peoples.

Cultural performances at Jannawi opening
Amy Thunig, Associate Lecturer in the Department of Educational Studies, was recognised as an Emerging Female Leader in the Government or Public Sector in the Women’s Agenda Leadership Awards.

Madi Day, professional staff member in the Department of Indigenous Studies, received a Highly Commended Award for Outstanding Service at the Vice-Chancellor’s Excellence Awards.

Phil Duncan, Aboriginal Cultural Training Coordinator, was nominated for a Vice-Chancellor’s Excellence Award for professional staff.

Tayla King, Aboriginal Pathways Assistant, competed in the Asia Cup – World Ranking Tournament for archery in Taiwan, finishing second in the Australian women’s recurve team event and taking out the first international medal for the Australian women’s archery team.

Tamika Worrell, Student Engagement Officer, Walanga Muru, was named as a finalist in the NSW/ACT Young Achiever Awards for her contributions to Aboriginal Education.

Isaac Roberts, Master of Research (MRes) student, was awarded the Flinders Archaeology Society Award for most promising research project (Macquarie University Heritage project).

Elijah Ingram, Bachelor of Speech, Hearing and Language Sciences student, led the NSW Land Council Youth Advisory Council at the United Nations in Geneva in July to be a part of the Expert Mechanism on the Rights of Indigenous Peoples. The council led by Elijah made a powerfully impassioned plea to the UN to end forced removal of traditional lands on behalf of Indigenous peoples around the world.

Bronte Charles, Marketing and Media student, was awarded the Omnicom Media Group Australia scholarship.

Neenah Gray, Bachelor of Ancient History student who has a passion for Israel and Indigenous political histories, was elected as the Student Representative Committee (SRC) representative for Aboriginal and Torres Strait Islander students. Her motto: “I seek to create a more positive environment for Indigenous education and awareness at Macquarie University whilst dismantling tensions that exist from past wrongs.”

Dylan Barnes, Bachelor of Arts student and talented painter, designed the first ever Indigenous Waratahs jersey. The Indigenous Students Association was nominated at the annual Macquarie Student Group Awards.

Macquarie’s National Indigenous Science Experience Program for Indigenous schoolchildren won the 2019 Eureka Prize for STEM Inclusion.

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THE 4TH ANNUAL DEADLY BALL

The ball held on 24 October 2019 at the Epping Club recognised and celebrated the success of Aboriginal and Torres Strait Islander students, staff and community. The event was attended by 97 people including 65 students, Jacob Bell opened the event with a didgeridoo performance and Brianna Culgan sang a ballad.

Major award recipients were:

- Cadet of the Year: Angel Armstrong
- Deadly Sport Award: Jack Stewart
- Deadly Creative Arts Award: Dylan Barnes
- Deadly Contribution Award: Neenah Gray
- Deadly Contribution Award: Lachlan Baker
- The Deadly Award (major award): Tyren Ah-See

A further 11 students were recognised for academic excellence among their relevant year and study cohorts:

- Overall Highest Academic Achievement First Year: Dylan Barnes and Mathew Dunn
- Overall Highest Academic Achievement Second Year: Elizabeth Cappellazzo and Alex King
- Overall Highest Academic Achievement Third Year: Louise Bennet and Rachael King
- Overall Highest Academic Achievement Postgraduate Coursework: Jessica Tilley
- Overall Highest Academic Achievement HDR Submission: Wayne Charters
- Overall Highest Grade in an Undergraduate Unit: Cobey Johnston, Freddie Burraston and Taylor-Jai McAlister

Tamika Worrell, Student Engagement Officer, was awarded the Deadly Staff Award by Walanga Muru students.

Jennifer Gill, Project Officer, was presented with a Recognition Award and message stick from our Community.

Regina Rogers was awarded the Lesa Parker Memorial Award by the Indigenous Students Association for outstanding leadership, scholarship and community spirit.
Staff and friends of Walanga Muru enjoying the Reconciliation Fundraiser event (L–R: Dr Leanne Holt, Dr Michael Donovan, Dr Joe Perry, Phil Duncan, Cheryl Newton, Dr Anthony Fraser)

Patyegarang speakers Distinguished Professor Marcia Langton and Emeritus Professor Richie Howitt with Dr Leanne Holt

Cultural performances at Janawadi opening

Walanga Muru staff, Aunty Sue Pinckham and Alex Swain critiquing artwork at Reconciliation Fundraiser

Michelle Bishop receiving her Postgraduate Student Researcher Award

Isaac Roberts speaking at the 2019 Patyegarang Oration

Cadet of the Year, Angel Armstrong, with Eliza Kitchener

The Deadly Award (major award) winner Tyren Ah-See with Dr Leanne Holt and Eliza Kitchener
Aboriginal leadership and voice

NOTHING ABOUT US WITHOUT US

THE IMPORTANCE OF ABORIGINAL LEADERSHIP AND VOICE IS TO EMPOWER THE ADVANCEMENT OF ABORIGINAL KNOWLEDGES, AND FOSTER SUCCESS FOR FUTURE GENERATIONS OF ABORIGINAL AND TORRES STRAIT ISLANDER PEOPLES.

Dr Leanne Holt, Pro Vice-Chancellor (Indigenous Strategy) champions a whole-of-University focus to embed Indigenous principles into the University footprint with the University’s two key strategic committees – Patyegarang and Wattamattagal Bunyuwal – providing advice and input from an internal and external community perspective.

PATYEGARANG INDIGENOUS STRATEGIC COMMITTEE

This overarching committee contributes to strategic planning and decision making for Indigenous education and research at the University. Membership includes key Aboriginal and non-Aboriginal stakeholders from across the University. Chaired by the Pro Vice-Chancellor (Indigenous Strategy), this committee advises the Deputy Vice-Chancellor (Academic) and the Executive Group on emerging policy and implementation issues related to Indigenous strategy.

The committee met quarterly during 2019 to provide advice, expertise and approval on a number of programs, plans and initiatives. Their work included review and endorsement of the Mudang-Dali Indigenous Connected Curriculum Framework and draft Indigenous Research Plan, and attendance at the following Indigenous events:
• Patyegarang Oration
• Jannawi pavilion opening
• Reconciliation Fundraiser

WATTAMATTAGAL BUNYUWAL ABORIGINAL ADVISORY COMMITTEE

This all-Aboriginal committee, many of whom are from the local Dharug Community, is central to seeking informed decisions on Indigenous education at the University, providing a two-way dialogue between Aboriginal and Torres Strait Islander communities and organisations and the University.

This committee met twice during 2019 to provide advice, expertise and approval on a number of programs, plans and initiatives such as the Jannawi design, Mudang-Dali Indigenous Connected Curriculum Framework and Indigenous Research Plan (draft). Members also attended the following Indigenous events:
• Jannawi pavilion opening
• Reconciliation Fundraiser
• Patyegarang Oration


The Indigenous Strategy 2016–2025 is a long-term vision for Macquarie University to increase Indigenous success and provide a sustainable plan for building Indigenous capacity across all areas of the University. Walanga Muru began the implementation of the strategy using a three-year implementation plan which was the initial step in realising the vision of the Indigenous Strategy.

The Implementation Plan 2017–2019 is based on three practical objectives:
• Unlocking capacity
• Develop cultural capability
• Support for Indigenous success

Achieving these objectives required a whole-of-University partnership, Aboriginal Community engagement and corporate and key stakeholder engagement.

At the end of this plan (2019), some outstanding outcomes and achievements have resulted, notably:
• Release of University’s first Reconciliation Action Plan and subsequent introduction of a University Reconciliation Statement
• Appointment of inaugural Pro Vice-Chancellor (Indigenous Strategy)
• Development and implementation of Waranara Djurali – Aboriginal and Torres Strait Islander Workforce Plan (2018–2021)
• Development and implementation of Manawari – Respect, Reciprocity and Relationships Cultural Safety Training program
• Development and implementation of Mudang-Dali Indigenous Connected Curriculum Framework
• Development of an Indigenous Research Plan (to be released in 2020)
• Development and release of the University’s cultural tour app – Walking on Dharug Country
• Establishment of Australia’s first ‘Bush university’ in south-east Arnhem Land
• Release of a new Welcome to Country video
• Record number of Aboriginal and Torres Strait Islander staff
• Record number of Aboriginal and Torres Strait Islander HDR students
• Highest ever first-year Aboriginal and Torres Strait Islander student retention rate
Baduwa (aspire): Unlocking capacity

Aboriginal recruitment and outreach

In 2019 the Pathways Team of Walanga Muru fulfilled many projects benefiting Aboriginal and Torres Strait Islander people while promoting Macquarie University. A particular highlight was the inaugural Camp Aspire for Year 11 and 12 Aboriginal and Torres Strait Islander students, which was very successful.

CAMP ASPIRE
During January 2019, Walanga Muru and Macquarie University facilitated the inaugural Camp Aspire for Year 11 and 12 Aboriginal and Torres Strait Islander students. This camp enabled students to experience activities across the University’s given faculty areas and provide them with knowledges and experiences about their tertiary options.

In 2019, 53 Aboriginal and Torres Strait Islander students representing 31 schools from across New South Wales attended the inaugural Camp Aspire.
About half (27) of the students had previously attended our Rising Stars Leadership Camp.
Four students had completed the 2018 Critical Thinking Unit.

“Greatest experience of my life!”
Student A

“It was good to learn the side of university I’ve always wanted to learn about.”
Student B

“So good getting to meet people and also staff but good to see my options for the future”
Student C

RISING STARS LEADERSHIP CAMP
During September 2019, Walanga Muru hosted and facilitated a three-day leadership camp for Aboriginal and Torres Strait Islander students in Year 10 from across New South Wales to experience activities that develop their leadership skills and cultural knowledge and to give them a taste of university life and our campus.

The 2019 Rising Stars Leadership Camp brought together 60 Aboriginal and Torres Strait Islander students from 28 different schools with 17 of these schools being new to the camp.
(Forty of the students who attended were from low socioeconomic status areas.)
Students at Rising Stars Leadership Camp

“THANK YOU – THANK YOU – THANK YOU. My daughter has not stopped talking about going to Uni. Sounds like she understands so much more about Uni and her current efforts at school. She had the most amazing time over the 3-day camp and tonight we will be looking at the Camp Aspire 2020, as [student name] said she would LOVE to go and also apply for the 2020 Critical Thinking Unit. A huge THANK YOU to everyone involved in the Rising Star Leadership Camp 2019.”

Parent

“One of the best experiences I’ve ever had was attending this most worthwhile event. My girls loved it. Thank you to your team as well, they were amazing. I enjoyed everything I attended, and the racism lecture blew me away, I’m still talking about it.”

Student

“Thank you for all the hard work you did organising this most worthwhile event. My girls loved it. Thank you to your team as well, they were amazing. I enjoyed everything I attended, and the racism lecture blew me away, I’m still talking about it.”

Teacher

CRITICAL THINKING UNIT

Walanga Muru provided 25 Aboriginal and Torres Strait Islander Year 11 students the opportunity to do a university unit while completing high school. Out of the 25 students, 20 successfully completed the unit and have been awarded an early offer to Macquarie upon completion of their high school credential.

The 2019 Critical Thinking Unit attracted 25 applications with 20 students completing the unit with a pass or above. Four of these students attended the 2019 Camp Aspire and five will attend the 2020 Camp Aspire.

“Thank you for all the hard work you did organising this most worthwhile event. My girls loved it. Thank you to your team as well, they were amazing. I enjoyed everything I attended, and the racism lecture blew me away, I’m still talking about it.”

Student

“This was a once in a lifetime opportunity and it really helped me learn a bunch of cool new things and I 1000% recommend it to everyone.”

Student A

“It was a lot of fun learning about critical thinking. I came out with a confident mind on winning an argument. Also, I loved the community the program provides and learning more about Macquarie University.”

Student B

THE 2019 IN-SCHOOL ENGAGEMENT PROGRAM

Structured around three pillars – culture, leadership and scholarship – this innovative program is facilitated by Walanga Muru. The program aims to inspire Aboriginal and Torres Strait Islander students in Years 7 to 10 to develop their cultural understanding and knowledge, aspire for tertiary education and to be proud Aboriginal and Torres Strait Islander young leaders. In 2019, 25 schools within a target market of a 25-kilometre radius of our North Ryde campus (including the Central Coast and Western Sydney region) completed this program; an increase of nine schools from 2018. Four of these schools are situated in low-SES areas and many students attending the other schools live in low-SES areas according to their home postcode. From this program we had five students from five separate schools attend 2019 Rising Stars Leadership Camp. Six students from this program attended the 2019 Camp Aspire. Students who completed the Critical Thinking Unit and students who applied and interviewed and received offers from the Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP) participated in this program.

The 2019 In-School Engagement Program reached 311 Aboriginal and Torres Strait Islander students in Years 7 to 10.

IN-SCHOOL ENGAGEMENT PROGRAM

Across 2019, Walanga Muru’s Pathways team facilitated presentations within schools to their senior (Years 10, 11 and 12) Aboriginal and Torres Strait Islander students. From these school presentations, four students from three different schools attended the 2019 Camp Aspire, two students attended the 2019 Rising Stars Leadership Camp and two students completed the 2019 Critical Thinking Unit.

School presentations in 2019 reached 117 Aboriginal and Torres Strait Islander students.

Students participating in Walanga Muru school engagement program

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Student A

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Student B

Students participating in Walanga Muru school engagement program

The 2019 Critical Thinking Unit attracted 25 applications with 20 students completing the unit with a pass or above. Four of these students attended the 2019 Camp Aspire and five will attend the 2020 Camp Aspire.

“THANK YOU – THANK YOU – THANK YOU. My daughter has not stopped talking about going to Uni. Sounds like she understands so much more about Uni and her current efforts at school. She had the most amazing time over the 3-day camp and tonight we will be looking at the Camp Aspire 2020, as [student name] said she would LOVE to go and also apply for the 2020 Critical Thinking Unit. A huge THANK YOU to everyone involved in the Rising Star Leadership Camp 2019.”

Parent

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Teacher

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Student

“This was a once in a lifetime opportunity and it really helped me learn a bunch of cool new things and I 1000% recommend it to everyone.”

Student A

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Student B

Students participating in Walanga Muru school engagement program

The 2019 Critical Thinking Unit attracted 25 applications with 20 students completing the unit with a pass or above. Four of these students attended the 2019 Camp Aspire and five will attend the 2020 Camp Aspire.
CAMPUS TOURS
Throughout 2019 Walanga Muru facilitated six tailored campus tours showcasing Macquarie University’s North Ryde campus as well as giving information including about degree options, the pathways admission process and scholarships. These promotional events allowed external students and teachers to experience Macquarie University’s campus firsthand. From these campus visits, two students completed the 2019 Critical Thinking Unit and six students attended the 2019 Camp Aspire.

COMMUNITY EVENTS
Walanga Muru staff attended mass community events such as NAIDOC events and local Aboriginal Education Consultative Group meetings to maintain visibility and continue to create awareness of our University, degrees and scholarships. Anecdotal feedback from staff who ran stalls and demonstrated activities was that many relationships formed at these events led to attendance at our pathways and engagement programs.

REGIONAL SCHOOL VISIT TRIP
During 2019 two of Walanga Muru’s Pathways team members visited 10 schools (nine of which were low-SES schools) stretching from Taree to Maclean. At each school a one-to-two-hour presentation was given on opportunities and courses at Macquarie University as well as specific information regarding Aboriginal and Torres Strait Islander pathways, scholarships, accommodation options and other information to students in Years 10 to 12.

ABORIGINAL AND TORRES STRAIT ISLANDER ENTRY PATHWAY
The Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP) program provides a pathway for Aboriginal and Torres Strait Islander people for admission into an undergraduate course based on an online application and interview on campus.

2019 ATSIEP received 64 applications – 50 applicants interviewed and 40 offered entry to study in 2020.
TO ENHANCE INDIGENOUS-LED RESEARCH AT MACQUARIE, IT IS PIVOTAL THAT WE PROVIDE A CULTURALLY APPROPRIATE POLICY ENVIRONMENT, WHERE INDIGENOUS PEOPLE HAVE A VOICE, TO SUPPORT OUR ABORIGINAL AND TORRES STRAIT ISLANDER RESEARCHERS AND HDR STUDENTS.

FORUM FOR INDIGENOUS RESEARCH EXCELLENCE

The Forum for Indigenous Research Excellence (FIRE) annual symposium was held at Redfern Community Centre on 6–7 November. The symposium, ‘Indigenous Futurisms’, included a day focused on Indigenous queer futurism. The event included presentations from the scholar who coined the phrase ‘Indigenous Futurisms’ – Anishinaabe scholar Dr Grace Dillon, Portland State University; Yagambe freelance writer, editor, curator and PhD candidate Maddee Clark, University of Melbourne; Palyku writer and scholar Dr Amhelin Kwaymullina, University of Western Australia; Te Arawa artist and health scholar Dr Tiwavanga Nopera, University of Waikato; Noongar writer Claire Coleman; Gomeroi poet, writer and legal scholar Dr Alison Whittaker, University of Sydney; Wiradjuri creative industries scholar Associate Professor Sandy O’Sullivan; and Ilokano, Visayan creative practices PhD candidate, Raffaela Luna-Pitano, University of Waikato. More than 60 participants attended.

In collaboration with FIRE and the National Indigenous Research and Knowledges Network (NIRAKN), an HDR masterclass with FIRE/NIRAKN HDR masterclass participants

POSTGRADUATE STUDENTS

The year 2019 saw the largest cohort of Aboriginal and Torres Strait Islander HDR candidates with 19 students studying across the Bachelor of Philosophy, Master of Research and Doctor of Philosophy programs. There was also a total of 47 postgraduate students in other courses, making a total cohort of 66 postgraduate students in 2019. (See table 2.)

Jo Anne Rey, professor of Indigenous studies at Macquarie University, at her graduation ceremony (L–R: Dr Leanne Holt, Michael Tobin, Dr Jo Anne Rey, Professor Richie Howitt)

Jo Anne Rey's graduation ceremony (L–R: Dr Leanne Holt, Michael Tobin, Dr Jo Anne Rey, Professor Richie Howitt)

PROFILE

DR JO ANNE REY

In 2019 Jo Anne Rey’s doctoral research project, Country Trucking Voices: Dharug women’s perspectives on presences, places and practices, brought seven Dharug Aboriginal women’s voices to the scholarship and broader academy for the first time. It engages with how these Dharug custodians are continuing cultural practices, sharing Dharug knowledges and employing Dharug ways of caring, connecting and belonging on Dharug Country; that is, the majority of Sydney. Innovative and contemporary approaches producing diverse, educational and positive practices are found to be intertwined with more traditional cultural ways. Practices include the visual arts and crafts, Dharug language songs, dance-storying, possum-skin work, weaving, yarning, transgenerational memorialisation and continuing customary ceremonies. The thesis contributes knowledges for cultural resilience and answers back to colonising destructions and dominations that have occurred across 230 years. As such it offers research relevance for other First Nations peoples and their urbanised places.

Walking between the academic requirements and the ways of Dharug Community, Jo’s thesis challenges customary research methodologies by including the influence of other-than-humans in the research process. By recognising the agency of Country, this research acknowledges the participant voices of birds, possums, and sandstone. It also positions the more sustainable place of being only one within a profound web of interconnectivity.

By mapping her thesis journey on possum-skin Jo opens the academy to alternative ways of knowledge production. Walking between the academic requirements and the ways of Dharug Community, Jo’s thesis challenges customary research methodologies by including the influence of other-than-humans in the research process. By recognising the agency of Country, this research acknowledges the participant voices of birds, possums, and sandstone. It also positions the more sustainable place of being only one within a profound web of interconnectivity.
MEDIA COMMENTARY – INDIGENOUS STAFF


AWARDS RECEIVED BY INDIGENOUS STAFF

(by award date)

Indigenous peoples’ experiences of cyberbullying: An assemblage approach
Carlson, B.
Australian Research Council: $54,786.00
14/02/20 → 31/03/21
Award date: 4/12/19
Award: Grant

Indigenous Australian and Maori negotiations of harmful speech on social media
Kennedy, T.
Macquarie University: $19,604.18
1/04/20 → 31/12/21
Award date: 3/12/19
Award: Grant

Indigenous and Asian Encounters in Contemporary Australian Literature
Teo, H., Carlson, B. & Xu, D.
Macquarie University: $49,999.47
1/04/20 → 31/03/23
Award date: 28/11/19
Award: Fellowship

SEWB Body of work: Trauma Training Modules (Evaluation), Aboriginal Suicide Prevention Strategies for Everyone, LGBTQ2IA+ Toolkit for ACCHS Sector
Carlson, B. & Daily, M.
Aboriginal Health & Medical Research Council of NSW: $80,000.00
13/05/19 → 12/05/20
Award date: 15/07/19
Award: Partner Funded Research

National Indigenous Research and Knowledge Network
Australian Research Council: $110,000.00
1/01/18 → 30/04/20
Award date: 15/05/19
Award: Grant

Shielding our Futures: Storytelling with Ancestral and Living Knowledges
Byklyn Andrews, G. & Carlson, B.
Australian Research Council: $66,823.00
1/01/19 → 31/12/21
Award date: 20/02/19
Award: Grant

AWARDS WITH INDIGENOUS CONTENT RECEIVED BY NON-INDIGENOUS STAFF

(by award date)

The Mangatharra Road: a documentary-film history of first Australian trade
Murray, T.
Macquarie University: $32,386.00
1/01/20 → 31/12/21
Award date: 19/12/19
Award: Grant

IDB Ab plants: Discovering novel drug lead molecules for inflammatory bowel disease from Australian Aboriginal tropical medicinal plants
Winghauk, P., Ruscher, K., Jamie, J., Pyne, S., Cram, D. & Turpin, G.
National Health and Medical Research Council: $1,259,320.00
2/01/20 → 31/12/22
Award date: 7/12/19
Award: Grant

Oruxpace: Landscape and language in Indigenous Australia
Palmer, W., Guby, A., Blythe, J. & Ponsunnet, M.
Australian Research Council: $445,000.00
1/01/20 → 31/12/22
Award date: 6/12/19
Award: Fellowship

Raising awareness, building trust and improving outcomes for Aboriginal women
Gwynee, K.
Foundation for Breast Cancer Care Ltd: $33,000.00
1/01/20 → 31/12/20
Award date: 17/11/19
Award: Grant

National Survey of Remote Indigenous Artists – Far North Queensland region
Throsby, D. & Petetskaya, K.
Arts Queensland: $150,000.00
1/01/20 → 31/12/20
Award date: 8/11/19
Award: Grant

The Mangatharra Road: a documentary-film history of first Australian trade
Murray, T.
Australian Research Council: $179,811.00
Macquarie University: $75,000.00
Macquarie University: $262,788.00
1/04/20 → 31/03/24
Award date: 17/10/19
Award: Fellowship

H:EAR (Hearing: Education, Application, Research)
Macquarie University: $879,811.00
1/04/20 → 31/12/21
Award date: 14/02/20
Award: Fellowship

An Eco-cultural investigation of coastal floodplain flora in north-east Arnhem Land
Ens, E. & Sloane, D.
Holsworth Wildlife Research Endowment: $6,375.00
13/05/19 → 30/06/20
Award date: 11/10/19
Award: Grant

The Indigenous Science Experience @ Redfern
Jamie, J., Jamilie, I. & Veimalpud, S.
Department of Industry, Innovation and Science: $20,000.00
1/04/19 → 18/09/19
Award date: 5/03/19
Award: Grant

Raising awareness, building trust and improving outcomes for Aboriginal women
Gwynee, K.
Foundation for Breast Cancer Care Ltd: $33,000.00
1/01/20 → 31/12/20
Award date: 17/11/19
Award: Grant

National Survey of Remote Indigenous Artists – Far North Queensland
Throsby, D. & Petetskaya, K.
Arts Queensland: $150,000.00
1/01/20 → 31/12/20
Award date: 8/11/19
Award: Grant

The cost and health impact of short-term health staffing in remote and rural Aboriginal and Torres Strait Islander communities: Does Community Control make a difference?
Wakeman, J., Humphreys, J., Dunbar, T., Bourke, L., Mulholland, E., Oughtridge, S., Zhao, Y., Jones, M. & Roja, J.
Australian Research Council: $3,222,000.00
15/08/19 → 14/08/22
Award date: 15/08/19
Award: Grant

National Survey of Remote Aboriginal and Torres Strait Islander Artists – Far North Queensland
Throsby, D. & Petetskaya, K.
Commonwealth Department of Communications and the Arts: $35,000.00
1/07/19 → 30/06/20
Award date: 26/07/19
Award: Grant

An Eco-cultural investigation of coastal floodplain flora in north-east Arnhem Land
Ens, E. & Sloane, D.
Holsworth Wildlife Research Endowment: $6,375.00
13/05/19 → 30/06/20
Award date: 11/07/19
Award: Grant

National Survey of Remote Aboriginal and Torres Strait Islander Artists, Pilbara and Nganyuwarra Lands
Throsby, D. & Petetskaya, K. & Pearn, T.
Department of Local Government, Sport and Cultural Industries (WA): $50,000.00
6/05/19 → 30/06/20
Award date: 23/05/19
Award: Grant
Aboriginal workforce development

CADETSHIP PROGRAM
In 2019 a total of 19 Aboriginal and Torres Strait Islander students participated in the Macquarie University Indigenous Cadetship Program, which acts as a pathway to employment in professional roles. Cadets received placement opportunities in a breadth of professional and research environments and were supported throughout their cadetships. They participated in two professional development events, including a Manawari field trip. On the field trip held in May 2019 cadets visited Redfern, La Perouse and Kamay Botany Bay National Park and were provided with a range of cultural and community experiences.

The cadetship program was successful in 2019 with the recruitment of several cadets into professional full-time positions at Macquarie.

YARN UP GATHERING
During 2019 Walanga Muru hosted quarterly Yarn Up events – unique networking events which give all of our Aboriginal and Torres Strait Islander staff across the University the opportunity to come together and provide input and advice on how a more inclusive and impactful space can be created on campus. Staff anniversary awards are also presented at the Yarn Up events by the Pro Vice-Chancellor (Indigenous Strategy).

CULTURALLY APPROPRIATE RECRUITMENT PRACTICES
In 2019, four recruitment training sessions were held with the Human Resources recruitment teams. The theme of these sessions was ‘inclusive and culturally appropriate recruitment practices’.

Also, the Macquarie University Fellowship for Indigenous Researchers appointed Professor Bronwyn Carlson, Head of Department, Indigenous Studies, to participate in all candidate recruitment and reviews.

INTERNSHIP PROGRAM
Career Trackers had 85 Macquarie University students participating in internships during 2019, with three students awarded the prestigious gold diary for academic excellence. This is the highest number of Career Trackers interns we have had in a single calendar year to date.

CAREER DEVELOPMENT ACTIVITIES
Walanga Muru encourages the personal growth and career development of Aboriginal and Torres Strait Islander professional and academic staff and students through activities such as mentoring, professional development programs and skills training. One avenue of doing this is the professional development funding program that supports staff and students to attend conferences and professional development opportunities. Recipients of funding and their activities are as follows:

- Josephine Bourne (Department of Indigenous Studies) – Australian Political Science Association Conference, Adelaide. Josephine presented a paper based on the findings of her PhD research. She also attended a caucus meeting of Aboriginal and Torres Strait Islander scholars in the fields of political science and/or political studies during the conference.
- Todd Phillips (Walanga Muru) – 4th National Higher Education Indigenous Employment Coordinators’ Forum, Australian Catholic University, Melbourne. As the Aboriginal Workforce Development Coordinator, Todd’s attendance at this forum provided the opportunity to network with education employment colleagues in the areas of Indigenous employment strategy: Mapping the Pathways to Growing our Own, and Creating Cultural Change.
- Isaac Roberts (Master of Research student) – Australian Historical Association Annual Conference, Flinders University, Adelaide. Isaac presented a paper on the relationship between Aboriginal and Jewish communities in Australia, and how that compares with other countries.
- Macquarie University supported 12 staff and students to attend the Native American and Indigenous Studies Association (NAISA) conference that was held at the University of Waikato in Hamilton, New Zealand, in June 2019. NAISA is the largest international scholarly conference concentrating on Critical Indigenous Studies. The University group were also involved in the PhD development day, held prior to the main conference, with the majority presenting papers. Themes for the presentations included: Indigenous leadership in higher education, racism on social media and the introduction of the Department of Indigenous Studies’ new Queer Studies academic program commencing in 2020. PhD students also presented on outcomes of their research to date.
- Dr Leanne Holt, Pro Vice-Chancellor (Indigenous Strategy), along with students Elijah Ingram and Alanna Reneman attended the WINHEC Meeting, AGM and Youth Camp in Taiwan, a significant event in the 2019 calendar.

Aboriginal and Torres Strait Islander cadets visiting community sites

Walanga Muru staff and students at 9th gala Career Trackers Dinner
One of the key targets of the Macquarie University Aboriginal and Torres Strait Islander Workforce Plan 2018–2021 is that by 2021, 60 per cent of all staff will have participated in cultural safety training. The year 2019 was very successful and the rollout is tracking well to meet the target, with more than 800 Macquarie staff (25 per cent of all staff) now having completed the training, with overall continued positive feedback.

To end Manawari’s first successful year of implementation, the University’s first Cultural Knowledge Exchange Circle, based on the Aboriginal cultural values of inclusion, sharing and innovation, was held on 21 October.

During this event we heard from areas across campus (Macquarie University Library, Faculty of Arts Museum, Department of Geography and Planning, Faculty of Medicine and Health Sciences, Faculty of Human Sciences, Macquarie Law School, Office of Higher Degree Research Training and Partnerships) about a range of programs and initiatives that are making our University more culturally affirming and respectful. This commitment to embracing Indigenous cultural values, history, beliefs, practices, knowledges and philosophies provided opportunity to realise our potential and become champions of success for Aboriginal and Torres Strait Islander people and communities.

Walanga Muru forged a number of partnerships and strong relationships through this training throughout the year, with each relationship being ever evolving and continuing to thrive. These include:

- **Respect. Now. Always.** co-facilitated training and information sessions delivered to Macquarie Student Representative Committee.
- **Student Engagement** enabled 35 students from across the University to be involved in the pilot development stage of Baduwa Student Aboriginal Cultural Safety Training package. As a result of this successful pilot, the Macquarie student online Aboriginal Cultural Safety Training package has been finalised and is expected to be launched in 2020.
- **Macquarie Library** has identified critical Indigenous resources to be acquired and made available to Macquarie students and staff.
Indigenous Learning and Teaching

KEYNOTE ADDRESSES
Professor Bronwyn Carlson was the invited keynote speaker for the following conferences in 2019:
• Cultural Studies Association of Australasia Annual Conference (CSAA), Brisbane. Title: Breaking with the past, dis(re)membering the monuments.
• Association of Internet Researchers Conference (AoIR), Brisbane. Title: Indigenous Internet users: Learning to trust ourselves.
• Digital Intimacies 5.0: Structures, Cultures, Power Conference, Melbourne. Title: Love and hate at the Cultural Interface.

TEACHING
ABST1020 Dharug Country: Presences, Places and People made its debut and was a huge success. Taught by Dharug scholar Dr Jo Key, the unit will now be offered in both sessions.

Indigenous Studies has had a curriculum transformation and now offers an excellent major and has introduced three new Indigenous queer units that will be offered first session 2020. These are the first of the kind in the world.

INDIGENOUS CONNECTED CURRICULUM
In 2019 we completed and implemented the Mudang-Dali – Indigenous Connected Curriculum Framework, which was endorsed by the Executive Group and Academic Senate. To assist in the implementation of the Framework an Academic Director (Indigenous Learning and Teaching) was appointed.

The development and implementation of the Framework is aligned to Macquarie University’s Indigenous Strategy (2016–2025) and the Macquarie Curriculum Architecture. The strategy provides a solid pathway towards a more equitable and inclusive future, creating positive transformation and successful outcomes for Aboriginal and Torres Strait Islander peoples at Macquarie University.

The Framework provides a tool that can be customised across disciplines for curriculum design and inclusion to strengthen Indigenous learning and teaching outcomes. It is supported by the Manawari staff training and extra resources to ensure a quality whole-of-university approach is achieved.

‘The Curriculum Architecture Policy governs the design and structure of new academic courses and amendments to existing courses. It provides a consistent and coherent structure which supports the quality and integrity of the University’s academic courses and helps to ensure that students are provided with an exceptional academic experience. The Policy and Curriculum Architecture Principles were approved by Academic Senate on 24 July 2018, and are effective for academic courses delivered from 1 January 2020.’ (Macquarie University Curriculum Architecture Policy summary, 2018)

The University’s 35 Undergraduate Curriculum Architecture Principles (2018) include:

Principle 32: Embedding Institutional Values in Courses
32.1 The University may embed compulsory co-curricular not-for-credit short modules into courses.

Principle 33: Embedding Indigenous Connected Curriculum in Courses
33.1 In alignment with our Indigenous Strategy (2016–2025) and Academic Senate resolutions, the University will deliver an ‘Indigenous connected curriculum’.

Djurali (evolve):
Support for Indigenous success
Aboriginal and Torres Strait Islander student engagement

Our Aboriginal and Torres Strait Islander student engagement programs continue to positively impact retention and progression of Aboriginal and Torres Strait Islander students. The ATSIEP’s approach, combined with a tailored first-year advisory program, has led to the university’s highest ever first-year Aboriginal and Torres Strait Islander student retention rate.

Orientation Cultural Camp
The third and largest Orientation Cultural Camp was held at Lane Cove National Park to welcome the new students to our community where they spent three days completing academic, cultural and team building activities on beautiful Dharug Country.

Sixty Aboriginal and Torres Strait Islander students attended the 2019 Orientation Cultural Camp including 51 first years.

Koori Netball Tournament
Walanga Muru in partnership with the Faculty of Medicine and Health Sciences entered a team of 19 students to compete in the 2019 Koori Netball Tournament at Charlestown, New South Wales. This event facilitated important cultural sharing, as well as promoting positive health and wellbeing for Aboriginal and Torres Strait Islander people. The team placed fifth overall and were congratulated by event staff on their athleticism and sense of fair play.

The 2019 Indigenous Nationals team was nominated for the National Team of the Year at the Macquarie Blues Awards.

In 2019, 114 Aboriginal and Torres Strait Islander students received Macquarie-administered scholarships. Thirteen higher degree research students received the Indigenous Research Excellence Scholarship, 30 received bridging grants and 175 received the one-off Aboriginal student grant.

Scholarships
In 2019 a record number of Aboriginal and Torres Strait Islander students commenced first year – 94. Also, Aboriginal and Torres Strait Islander students recorded the strongest ever first year results – for Session 1 receiving a pass or higher in 88 per cent of subjects.

2019 Indigenous Nationals team
Jett Hart and Brandon Gooley at University of Victoria Canada’s First Nations House (also with Tia Pynor-Greedy)

Indigenous Student Exchange Program
The collaboration between Walanga Muru and University of Victoria’s First Nations House, British Columbia, Canada, is a two-way Indigenous student exchange project that is unique in that it incorporates work-integrated learning as well as furthering study within the students’ relevant discipline areas.

During 2019 Jett Hart and Brandon Gooley both undertook an academic and cultural exchange in which they completed 120 hours of work experience in an Indigenous community within the host university’s footprint area, exposing them to a wider global field of Indigenous studies and scholarship.
The First-Year Engagement Program kicked off its second year with some outstanding results including the highest number of Aboriginal and Torres Strait Islander first-year students in recorded history. Event and engagement numbers increased from 2018, most notably with 61 students accessing individual enrolment assistance, 15 attending the Mixer Dinner, more than 50 attending Orientation Camp and more than 50 attending the Census Date workshop.

A key goal for the second year of the program was more effective promotion of scholarships and the Abstudy Residential Cost Option as a means to live on campus. As a result, 39 per cent of first-year students took up residency on campus, resulting in a significant rise of Aboriginal and Torres Strait Islander student presence at almost all accommodation providers, particularly Dunmore Lang College (45 students) and Robert Menzies College (11 students).

CONTINUING STUDENTS
In 2019 there was a record number of continuing Aboriginal and Torres Strait Islander students at the University. Across the year there were 328 Aboriginal and Torres Strait Islander students completing their second year of study or above. Of these students, 37 per cent (120) studied under the Faculty of Arts.

TUTORING PROGRAM
In 2019, 161 students accessed the Walanga Muru tutoring program, across 641 tutoring matches. Students accessed a total of 2767 individual tutoring sessions across the year, with the three most frequent session focuses being assignments, course content and academic skills.

From the 2019 results, we know that students who access tutoring have a higher grade point average and a higher unit pass rate than those who do not. In Session 1, the unit pass rate for students who accessed tutoring was 84.86 per cent compared with 79.76 per cent for those who did not, a percentage point gap of 5.10. In Session 2 the percentage point gap was slightly greater at 6.67, with pass rates of 84.12 per cent and 77.45 per cent, respectively.

Our tutoring program has a significant Indigenous workforce proportion due to the promotion of employment opportunities to current students, alumni and other Aboriginal and Torres Strait Islander scholars. In Session 1, 11 per cent or 103 tutors were Indigenous. In Session 2, 14 per cent or 100 tutors were Indigenous.

WARANARA PROGRAM
In 2019 we piloted the Waranara (‘to seek’ in Dharug) Mentoring Program, which was created in partnership with Walanga Muru, academics, the Learning Skills Unit’s WriteWise and the Widening Participation Unit. In the five-month pilot, the program paired 12 Aboriginal students with academics from their home faculty, and their department when possible. The program also offered at least three one-on-one consultations with a trained peer writing mentor to provide assignment help to each participating student.

ALUMNI PRESENCE
In 2019, 32 Aboriginal and Torres Strait Islander students graduated. Walanga Muru celebrated these achievements through graduation events in April and September. These graduates contribute to the growing Aboriginal and Torres Strait Islander alumni community of Macquarie University, which is now 993 alumni strong. This number is anticipated to grow significantly in 2020.
Marcia Langton – speaking out for change

2019 ALUMNI AWARD WINNER – EDUCATION

DOCTOR OF PHILOSOPHY (PHD), HUMAN GEOGRAPHY AND ANTHROPOLOGY 2005
ASSOCIATE PROVOST, UNIVERSITY OF MELBOURNE

Distinguished Professor Marcia Langton AM, a prominent public intellectual and academic, grew up listening to great Aboriginal orators and experienced firsthand the power of a well-honed argument. She is now one of Australia’s most respected Indigenous leaders, giving a voice to Indigenous peoples across the country, and still believes education is the most powerful tool for change...

Professor Langton says she has believed in the power of education since she was a primary school student in rural Queensland. She knew some members of the Federal Council for the Advancement of Aborigines and Torres Strait Islanders and recalls, ‘They were setting out to change the constitution and convince Australians to treat Aboriginal people equally.’

After her childhood spent living in isolated towns and a native camp, Langton moved to suburban Brisbane and started high school – and the power of an education really began to take hold for her. She says, ‘The Aboriginal movement was starting to become noticeable and I heard conversations about Aboriginal rights. I met Kath Walker – the Aboriginal poet laureate who later changed her name to Oodgeroo Noonuccal – and Neville Bonner, the first Aboriginal person elected to the Australian Senate. I learned to understand my research topic and my arguments about the misrepresentation of Aboriginal customary land tenure.

‘With Professor Howitt’s supervision, I went on to argue a case for a new way of seeing the Aboriginal land tenure systems that I had learned about in Cape York – understanding them in their own right; not through the lens of the obscure concerns of a very old-fashioned anthropological mode of distancing Aboriginal peoples from the universal institutions of humanity, particularly law.’

Professor Langton has held roles on the Empowered Communities project within the Department of Prime Minister and Cabinet, and on the Expert Panel on Constitutional Recognition of Indigenous Australians. Most recently, together with Professor Tom Calma, she was appointed to co-chair the Senior Advisory Group driving the co-design process that will provide an Indigenous voice to government. Something Langton has described as the conversation the nation needs to have. So what does this Alumni Award mean to her? ‘This award is a powerful acknowledgement of the role of education in Aboriginal cultural survival and our future. Australian universities have played an important role in these matters in recent decades, not least Macquarie University, which has made a significant contribution to Indigenous studies and encouraged and supported Aboriginal students in higher education, including a younger me. I am very grateful for that and proud to accept this honour.’

Professor Langton’s association with Macquarie University has continued since her PhD. Most recently, in September 2019, she delivered the Patyegarang Oration and was a guest of the Department of Indigenous Studies led by Professor Bronwyn Carlson. Reflecting on this association she says, ‘I have every confidence that the students I met and spoke with at these events will make the world a better place. They hardly need convincing of the need to become educated as many had set themselves extraordinary goals.’

And changing attitudes in her forthright way, inspired by those before her, has become not just a trademark for Professor Langton, but something she has been duly rewarded for. Awarded the Order of Australia in 1993, she also received the Neville Bonner Award for Indigenous Teacher of the Year in 2002. She was elected a Fellow of the Academy of the Social Sciences in Australia, inducted into the Victorian Honour Roll of Women, and named one of Australia’s top 40 public intellectuals.

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The whole-of-university approach undertaken by the Pro Vice-Chancellor (Indigenous Strategy) with the University’s two key strategic committees – Patyegarang and Wattamattagal Bunywal – providing advice and input from an internal and external community perspective coupled with the success of our Manawari Cultural Safety Training program can only ensure that Macquarie strives to:

• produce our future Aboriginal and Torres Strait Islander leaders
• implement culturally affirming services and engagement for Aboriginal and Torres Strait Islander students
• be an employer of choice for Aboriginal and Torres Strait Islander peoples
• be a more culturally safe, informed and responsive campus
• be a more dynamic, innovative and diverse university
• transform curriculum and the experience of all students

Aboriginal and Torres Strait Islander flags.

Moving forward
MORE INFORMATION
If you would like to engage with Walanga Muru
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E: walangamuruadmin@mq.edu.au