



Indigenous Strategy Annual Report 2022

Welcome to Country

On behalf of the Dharug people, I welcome you to this country of the Wallumattagal clan of the Dharug Aboriginal Nation.

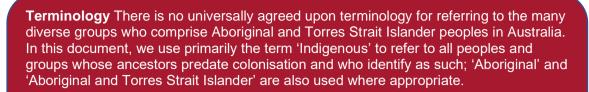
"Quai bidja, jumna paialla Janwai - Come here, we speak together."

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.



Please note Aboriginal and Torres Strait Islander people should be aware that this document may contain images or names of deceased persons in photographs or printed material.

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Introduction from Pro Vice-Chancellor, Indigenous Strategy

2022 saw a complete return to campus and a renewed energy in delivering the outcomes of The Indigenous Strategy 2016-2025. One of the most notable achievements was the renaming of the University's main campus as the Wallumattagal Campus, a national first, to recognise the Traditional Custodians of the land on which the University is situated, the Wallumattagal Clan of the Dharug Nation. In 2022, pathway's camps for prospective students and the orientation camp for new students resumed as face to face, and the applications significantly exceeded the number of available positions.

Community lunches continued, social sport resumed, Indigenous Nationals were hosted at Queensland University of Technology and a student art exhibition and writing competition was held during Reconciliation week. In 2022, the largest number of Aboriginal and Torres Strait graduates were celebrated in our 3rd annual Graduation Celebration, in a hybrid event.

The collaboration with the Wuyabiba Study Hub continued in 2022 with four new students enrolling and six returning students. Significant outcomes were delivered in The Mudang-Dali connected curriculum with the provision of Indigenous Learning and Teaching Grants totalling \$100,000, to encourage the development and delivery of innovative and engaging Indigenous curriculum.





The Manawari Aboriginal Cultural Safety Training programs was delivered to staff in face to face and zoom sessions, with 143 staff being issued a Microcredential. In 2022, Manawari Corporate Aboriginal Cultural Safety Training was also offered to more industry partners. An increase in the number of industry partners has resulted in exciting opportunities, including cadetships and scholarships for Aboriginal and Torres Strait Islander students, Indigenous research collaborations and other customised programs.

Macquarie's Department of Indigenous Studies and the Centre for Global Indigenous Futures continued to undertake nationally and internationally recognised scholarships in learning and teaching, and research. Special articles were published in the Journal of Global Indigeneity, and new partnerships were developed with Indigenous international scholars. Professor Bronwyn Carlson was appointed the Chief Investigator and Deputy Director of the newly successful Australian Research Council Centre of Excellence for the Elimination of Violence Against Women.

The Djurali Indigenous Health Education and Research Network was established and has attracted more than \$7 million in grant funding and more than \$6 million to support other projects. Djurali additionally supported the completion of 15 Aboriginal and Torres Strait Islander audiometry students, 13 with a diploma and two with a Certificate IV. This was a significant outcome as prior to this, there were only three Indigenous audiologists in Australia.

Please share with me the further successes and achievements in Aboriginal and Torres Strait Islander higher education which are highlighted throughout this report.

Professor Leanne Holt Pro Vice-Chancellor, Indigenous Strategy





Aboriginal leadership and voice

Dr Leanne Holt as Pro Vice-Chancellor (Indigenous Strategy) continued to champion a whole-of-University focus to embed Indigenous principles into the University footprint throughout 2022 leading to the development of a framework for a Whole of University Approach to Indigenous Higher Education focusing on the continuation of strengthening future outcomes. The following Macquarie Indigenous-led committees advise on and guide in embedding Indigenous principles within the University.

Wallumattagal Bunyuwal Aboriginal Advisory Committee

This all-Aboriginal committee comprised of 18 members in 2022, five of whom are from the local Dharug Community. The membership showcases a wealth of cultural and professional experience including Elders, Academic Professors and university professional staff, alumni, current students, industry partners, representatives from Aboriginal Educations Consultative Groups as well as school teachers. The committee is central to seeking informed decisions on Indigenous education at the University, providing a two-way dialogue between Aboriginal and Torres Strait Islander communities, organisations, and the University. In 2022, the committee met four times across the calendar year.

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 gives the Deputy Vice-Chancellor, Academic and Executive Group ongoing advice on emerging policy and implementation issues related to Indigenous strategy.

Due to several factors such as returning to the workplace post COVID-19 and the restructure of faculties within the University, this key strategic committee did not meet throughout 2022. Instead, Dr Holt worked collaboratively and in partnership with key members of each faculty. It is anticipated that the committee will be re-established in early 2023.

Baduwa (aspire): Unlocking capacity

Aboriginal and Torres Strait Islander recruitment and outreach

Walanga Muru continued to deliver targeted programs engaging Aboriginal and Torres Strait Islander secondary students in academic, cultural and leadership activities.

Rising Stars Camp

This camp enables Year 10 Aboriginal and Torres Strait Islander students from across New South Wales to experience activities that develop their leadership skills and cultural knowledge and to give a taste of university life on campus. The camp saw 60 year 10 students attend the camp from 35 different schools across the New South Wales. Post survey feedback from both the students and 3 attending high school teachers was overwhelmingly positive, with 96 percent stating the camp increased their knowledge of university study and life.

Camp Aspire

This camp enables Year 11 and 12 Aboriginal and Torres Strait Islander students to experience activities across the University's faculty areas and provides them with knowledge and experiences about tertiary options. Due to Covid-19 restrictions the camp was held in July opposed to the annual January date. 58 students attending and completed the full program. The 58 students came from 37 different schools, 24 of these schools were from remote/rural/regional areas and 5 of the schools that were represented at the camp came from a low socio-economic status. In addition, two of these schools were from our CLS In-School Program, Hawkesbury High School and Kellyville High School.



Camp Aspire 2022 attendees.

"I really enjoyed the whole camp, it's amazing. Going through Medicine and going through a heap of different areas with it. I think the camp has been really well structured" – 2022 Camp Attendee.

In School Cultural Leadership and Scholarship (CLS) Engagement Program

This program is structured around the 3 pillars of Culture, Leadership and Scholarship. This innovative program aims to inspire Aboriginal and Torres Strait Islander students in years 7-10 to be become proud leaders, develop their cultural understanding and knowledge whilst also encouraging them to aspire to tertiary education. This program reached 666 students across 27 schools, with 11 of the 27 schools being new to the program.



Presentations and Events

In 2022, the Pathways Team attended and facilitated a range of presentations, events, and campus tours. Throughout the year the team conducted 5 campus tours, attended 9 community events, and facilitated two off campus presentations including Yabun, Koori Knockout, South Cares Careers Day and NRL School to Work.

Aboriginal and Torres Strait Islander Entry Pathway (ATSIEP)

ATSIEP provides a pathway for Aboriginal and Torres Strait Islander people admission into an undergraduate course based on an online application and interview. In 2022 ATSIEP received 67 applications – 61 applicants were interviewed and were offered entry into study in 2023. Out of the 61 interviewed, 41 were classified as school leavers, with 20 applicants considered non-school leavers.

Critical Thinking Unit Entry Pathway

This pathway allows Year 11 students the opportunity to partake in a university unit whilst completing high school. As the program has been successfully running for several years, we are continuing to see the transition of students from the Critical Thinking Unit Entry Pathway into Macquarie University. From the 2020 cohort, 12 offers to study at Macquarie University were awarded, with 8 students completing the Direct Entry Form to process their offer. There was an additional student commencing from the 2021 cohort due to completing the program whilst in year 12, therefore a total of 13 offers were awarded for 2022 university commencement.

In 2022 Macquarie University continued to reach record numbers of Aboriginal and Torres Strait Islander students through the implementation of initiatives and programs directly benefiting Aboriginal and Torres Strait Islander people and their communities. The overall number of commencing student enrolments for 2022 was 133, increased from 128 in 2021. Two of the main entry pathways are the Aboriginal and Torres Strait Islander Entry Pathway and the Critical Thinking Unit Pathway.

The Critical Thinking Unit Entry Pathway and ATSIEP accounted for 43 student enrolment numbers, which is slightly lower than the previous year, which had 55 students. An additional 27 students came through other Macquarie University Entry Pathways. These figures show that 61.4% of new Aboriginal and Torres Strait Islander enrolments chose Macquarie because of our connection and engaging pathways. It should also be noted that a number of the 27 other students also had connections with Walanga Muru but chose other entry pathways for reasons such as attached scholarships or the opportunity to access other entry pathways offered by Macquarie University.

Indigenous research

The Macquarie University Indigenous Research Plan 2020–2025 continues to create a platform for excellence in Indigenous research and innovation at a local, national and global level. It also recognises the unique perspectives, knowledge production and contribution of Aboriginal and Torres Strait Islander peoples.

In 2022 the Department of Indigenous Studies continued to grow the Centre for Global Indigenous Futures, a Faculty Research Centre. The Centre held several events in 2022 that brought Aboriginal and Torres Strait Islander stakeholders and industry partners on to campus. The Day of Collaborations had over 60 participants including representatives from, Stocklands, Black Rainbow, Optus, Twitter, Meta, Alana, and Madeline Foundation. Several research collaborations have been discussed and negotiated as a result. The other event, which was part of a research project with ANROWS, saw over 120 participants both online and in person comprising Aboriginal and Torres Strait Islander health workers and service providers.



Postgraduate/Higher degree research students

2022 saw a substantial decrease in postgraduate numbers compared to 2021's intake; with 22 Higher Degree Research students (HDR) (Bachelor of Philosophy, Master of Research and Doctor of Philosophy programs), and 43 students studying other postgraduate courses. This decrease reflects that the Postgraduate Student Engagement Coordinator, with the continued collaboration between Walanga Muru and the Department of Indigenous Studies, need to determine the major barriers for Aboriginal and Torres Strait Islander students pursuing postgraduate study.

In partnership with The Department of Indigenous Studies, two successful Indigenous HDR retreats were facilitated. One a writing retreat at Terrigal, NSW and the other a research and relationships retreat at the University of Technology Auckland and the University of Auckland in Aotearoa.

"I think the opportunity to engage in a study tour was incredibly beneficial. Through each experience on the retreat, my writing and thinking was elevated and changed for the better. I always left feeling empowered, grounded and more connected with fellow scholars and I felt inspired being amongst other Indigenous scholars where we could share work, ideas and think. This greatly impacted on the clarity of my thinking and enhanced my writing. I was also motivated to read more widely after the retreats following these conversations. I felt supported and seen in the academy by senior staff and my peers". — Retreat Participant.



PUBLICATIONS BY INDIGENOUS STAFF

(Indigenous staff names highlighted in bold)

Bartleet, B-L., Woodland, S., Sunderland, N., & **O'Sullivan, S.** (2021). An ecological approach to mapping remote creative practices: insights from an Australian Desert region. *Cultural Trends*. https://doi.org/10.1080/09548963.2021.1950510

Andrews, R., Waniganayake, M., Hadley, F., Hay, I., & Holt, L. (2022). Mentoring program for scholarship holders within the NSW Department of Education's early childhood education scholarship programs.

Barnes, E., Jamie, I., Vemulpad, S., **Breckenridge, D.,** Froud, A., Harrington, D., Packer, J., Prenzler, P., Bedgood, Jr., Jamie, J. (2022). National Indigenous Science Education Program (NISEP). *Journal of Chemical Education*, 245-251. https://doi.org/10.1021/acs.jchemed.1c00393

Bartleet, B., Woodland, S., Sunderland, N., & O'Sullivan, S. (2022). An ecological approach to mapping remote creative practices. *Cultural Trends*, 68-87. https://doi.org/10.1080/09548963.2021.1950510

Bishop, M. (2022). Indigenous education sovereignty. Critical Studies in Education, 131-146. https://doi.org/10.1080/17508487.2020.1848895

Bishop, M., & Tynan, L. (2022). Finding perspective through our more-than-human kin. 593-604. https://doi.org/10.4324/9781003017653-57

Burarrwanga, L., Ganambarr, R., Ganambarr-Stubbs, M., Ganambarr, B., Maymuru, D., Wright, S., Suchet-Pearson, S., Lloyd, K., Daley, L. (2022). Gapu, water, creates knowledge and is a life force to be respected. *PLOS Water*, 1-9. https://doi.org/10.1177/10778004211068192

Burarrwanga, L., Ganambarr, R., Ganambarr-Stubbs, M., Ganambarr, B., Maymuru, D., Lloyd, K., Wright, S., Suchet-Pearson S., Daley, L. (2022). Songspirals bring Country into existence. *Qualitative Inquiry*, 435-447. https://doi.org/10.1371/journal.pwat.0000020

Burgess, C., **Bishop, M**., & **Lowe, K** (2022). Decolonising Indigenous education. *Discourse: Studies in the Cultural Politics of Education*, 1-14. https://doi.org/10.1080/01596306.2020.1774513

Calvin, Z., Skinner, J., Dimitropoulos, Y., Stan, G., Satur, J., Cartwright, S., Widmer, R., Schafer, T., Williams, R., Sohn, W., Raphael, S., Christian, B., Parter, C., Blatchford, L., **Rambaldini, B.**, Partridge, S., Cain, E., Gwynne, K. (2022). The Indigenous Adolescent Oral Health Partnership Study. *International Journal of Environmental Research and Public Health*, 1-11, https://doi.org/10.3390/ijerph19159104

Carlson, B. (2022). <i>Sámi Media and Indigenous Agency in the Arctic North</i> by Coppélie Cocq and Thomas A. DuBois. *Native American and Indigenous Studies*, 191-192.

Carlson, **B.** (2022). Aboriginal and Torres Strait Islander population has increased, but the census lacks detail in other facets of Indigenous lives. *The Conversation*.

Carlson, B. (2022). Data silence in the settler archive. *Indigenous femicide, deathscapes and social media*, 84-105. https://doi.org/10.4324/9781003200611-9

Carlson, B. (2022). Does the pre-election budget address ways to realistically 'close the gap' for Indigenous people? *The Conversation*.

Carlson, B. (2022). Don't say the Aboriginal flag was 'freed' – it belongs to us, not the Commonwealth. *The Conversation*.

Carlson, B. (2022). Made in 1972, the documentary Ningla-A'Na is a powerful look at establishment of the Aboriginal Tent Embassy. *The Conversation*.

Carlson, B., & Coe, L. (2022). A short history of the Aboriginal Tent Embassy – an indelible reminder of unceded sovereignty. *The Conversation*.

Carlson, B., & Day, M. (2022). Colonial violence on dating apps. 72-74.

Carlson, B., & Farrelly, T. (2022). Monumental changes. From the European South, 11-24.

Carlson, B., & Farrelly, T. (2022). Monumental upheavals. *Thesis Eleven*, 62-81. https://doi.org/10.1177/07255136211069416

Carlson, B., & Frazer, R. (2022). Looking out for mob on social media.



Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Farrell, A., & Bakic, T. (2022). Aboriginal & Day, M., Bonson, D., Bo

DeWitt, D., Chan, S., & **Loban, R.** (2022). Virtual reality for developing intercultural communication competence in Mandarin as a Foreign language. *Educational Technology Research and Development*, 615-638. https://doi.org/10.1007/s11423-021-10074-9

Dreher, T., **Carlson, B.**, & Farrelly, T. (2022). For an Indigenous perspective on 'Australia Day', here's a quick guide to First Nations media platforms. *The Conversation*.

Frazer, R, **Carlson, B.,** Farrelly, T. (2022). Indigenous articulations of social media and digital assemblages of care. *Digital Geography and Society*, 1-10. https://doi.org/10.1016/j.diggeo.2022.100038

Granziera, H., Liem, G., Chong, W., Martin, A., Collie, R., **Bishop, M., & Tynan, L.** (2022). The role of teachers' instrumental and emotional support in students' academic buoyancy, engagement, and academic skills. *A study of high school and elementary school students in different national contexts*, 1-14. https://doi.org/10.1016/j.learninstruc.2022.101619

Gwynne, K., **Rambaldini, B.,** Christie, V., Meharg, D., Gwynn, J., Dimitropoulos, Y., **Parter, C.,** Skinner, J. (2022). Applying collective impact in Aboriginal health services and research. *Public Health Research and Practice*, 1-8. https://doi.org/10.17061/phrp3222215

Habib, A., Crossland, G., Patel, H., Wong, E., **Kong, K.**, Gunasekera, H., Gunaseker, B., Caffery, L., Perry, C., Sacks, R., Kumar, A., Singh, N. (2022). An artificial intelligence computer-vision algorithm to triage otoscopic images from Australian Aboriginal and Torres Strait Islanderchildren. *Otology and Neurotology*, 481-488. https://doi.org/10.1097/MAO.0000000000003484

Harrison, N., Leone, R., Loban, R., Nguyen, J., & Thornton, C. (2022). Teaching students from diverse backgrounds. 143-161.

Henson, C., Chapman, F., Shepherd, G., Carlson, B., Chau, J., Gwynn, J., Gwynne, K. (2022). Mature aged Aboriginal and Torres Strait Islander adults are using digital health technologies (original research). *Digital Health*, 1-12. https://doi.org/10.1177/20552076221145846

Henson, C., **Rambaldini, B., Carlson, B.,** Wadolowski, M., Vale, C., & Gwynne, K. (2022). A new path to address health disparities. *Digital Health*, 1-10. https://doi.org/10.1177/20552076221084469

Howitt, R., **Holt, L., & Locke, M.** (2022). Challenging the colonial legacy of/at Macquarie. *Geographical Research*, 71-85. https://doi.org/10.1111/1745-5871.12496

Kennedy, T. (2022). 'Don't read the comments'. *The Conversation*.

Kennedy, T. (2022). Online and empowered. The Sociological Review. https://doi.org/10.51428/tsr.qndr9247

Lee, C., Merino, D., Ware, G., Carlson, B., Porter, C., & Coe, L. (2022). The Aboriginal Tent Embassy at 50.

Loban, R. (2022). Dhari headdress, Torres Strait. 206-207.

Loban, R. (2022). I never asked for it, but I got it and now I feel that my knowledge about history is even greater! *Journal of Games Criticism*, 1-30.

Loban, R. (2022). Torres Strait Virtual Reality. *Games and Culture*, 311-327. https://doi.org/10.1177/15554120211020383

Meharg, D., Jenkins, C., Maguire, G., Jan, S., Shaw, T., Dennis, S., McKeough, Z., Lee, V., Gwynne, K., McCowen, D., **Rambaldini, B.,** Alison, J. (2022). Implementing evidence into practice to improve chronic lung disease management in Indigenous Australians. *BMC Pulmonary Medicine*, 1-10. https://doi.org/10.1186/s12890-022-02033-8

Morris, G., Groom, R., Schuberg, E., Dowden-Parker, S., Ungunmerr-Baumann, M., McTaggart, A., **Carlson, B.** (2022). 'I want to video it, so people will respect me'. *Media International Australia*, 139-157. https://doi.org/10.1177/1329878X211038005

Ong, Y., Loban, R., & Parrila, R. (2022). The fight is the dance. Journal of Games Criticism, 1-20.

Perry, C., Dimitropoulos, Y., Skinner, J., **Bourke, C.,** Miranda, K., Cain, E., Beaufils, D., Christie, V., **Rambaldini, B.,** Gwynne, K. (2022). Availability of drinking water in rural and remote communities in New South Wales, Australia. *Australian Journal of Primary Health*, 125-130. https://doi.org/10.1071/PY21119



Rey, J. (2022). Quiet activism through Dharug Ngurra. From the European South, 25-40.

Roberts, Z. (2022). Archaeology and Indigenous sovereignty. Journal of Global Indigeneity, 1-13.

Sunderland, N., Woodland, S., **O'Sullivan, S.**, & Bartleet, B. (2022). The role of Australian First Nations' Knowledges and the arts in "inclusive" regional and remote development. *Journal of Rural Studies*, 423-436. https://doi.org/10.1016/j.jrurstud.2021.11.002

Watterson, T., & **Roberts, Z.** (2022). Seeing the unseen. *History Australia: journal of the Australian Historical Association*, 599-601. https://doi.org/10.1080/14490854.2022.2103440

Worrell, T. (2022). Profiles of practice. English in Australia, 5-14.

Worrell, T. (2022). Text choice.



AWARDS RECEIVED BY INDIGENOUS STAFF

(Indigenous staff names highlighted in bold)

Tracking online safety of diverse journalists

Carlson, B., Forde, S., Valencia-Forrester, F., Lattouf., A, Pearson., M, Veiszade, M., O'Sullivan S., Day, M.

Amount: AUD35,000.00 1/11/22 → 31/05/22 Award date: 21/03/22

Improving Aboriginal Health: a collaboration with Asthma Australia and Walunga Maru

Gwynne, K., Holt., L, Meharg, D., Skinner. J., Rambaldini, B.

Amount: AUD165,000.00 13/05/22 → 30/06/26 Award date: 11/04/22

Working together: innovation to improve Emergency Department (ED) performance, and patient outcomes and experience for five complex consumer cohorts

Clay-Williams, R., Cutler H., Hibbert P., Newman B., Carrigan, A., Hutchinson K., Mitchell R., Gwynne K., Walpola R., Churruca K., Austin E., Braithwaite J., Zurynski Y., De los Santos A., Vukasovic M., Ali R., **Holt L.,** Gillies D., Ellis L., Long J., Griggs S., Hrast J., Salmon P., Harrison R., Murphy M.

Amount: AUD 3403860.60

 $01/04/22 \rightarrow 31/03/27$ Award date: 08/04/22



Dharug Women and Allies Cultural Burn Activation - Brown's Waterhole

Rey, J., Norman-Dadd, C., Cavanagh, V.

Amount: AUD89,900.00 09/06/22 → 30/06/24 Award date: 27/04/22

Toolkit for Parents and Caregivers of Aboriginal and Torres Strait Islander Children O'Sullivan, S., Day M.

Amount: AUD30,000.00 01/12/22 → 31/07/24 Award date: 17/05/22

May Measure Month - screening for Atrial Fibrillation and hypotension in Aboriginal people

Gwynne, K., Henson. C., Christie. V., Rambaldini, B.

Amount: AUD 35476.10 19/05/22 → 30/06/22 Award date: 19/05/22

Looking forward: Aboriginal & Torres Strait Islander LGBTIQSB+ People's Wellbeing beyond the COVID-19 Pandemic

Carlson., B, Bonson, D., Day, M.

Amount: AUD 35,000.00 02/05/22 → 31/12/22 Award date: 18/05/22





Rey_Jo_EES2022

Rey., J.

Amount: AUD 3,000.00 06/05/22 → 31/12/22 Award date: 06/05/22

Make Us Count: Understanding Aboriginal women's experiences in Victorian public sector workplaces -DFFH - CGEPS Carlson, B., Day, M., Bargallie, D.

Amount: AUD 23,695.00 19/08/22 → 30/03/23 Award date: 07/06/22

Early Af Screening for Indigenous People (EASI)

Gwynne, K., Huang, Y., Gwynn., J, Parter, C., Henson, C., Christie, V., Macniven, R., Nahdi, S., Ramsden, R., O'Sullivan, S., Skinner, J., Nalliah, C., Rambaldini, B., Orchard J., Carlson, B., Lowres, N., Finlayson, H., McCowen, D., Ward. K, Freedman, S.

Amount: AUD 681706.90 01/06/22 → 31/05/24 Award date: 20/06/22

Accelerating development of the Aboriginal workforce in legal services

Gwynne, K., Rambaldini, B., Barry, L., Holt L.

Amount: AUD 354,900.00

01/06/22 → 30/06/25 Award date: 18/05/22



Monumental disruptions: Understanding 'what works' in community approaches to remove, rectify and reimagine colonial commemorations

Carlson, B., Day, M., Farrelly T.

Amount: AUD 41,211.92 01/08/22 → 31/07/23 Award date: 07/07/22

Appointment as a member of the ERA Peer Review Working Group Carlson, B.

Amount: AUD 4,005.00 25/07/22 → 31/12/23 Award date: 01/07/22

AUS-mTBI: designing and implementing the health informatics approaches to enhance treatment and care for people with mild TBI

Rambaldini, B. McDonald, S., Curtis, K., Gilroy, J., Gwynne, K., Arnott, S., Togher, L., Simpson, G., Cullen, J., Charalambous, G., Ponsford, J., Reade, M., Armstrong, E., Skinner, J., Nasrallah, F., Barlow, K., Fitzgerald, M., Fleming, J., Ownsworth, T., Kendall, E., Caeyenberghs K.

Amount: AUD 141,999.00

06/12/22 → 05/12/25 Award date: 18/08/22



Making the right to know possible: metadata for discovery and access of records that relate to Aboriginal and Torres Strait Islander peoples

O'Sullivan, S., Barrowcliffe R.

Amount: AUD 49,662.85 01/02/22 → 01/12/25 Award date: 13/10/22

CE230100004 - ARC Centre of Excellence for the Elimination of Violence Against Women

Carlson, B., Davies, S., True, J., Douglas, H., Fisher, J., Humphreys, C., Islam, A., O'Leary, P., Wendt, S., D'Costa, B., Cripps, K., Fitz-Gibbon, K., Mavisakalyan, A., Flynn A.

Amount: AUD 4645,478.00

 $01/11/22 \rightarrow 31/12/29$ Award date: 04/11/22

Workforce development and training research with the National Aboriginal Community Controlled Organisation (NACCHO)

Gwynne, K., Holt, L., Lyons, M., Cross, C., Ackerley, S., Rozentale, I., Rollo, S., Rambaldini, B., Griew R.

Amount: AUD 144,500.00 $23/12/22 \rightarrow 01/12/23$

Award date: 16/11/22

Program Evaluation of The Glen Cultural Warriors

Gwynne, K., Christie, V., Skinner, J., Rambaldini, B., Holt L.

Amount: AUD 55,000.00 13/12/22 → 15/12/23 Award date: 23/11/22



The Healing Foundation Research Series: SEWB Scoping Study for LGBTQIA+ Mob

Carlson, B., Day, M., Gilbert, S.

Amount: AUD 68,180.00 14/11/22 → 13/11/23 Award date: 24/10/22

National First Nations Research Network

Gwynne, K., Parter, C., Rambaldini, B., Holt, L.

Amount: AUD 490,000.00

 $02/01/23 \rightarrow 31/12/26$ Award date: 21/11/22

MQRC_Strength at Scale_MQAAAstro

McDermid, R., Muller, S., Zucker, D., Coutts, D., De Silva, G., Lawrence, J., Lorente, N., Owers, M., Pak, M., Ryder, S., Simovic, F., Zafar, T., Dras, M., Vaughan, S., Wardle, M., Withford, M., De Marco, O., Schwab, C., Casali, M., Dawson, J., de Grijs, R, **Holt, L.,** Ellis, S., Hopkins, A., Kotachery, D., Liquet-Weiland, B., Lopez Sanchez, A., O'Toole, S, Spitler, L., Yong, S.

Amount: AUD 250,000.00

 $01/01/23 \rightarrow 31/12/27$ Award date: 12/12/22



Aquatic and terrestrial camera-based monitoring system

Ens, E., Raoult, V., Dudaniec, R., Bishop, M., Williamson, J., Mbui, M., Ralph, T., Jolly, C., Fontoura, L., Whiting, M., Stow, A., Chariton, A., Shine, R., Carthey, A., Rey, J., Fryirs, K., Dafforn, K.

Amount: AUD 86,931.00 01/01/23 → 31/12/23 Award date: 20/12/22

Little Ears – Aboriginal Programs for Hearing and EAR screening programs (LEAP – HEAR)

McMahon, C., Holt, L., Pescud, M., Murray, D., Clapin, M., Brown, K., Ward, K., Monaghan, S., Cross, C., Halvorsen, L., Rambaldini,

B., Parter, C., Gwynne, K. Amount: AUD 784,000.00

 $04/12/22 \rightarrow 31/01/28$ Award date: 06/12/22

UTI implementation and evaluation in NSW

Gwynne, K., Benson, H., **Holt, L.,** Sandaradura, I., Byles, J., Reeves, P., Williams, K., Dineen-Griffin, S., Benrimoj, C, **Rambaldini, B.,** Rogers, K., Rae, J., Barwick, A., Moullin, J., Donovan, J., Skinner, J., Ford, B., Schierhout, G., Peiris, D., Campain, A.

Amount: AUD 185,000.00

 $20/01/23 \rightarrow 20/01/25$ Award date: 23/12/22

Aboriginal Workforce Development

19
Aboriginal &
Torres Strait
Islander
Academic Staff
(continuing & fixed term)

26
Aboriginal &
Torres Strait
Islander
Professional Staff
(continuing & fixed term)

45
Aboriginal &
Torres Strait
Islander Total
Staff (continuing &
fixed term)

In 2022 we commenced working on the refresh for the Aboriginal and Torres Strait Islander Workforce Plan to continue to increase the outcomes of our Aboriginal and Torres Strait Islander workforce. This includes but not limited to, ensuring a positive environment conducive to the success of Aboriginal and Torres Strait Islander peoples, free of racism and discrimination; increasing our workforce across all Faculties and departments of the University; ensuring opportunities for development and extension; and including Aboriginal and Torres Strait Islander staff in senior decision-making committees and forums.



Industry Engagement

In 2022 Macquarie University and the Office of the Pro Vice-Chancellor, Indigenous Strategy established relationships with many industries creating opportunities for Aboriginal and Torres Strait Islander students, staff, and community.

Australian Education Research Organisation (AERO) is Australia's independent education evidence body. From May to November 2022, 84 AERO staff members participated in our Manawari Aboriginal Cultural Safety Training. AERO are exploring Indigenous cadetship opportunities in collaboration with Macquarie University Indigenous Strategy and Walanga Muru, this will add an Aboriginal and Torres Strait Islander student perspective in education research.

ARA Indigenous Services works to create real opportunities for the Indigenous Australian community in the areas of ownership, business support, training, and employment. One initiative established was a Macquarie University staff member to sit on their RAP Working Group, involving bi-monthly RAPWG meetings, "next steps" and reviews for their Innovate RAP. Furthermore in 2022, 30 ARA Indigenous Services staff participated in our Manawari Aboriginal Cultural Safety Training.

Organon is a newly established global healthcare company dedicated to improving the health and wellbeing of people around the world. They focus on women's health, biosimilars, and established medicines. Deep enthusiasm was displayed by Organon to explore ways to show their commitment to creating a respectful and inclusive workplace for Aboriginal and Torres Strait Islander peoples. Organon have established a partnership with Macquarie University, including sponsorship for Walanga Muru camps, developing closer networks within the University in relation to the Indigenous Strategy and a personalised delivery of our Manawari Aboriginal Cultural Safety Training.



We also continued our strong connection with the CareerTrackers Indigenous Internship Program to ensure our students' academic and professional success. The Session 2, 2022 report showed that: 1 new student enrolled in the program; 21 students returned to internships; 15 students graduating with 7 students heading to graduate roles.

Adam Gorst's Journey with Career Trackers

Meet Adam who is currently under his second year of a Bachelor of Arts - Majoring in Indigenous Studies at Macquarie University. He's really enjoying his first internship with CareerTrackers. Adam interned over Winter with CPB, in the 'Indigenous & Social Inclusion Team'. He made the most of his time at CPB and soaked it all in, he's very eager and driven to succeed.







Manawari (discover): Develop Cultural Capability

Manawari Aboriginal Cultural Safety Training

Manawari Training provides participants with a foundation to build a positive knowledge position leading to a greater appreciation and understanding of Aboriginal cultural values, histories, beliefs, practices, knowledges and philosophies. Completion of the training has a positive impact on confidence in establishing appropriate and sustainable relationships with Aboriginal and Torres Strait Islander people and communities. It also provides participants with the ability to contribute to societal change management impacting on the development of strength-based attitudes and societies free of racism and discrimination.

During 2022, **Manawari Staff Aboriginal Cultural Safety Training** was delivered by Aboriginal presenters in a mixed-mode form including online learning and interactive face to face and zoom sessions. The following modules were included:

Module 1 – Welcome to Country and Introduction (online)

Module 2 – Walk through Country: Dreaming, Language, Country (online)

Module 3 – Invasion/Colonisation (online)

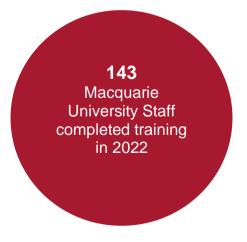
Module 4 – Black Lives Matter (online)

Module 5 – Working with Aboriginal People and Communities (online)

Module 6 – Walking Together (online)

Discussion Session (interactive face to face or Zoom session)

Once training was completed a micro-credential was awarded.





Manawari Corporate Aboriginal Cultural Safety Training was delivered to staff at AERO (Australian Education Research Organisation), ARA Indigenous Services and Organon.

Some reflections from the Manawari Training -

"I found the Manawari training modules to be informative and interesting, in both a cultural knowledge sense, and also in terms of understanding the Macquarie University commitment to Indigenous Australians and reconciliation."

"This online training made me critically think about my understanding (ignorance?) of the real owners of this ancient land. It made me so angry to see the ongoing unnecessary suffering of First Nations communities. It also made me to think about what I can do as an individual and as an educator. The naming of this training is so right, Manawari – discover new knowledge."

"The Manawari Staff Aboriginal Cultural Safety Training was a history lesson that I should have received during my formal education in Australia. The content was highly emotional, and I felt ashamed of our country's history, most of which is abhorrent. I know I cannot personally change what has happened in the past, but I can certainly allow this training to strengthen and deepen my commitment to be a part of a reconciled better future"



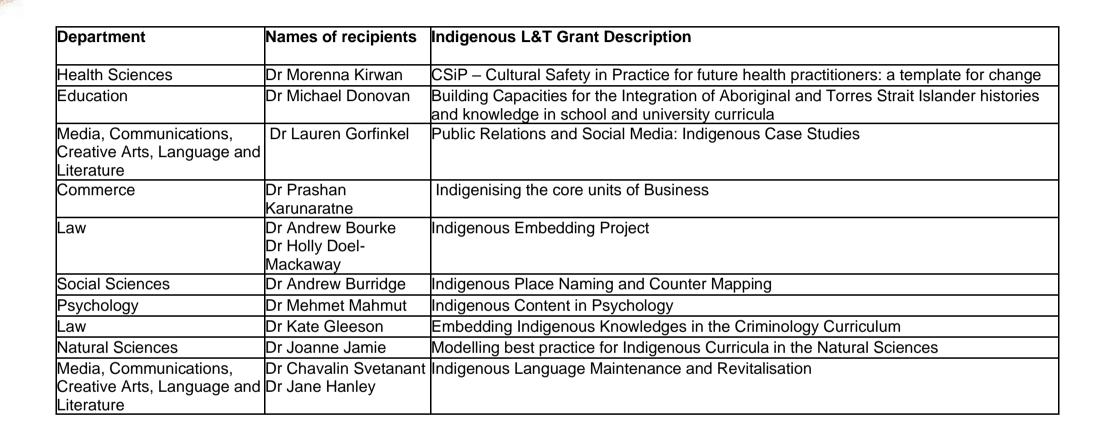
Mudang Dali – Indigenous Connected Curriculum

The results from the 2022 Senate Audit revealed 55 percent of MQ Students were exposed to Indigenous Curriculum across 1000 to 3000 and 4000 Levels. Although this result demonstrated a continued increase in the embedding of quality Indigenous curriculum the audit also identified a significant lack of Indigenous content in many disciples and the need to work together to address this issue. We are currently working with the Office of the Pro Vice-Chancellor (learning and teaching) to build on accessible data to allow tracking the embedding of Indigenous Knowledges and perspectives and working with the faculties we are aware that there is positive work being done in response to the Mudang-Dali Indigenous Connected Curriculum Framework.

Leadership through the Offices of the PVC Indigenous Strategy and Learning and Teaching has generated and mobilised efforts that have provided expertise and resources to continue to build on the outcomes to date.

We have worked together by:

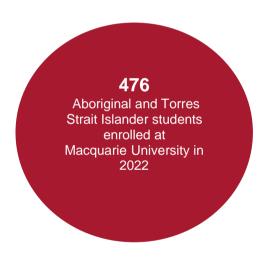
- Building better working relationships with Faculties and Schools e.g. (School of Natural Science developed their own Indigenous Curriculum workshops)
- Indigenous Learning and Teaching grants ten grants up to \$10,000 were allocated for 2022/2023 across all Faculties.
- Short courses for embedding Indigenous curriculum 22 academic staff were sponsored to attend an executive program.
- Mudang Dali Community of Practice meets monthly to discuss key challenges and opportunities related to the embedding and teaching of Indigenous curriculum and pedagogies.
- Indigenous expertise panels for discussing philosophies related to embedding Indigenous Knowledges
- Unit Review Process for identifying the level of inclusion/exclusion of Indigenous content and reviewing current content.



Djurali (evolve): Support for Indigenous success

Aboriginal and Torres Strait Islander Student Engagement

Faculty	Student Total	Total %
Arts	228	47.9%
Business	45	9.5%
FMHHS	94	19.7%
Sci & Eng	56	11.8%
MUIC	1	0.2%
OUA	20	4.2%
Critical thinking	32	6.7%
Cross- Institution	0	0%
Total	476	



At the beginning of 2022, a total of 64 new students began their journey at Macquarie University. 38 of these students came through one of our entry pathways, for example, the Aboriginal and Torres Strait Islander Entry Pathway.



The annual Winter Orientation Camp was held in July 2022 (due to Covid-19 restrictions at the usual January time). The camp was held across various locations including Macquarie University Campus and Lane Cove Holiday Park. 15 students attended the 3-day camp and participated a variety of activities such as:

- Cultural: weaving and yarning circle
- Social: tenpin bowling, escape room and movie night at the cinemas
- Educational: Aurora internship program discussion

"I really liked hanging out and getting to know people as I struggle with social situations"

"You're all very lovely and friendly people. I felt very comfortable the whole time and didn't feel uncomfortable asking questions."



2022 Winter Orientation Camp Participants



Cultural and Wellbeing Officer

This role within the Indigenous Student Engagement team provides extra-curricular activities and engagement for the students to work together with the Indigenous Student Engagement Coordinators. The role continued to provide access to several new opportunities for students, with one of the most successful being the introduction of 'identity workshops' with the assistance of Relationships Australia.

For our cohort of students from the remote community in Ngukurr, Northern Territory, the Cultural and Wellbeing Officer was always available for a yarn and was an ongoing support mechanism for the students in 2022.

Throughout the year 5 Discovering Identity Workshops were held and final one being the trip to Canberra. There were 10 students selected to attend the final AIATSIS trip in October. Key activities during the trip were:

- National Museum tour to see the Belonging exhibition
- AISTSIS tour and workshop on introduction to family history research
- Australian War Memorial and tour of Indigenous History section
- Visit to Aboriginal Tent Embassy

Feedback from students noted they learned a lot about researching their family history and connections to country.

Wuyagiba Program:

In Session 1, Walanga Muru welcomed four new students from the Wuyagiba Bush University in South-East Arnhem Land, accompanying six returning to their studies. During the session, three returned home, and in Session 2, two new students joined eight returners. In December, Walanga Muru hosted a new cohort of students for three days which involved assessments and introductions to our Wallumattagal Campus community. Students had the opportunity to visit the Australian Museum, Sydney Royal Botanical Gardens, Circular Quay & the Manly ferry. In total, twenty-six students have completed the micro-credential offered at the Wuyagiba Bush University.



Tutoring Program

Our Wallumai tutoring program was stronger than ever throughout 2022, with a total of 494 matches made between students and tutors. This meant that Aboriginal and Torres Strait Islander students at Macquarie University received support for 2098 units of study across Sessions 1, 2 and 3. By the end of the year, 1574 tutoring sessions had been held between students and their Wallumai tutors.

Student Engagement Activities

Throughout 2022, there were ongoing opportunities for students to be involved with the Walanga Muru community. This included a welcome back event, weekly community lunches, social sport, a Winter Orientation Camp, writing competitions, trivia, student art exhibition and art sale as well as Indigenous Nationals.

Weekly community lunches were held on alternating Monday and Thursday and gave student the opportunity to meet partnering organisations and partake in cultural activities like doing a traditional beaded earring workshop with Canadian exchange students. The workshop aimed to teach our students to make a traditional earring style that derives from Turtle Island, North America.

The student art exhibition was held during Reconciliation Week, and it was an opportunity for our students to showcase and sell their art. This event was a huge success and saw many students able to promote their many talents. A writing competition for an essay, poem or short story submission was also held with the topic being "more than a word – reconciliation takes action".

Indigenous Nationals was host by Queensland University of Technology (QUT) on the land of the Turrbal and Yugara people. Our team competed against 29 teams over the four days event and placed 5th overall in the competition.

Students were invited to join staff and our Pro Vice-Chancellor, Indigenous Strategy, Dr Leanne Holt for the World Indigenous Nations Higher Education Consortium (WINHEC) in Fond de lac,



Minnesota. Throughout the week, the students participated in activities such as canoeing, traditional lacrosse and traditional dance as well as attended powerful meetings & discussions.

In early October, students and staff attended the World Indigenous Peoples' Conference on Education in Adelaide on Karuna Country. Tamika Worrell who is a PhD candidate with the School of Education had a display sharing her research on Aboriginal and Torres Strait Islander Perspectives in Subject English.



2022 Reconciliation Event



2022 Indigenous Nationals Team



The 7th Annual Deadly Ball

This event was held online again in October 2022 where 72 attendees enjoyed the evening, with the evaluation highlighting people appreciating the effort of receiving a gift pack with party goods for the evening and the games and presentation that were held throughout the night.

These students were recognised for academic excellence among their relevant year and study cohorts:

- First Year overall highest academic achievement: Monique Lloyd
- First Year 2nd overall highest academic achievement: Bryson Hartle
- Second Year overall highest academic achievement: Elodie Scharnitzki
- Second Year 2nd overall highest academic achievement: Tamara Jackson
- Third Year or above overall highest academic achievement: Louise Bennett
- Third Year or above 2nd overall highest academic achievement: Kurtis Fraser
- Postgraduate coursework overall highest achievement: Shay Tobin
- HDR submissions of the year: Amy Thunig and Andy Farrell
- Highest grade in a unit:
 - o Kevin Carpenter AHIS3120
 - Elizabeth Cappellazzo PHYS7900
 - Jacob Raffoul COMP1000
 - Peta-Anne Toohey FOAR7007



These students were recognised for other, non-academic but equally important achievements:

- Deadly Leadership Award Taylor Beaumont
- Deadly Community Engagement Award Madi Day
- Deadly Contribution Award Isaiah AhSee
- Deadly Creative Arts Award Zoe Carroll
- Deadly Sport Achievements Award Jonathon Morrison
- Overall Deadly Award Natasha Balsdon

Graduation

2022 saw the largest ever number of graduates in a year. Walanga Muru was able to host a graduation celebration for Aboriginal and Torres Strait Islander graduates in June 2022. This was the 3rd time this event has been held, however this time we were able to host the celebration in person (with an online live streaming option for those unable to attend).

71Aboriginal and
Torres Strait
Islander
graduates in
2021



Walanga Muru Deadly Ball 2022





Meet Natasha who is studying a Bachelor of Arts with Bachelor of Education (primary). She has previously represented Walanga Muru at the Indigenous Nationals as well as being an active member in the University community as president of the Indigenous Student Association. Natasha was the recipient of the Overall Deadly Award at the 2022 Walanga Muru Deadly Ball.

"Walanga Muru has offered me so many experiences and opportunities over my 6 years at Macquarie University. I have felt

such support, guidance, and encouragement from the entire Walanga Muru community, and I truly wouldn't be where I am without them. Throughout my time at Macquarie, Walanga Muru have offered me the opportunity to represent MQ at Indigenous Nationals, countless engagement opportunities with the wider MQ community, speaking engagements with Ryde Council, and the support that WM gave in my time as President of the Indigenous Student Association. I am forever grateful for the support, encouragement and guidance that the community and staff at Walanga Muru have given me during my time at Macquarie University."



Meet Zoe, a proud Anaiwan woman, who is currently studying a Bachelor of Medical sciences. She was the recipient of the Deadly Creative Arts Awards at the 2022 Walanga Muru Deadly Ball for her amazing art skills.

"Over my degree, I have been supported and guided by the Walanga Muru staff, enabling me to succeed within my studies and flourish within my culture. Over my time at Macquarie, WM has continuously

offered me opportunities that have enhanced my leadership skills and enabled me to benefit my community. These opportunities extend from being involved in community activities like reconciliation events and mentoring at student camps, to being the undergraduate representative on the Wallumattagal Bunyuwal Aboriginal Advisory Committee. They have supported my cultural journey and have allowed me to represent my community through art exhibitions in WM spaces. The Walanga Muru community has made me feel connected and supported. I am so grateful for the role that they have played not only in my education, but life in general."



2022 Indigenous graduates

If you would like to engage with Walanga Muru please contact:

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