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Margaret McGrath

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AN EVALUATION OF THE SUPPORT SERVICES FOR ABORIGINAL STUDENTS AT THE WESTERN AUSTRALIAN COLLEGE OF ADVANCED EDUCATION

MARGARET G McGRATH

MAY 1984
AN EVALUATION OF THE SUPPORT SERVICES FOR ABORIGINAL STUDENTS
AT THE
WESTERN AUSTRALIAN COLLEGE OF ADVANCED EDUCATION

MARGARET McGRATH

May, 1984
This report was completed as part of an Interchange program during 1983 for an officer of the Commonwealth Public Service to the Western Australian College of Advanced Education. Supervision of the project was the responsibility of the Research Department of the College.

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In spite of the many people who helped with their comments, advice and expertise, all responsibility for the report rests with the writer.
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# ABBREVIATIONS AND ACRONYMS

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<td>ADC</td>
<td>Aboriginal Development Commission</td>
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<td>AEEC</td>
<td>Advanced Education Entry Certificate</td>
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<td>AITEP</td>
<td>Aboriginal and Islander Teacher Education Program</td>
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<td>AREP</td>
<td>Aboriginal Rural Education Program</td>
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<td>ASTI</td>
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<td>Commonwealth Tertiary Education Commission</td>
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<td>RADOT</td>
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<td>SPB</td>
<td>Supporting Parents Benefit</td>
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<td>SUNTEP</td>
<td>Saskatchewan Urban Native Teacher Education Program</td>
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<td>Training for Aboriginals Program</td>
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<td>University of New South Wales</td>
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<td>Western Australia</td>
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INTRODUCTION

The first enclave support program in Australia for Aboriginal teacher education students was set up at the Mount Lawley College of Advanced Education in 1976. This grew out of the perceived need for such a program by the staff of the Aboriginal Teacher Education Program (ATEP) which had commenced in 1973. Since 1973 the College had been running programs for teachers of Aboriginal children and they were concerned that Aborigines were not training as teachers. At the time of commencement of the support program not one Aboriginal person had received a Diploma of Teaching from the College. A number of Aborigines had commenced studies but none had persisted to graduation. An Aboriginal student did graduate at the end of 1976 and three others who have entered under standard entry conditions have graduated since that time. All these latter students have had available to them the services of the support system and they availed themselves of these services to some extent. Since 1978, 21 Aboriginal students have graduated with a Diploma of Teaching, 20 from the Mount Lawley campus of what is now the Western Australian College (WAC) and one from the Nedlands campus. This brings the total of known Aboriginal teacher graduates in Western Australia to 40. These further 19 teachers entered institutions under standard entry conditions mostly at the former Claremont Teachers College, now a part of the WAC, or from the Western Australian Institute of Technology (WAIT). There are, at this date, only two Aborigines known to be trained secondary teachers in Western Australia.

It was considered necessary that, as the Mount Lawley campus program is in its eighth year of operation and similar enclave support programs now exist at the Nedlands campus, which trains secondary level teachers, and at Broome which is an off-campus program which commenced in 1983, it was time to take a closer look at the operation of the support systems available to Aborigines in the WAC and to undertake an evaluation of their usefulness. As a previous survey, (Sherwood, J., Froyland, I and Moore, D., 1980) was conducted at Mount Lawley College in 1979, an attempt has been made to link in the information covered in that survey with the current project. The subjects of this study have been chosen with this factor in mind. Furthermore, as that study covered the history of the setting up of the enclave support system and of its genesis in the Aboriginal Teacher Education Program
(ATEP), no attempt will be made to repeat this material. Instead, the history of operations will be updated to include further developments on Mount Lawley campus and to outline the setting up of the Nedlands and Broome arrangements. The results of a survey of current and former students of the College will be summarized. Developments in indigenous student programs in the United States of America and in Canada and in tertiary institutions in Australia will be outlined. The report will conclude with comments and recommendations for the future.

It is important to outline for readers who may not be familiar with the terms "enclave support", what is meant by these terms. As Sherwood's study explained, the need for block special entry of a sub-cultural group such as Aborigines was seen to be a solution to the difficulties that such students experience when they participate in studies at a large institution most of whose students and staff are from an often alien culture with different values and life styles. Aborigines feel isolated and alienated from the institution and its practices, as well as from the people who form part of it. As a group, they gain support from their own fellow Aboriginal students. As very few Aborigines have the educational background to enter under standard entry procedures, which usually include the possession of an acceptable aggregate mark in the Tertiary Admittance Examinations (TAE) this examination being undertaken at the completion of 12 years of schooling, some alternative means of selecting suitable students had to be devised. While on course students need, in addition to peer support, the help of trained staff who have a background of knowledge relating to Aboriginal culture and lifestyles and who are committed to helping Aborigines to reach the goal of a professional qualification. Ideally these staff members should be Aborigines. It is also likely that some, if not all, of the students will need extra help to attain these goals. This will take the form of counselling (personal and academic), extra tutoring, reduced study loads and therefore a longer than usual period of study and a place for students on-campus to call their own where they can undertake extra tutoring or just socialize amongst themselves. Financial support for the students while studying is also necessary. Many of the students are mature age with family commitments. Many do not come from the metropolitan areas and even those who are single and live locally do not have families who can support them. It is also considered that students who enter tertiary studies in this way need to spend all their time on studies and part-time work is generally not advisable. In recent years, the availability of such part-time work has
been very restricted and, in any event, the Aboriginal people as a subgroup in Australian society have always found difficulty in being accepted in the workforce. In stringent economic times, the ability of Aboriginal students to support themselves – or for their spouses or families to do so – has been severely restricted. The features of an enclave support system are therefore:

- Alternate entry procedures for most of the students who will form the group.
- The group entry of a number of students in each intake.
- Support staff who will provide services to students while on course.
- The provision of special tuition as necessary.
- Accommodation for the student group on the campus.
- Financial support to enable the students to undertake studies.

Throughout this report the terms "tertiary studies/tertiary institutions" will be used to mean studies or institutions which normally require the completion of high school and the gaining of a sufficient aggregate mark at the final school examination (Higher School Certificate, Tertiary Admittance Examination or similar). In Australian terms this means studies at institutions of the College of Advanced Education or University level. The Australian Education Council uses the expression "higher education" for studies at this level. Tertiary education includes other post school studies, eg. at Technical and Further Education level. The term "tertiary" was used in the questionnaires completed by respondents which have been analysed in section five of this report. The term was favoured because it was more readily understood by respondents.

The enclave support arrangements were originally set up for a group of students studying in undergraduate courses in teacher education. The WAC now has Aboriginal students studying in a variety of courses although at the commencement of 1983 there were still 70 percent of the Aboriginal students on campus in teacher education courses. Students are encouraged to use the services of the program but, providing that they are progressing satisfactorily, they are not required to have more than a minimal contact with the staff or the other students in the intake. In
practice it is rare for students not to have some contact. For the students who enter under standard entry arrangements, the support services are available to them if they wish. The enclave support service is to enable students to gain a qualification the same as for all students. It is special only in so far as students have other means of entry to the institution and additional support is offered to them while on course.

The purpose of this project is to survey the situation as it exists at the WAC at this time, to attempt to evaluate the support services and, in particular, to study the patterns of withdrawal of Aboriginal students from the College, to itemize the characteristics of the 172 students who have entered since 1976 and to see if there are patterns of students who are more likely to persist till graduation than those who do not. The destinations of students who have left College will also be studied, as a value judgement is made at the outset that success is not to be defined only as the graduation of a student. The life experiences, which will typically include other employment of an individual who leaves the institution before completing a qualification, may well show a successful adaptation which is a result of the College experience.
1.0 THE NEED FOR AN EVALUATION. OVERVIEW OF SUPPORT SERVICES

1.1 NEED FOR ABORIGINAL TEACHERS

Most students at the WAC until this year have been teacher education students and at the commencement of 1983 most Aboriginal students, 70 per cent, were studying within the Diploma of Teaching course. There is a clearly demonstrated need for Aboriginal teachers. The National Aboriginal Education Committee (NAEC) in its Rationale, Aims and Objectives for Aboriginal Education (NAEC, 1980) has produced a formal statement. The aims, it says, should include:

the establishment of appropriate teacher education courses apart from the present schemes so that Aboriginal teachers will receive accredited teaching qualifications and training in Aboriginal philosophy, teaching methods and curriculum development.

An NAEC research study (NAEC, 1979) used the 1976 census figures of Aboriginal people in Australia to identify the need for 5000 Aboriginal teachers by 1990 if such teachers were to be represented in the same proportion in the population as non Aboriginal teachers. To reach an achievable goal this figure was reduced to the need for 1000 Aboriginal teachers by 1990. This research was then presented as a submission to the National Inquiry into Teacher Education (Auchmuty, 1980). This inquiry accepted the figure as reasonable and recommended that steps be taken to achieve this. Using this figure as a basis, the Western Australian numbers of Aboriginal teachers who need to be trained by 1990 are 173. As some 40 trained teachers within the state have been identified to date, there is clearly a need to step up enrolments and to retain as many as possible on course until completion.

The Chairman of the NAEC, Mr John Budby commented in his paper presented to the NAEC Conference on Aboriginal Teacher Education at Mount Lawley Campus (Budby, July 1982) that:
(There) needs to be the recognition of and research into why some students are unable to continue their studies, either to provide assistance or to seek to change the system.

Support for the training of Aboriginal teachers may be found among other national and state organisations, for example, the Australian Teachers Federation. The Aboriginal Education policy (Perth, January 1982) reads in part:

7.1 Aboriginal Teachers

The ATF recognises the need for a dramatic increase in the number of Aboriginal teachers employed in Australian schools. If appropriate steps are taken, the NAEC call for the training of 1000 Aboriginal teachers in Australia before 1990 could be readily met and exceeded.

It goes on to speak of:

7.3 (b) ... the development of Aboriginal enclaves within existing teacher education programs...

Characteristics of desirable enclaves are also outlined.

The State School Teachers Union of WA (Inc) in its Education Committee report, Aboriginals and Education (SSTUWA, 1980) says in recommendation 20:

That the Union press appropriate authorities to expand the support services for Aboriginal students in tertiary institutions and high schools in line with the model of the Aboriginal Student Teacher Intake program.

There is a body of literature, reports etc. on Aboriginal children's achievement in schools and its relationship to cultural difference, teacher expectations, Aboriginal learning styles, and the needs of Aboriginal children for role models. Sherwood (1982) has articles by Hubble and Davies and McGlade which detail these effects.
In summary, at the current rate of graduating Aboriginal teachers, the very modest figure of 173 (Western Australia's share of the 1990 target) will not be achieved unless the attrition rate in teacher education courses is lessened. On current graduation rates in Australia there would be about 400 by 1990.

1.2 NEED FOR ABORIGINAL GRADUATES

There is a similar need for Aboriginal graduates in other disciplines. Australia still has only recently graduated its first Aboriginal medical practitioner. Western Australia has produced no Aboriginal lawyers. There is an urgent need for graduates in the commerce and business fields. Aboriginal communities are being expected to take over the management of their own affairs; the Aboriginal Development Commission (ADC) was set up in 1981 and its purpose is to fund Aboriginal enterprises. The need for qualified personnel both within the ADC itself and as the recipients of funds to set up enterprises is clear.

Federal Government Departments have "identified positions" where Aboriginal people are needed. State government departments such as the State Housing Commission, the Education Department and the Department for Community Welfare already have Aboriginal employees and would be able to employ more if Aboriginal people were qualified to undertake the work entailed in these positions. Professional qualifications in social work, administration and nursing would be among those required. In the present situation a number of Aboriginal teacher education students, whether graduated or not, have been lost to teaching because of the availability of such positions. While it is neither necessary nor desirable that all students who train as teachers should end up in the classroom it is still a matter of concern that not enough of them actually do.
1.3 COLLEGE PLANNING REQUIREMENTS

The Mount Lawley campus (formerly Mount Lawley College) has hosted a program for training Aboriginal students for eight years.

The administration of the amalgamated institution, the Western Australian College of Advanced Education has many major decisions to make on the future directions of the College. These decisions will include those concerned with the maintenance and/or expansion of existing programs. Such decisions should be made on the basis of evidence concerning their viability. With a sound basis of knowledge and information, decision makers will be in a position to plan for the future. The Western Australian Post Secondary Education Commission (WAPSEC 1983) in its report on the College states that the areas within the institution which it sees as strong and worthy of expansion include those of Education and the Social Sciences. Courses at the Associate Diploma level are also seen to be important. These are courses which are vocationally oriented. They are at a level likely to attract Aboriginal students who need basic qualifications in areas such as community studies. By virtue of approved entry to these and other courses, Aboriginal people may qualify for entry to the Public Services. The Commonwealth and State Public Services are areas which, in the immediate future, Aborigines are most likely to find jobs. The College proposes to set up an Institute of Applied Aboriginal Studies which will be involved with research into many aspects of Aboriginal affairs. The evaluation of an existing program may provide some indicators of initial projects for this institute.

1.4 EXTERNAL AGENCY PLANNING REQUIREMENTS

Other funding agencies, currently Commonwealth Government departments, need to be satisfied that funds are being well used and that requests for increased expenditure deserve favourable consideration. Should the WAC look further afield
in the quest for financial and other resources, evidence of the state of the program will aid in persuading agencies of its viability. In a time of continuing financial stringency such evidence is vital. Government policy is that Aborigines should be helped to manage their own affairs. They seek ways of best allocating available monies to this end. The training of Aborigines to manage competently their own affairs needs no promotion with Government. But they need to be satisfied that this is in fact being done.

1.5 ABORIGINAL COMMUNITY NEEDS

The Aboriginal community needs to be satisfied that Aboriginal teachers are being trained in sufficient numbers given their expressed desires. They also wish to know that Aboriginal teachers are being appropriately trained. Aboriginal students' needs should be paramount as a concern. Arrangements relating to their courses should be designed to give them the best possible chance of success.

Given that the need for professionally trained Aboriginal people is established, it is necessary to argue the need for special arrangements for such students in tertiary institutions. The situation concerning teacher education graduates was briefly outlined in the introduction. It is reasonable to assume, given the history of previous tertiary experiences for student teachers, that few if any of the 20 graduates from the program since 1978 would be trained teachers today. Of the 172 entrants to the program, 59 were still on course in July 1983. Added to the graduates, this still leaves some 92 students who left their studies prior to graduating as teachers. This is a considerable number of withdrawals and the reasons why these students withdrew must be looked at to see if there are ways of reducing the dropout rate. An important field of tertiary studies which has not yet had any special entrants under the support program is that of business studies. There have been two graduates in this field in WA, neither of them from the WAC. These two students completed studies many years ago and, in terms of the general situation of Aborigines in the state, they were not
typical. There have been several attempts in more recent times by students to undertake degree courses in business studies but none have persisted. There are currently three students undertaking such courses at the WAC. Given that neither of the known graduates are working in Aboriginal Affairs, the availability of Aboriginal expertise in the area of business, management, finance and administration is hardly extensive. It is hoped to rectify this state of affairs in the near future by arranging for special entry of Aborigines to the Bachelor of Business at the WAC.

The remaining area of teacher education studies not covered by enclave support systems for Aborigines is early childhood education. At this time there are no known Aboriginal graduates in this area in Western Australia. It is hoped that, with the new arrangements which are in the process of formulation in the amalgamated College, that Aborigines can be trained on Mount Lawley Campus where a support system already exists.

This pattern of non participation and/or non persistence of Aboriginal students in tertiary studies is similar in all areas of professional training. The enclave support system is one attempt to overcome these difficulties.
2.0 BACKGROUND TO THE ENCLAVE SUPPORT PROGRAM AT THE WESTERN AUSTRALIAN COLLEGE

2.1 OUTLINE

This section will outline the situation on the three campuses of the WAC where support programs exist. It will include a description of the student body since 1976 and will therefore overlap, to some extent, information given in the survey by Sherwood et al (1980). A brief resume of the Mount Lawley College program will be followed by a description of the Nedlands and Broome campus arrangements. The elements of these arrangements will be discussed. The Aboriginal Advisory Committee's functions are mentioned and the funding arrangements for the program. Finally, other aspects - the publicity, selection, and orientation procedures - will be covered.

2.1.1 THE STUDENTS

There were 55 Aboriginal students at Mount Lawley College between 1976 and 1979. Four students graduated in 1978. Since 1979 the support program has continued to be responsible for increasing numbers of Aboriginal students. Subsequent tables detail the size of the annual intakes. This has been influenced by the beginnings, in an informal fashion in 1981, of a support program at Nedlands College, now the Nedlands campus. This arrangement was formalized by the appointment in May 1983 of a full time coordinator of the program. A full time coordinator for the Broome campus was appointed prior to Semester 1 1983, to commence work with 13 Aboriginal and five European students in the Diploma of Teaching course. One of these students is "off campus" at Derby which is another town a short distance away from Broome. In Semester 2, a further six students have commenced. One of these is at Derby.

Tables 2.1.2(a) to 2.1.2(d) are based on a total of 172 students. There were in fact only 166 students. The discrepancy is caused by individuals who left college and later returned. They were counted again as part of a subsequent intake. All data is based on the situation at the end of March 1983.
### TABLE 2.1.2(a)

**INTAKE YEAR BY STATUS**

(Frequencies)

<table>
<thead>
<tr>
<th>Intake Years</th>
<th>Freq.</th>
<th>Graduates</th>
<th>Withdrawn (y)</th>
<th>Current</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>13</td>
<td>5</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>1977</td>
<td>11</td>
<td>5</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>1978</td>
<td>17</td>
<td>4</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>1979</td>
<td>14</td>
<td>4</td>
<td>10&lt;sup&gt;x&lt;/sup&gt;</td>
<td>0</td>
</tr>
<tr>
<td>1980</td>
<td>17</td>
<td>4</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>1981</td>
<td>16</td>
<td>NA</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>1982</td>
<td>30</td>
<td>NA</td>
<td>13&lt;sup&gt;x&lt;/sup&gt;</td>
<td>17</td>
</tr>
<tr>
<td>1983</td>
<td>54</td>
<td>NA</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td><strong>N</strong></td>
<td><strong>172</strong></td>
<td><strong>22</strong></td>
<td><strong>66</strong></td>
<td><strong>84</strong></td>
</tr>
</tbody>
</table>

Thirty one percent of students 1976-1980 have graduated. This percentage may rise slightly.

(x) Includes one student who transferred to another institution.

(y) There is no separate category for DEFERRED students.
<table>
<thead>
<tr>
<th>Intake Year</th>
<th>Tot.</th>
<th>&lt;21 years</th>
<th>21-30 years</th>
<th>31+ years</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq</td>
<td>% of year</td>
<td>Freq</td>
<td>% of year</td>
</tr>
<tr>
<td>1976</td>
<td>13</td>
<td>46.2</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>1977</td>
<td>11</td>
<td>72.7</td>
<td>1</td>
<td>9.1</td>
</tr>
<tr>
<td>1978</td>
<td>17</td>
<td>76.4</td>
<td>1</td>
<td>5.9</td>
</tr>
<tr>
<td>1979</td>
<td>14</td>
<td>64.2</td>
<td>4</td>
<td>28.6</td>
</tr>
<tr>
<td>1980</td>
<td>17</td>
<td>64.7</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>1981</td>
<td>16</td>
<td>68.8</td>
<td>3</td>
<td>18.8</td>
</tr>
<tr>
<td>1982</td>
<td>30</td>
<td>50.0</td>
<td>8</td>
<td>26.7</td>
</tr>
<tr>
<td>1983</td>
<td>54</td>
<td>29.6</td>
<td>28</td>
<td>51.9</td>
</tr>
</tbody>
</table>

| N         | 172  | 89 | 51.7 | 50 | 29.1 | 33 | 19.2 |

Later intakes have included an increasing proportion of older students. However there are campus differences which will be discussed later.
TABLE 2.1.2(c)

INTAKE YEAR BY SEX

<table>
<thead>
<tr>
<th>Year</th>
<th>Tot.</th>
<th>Male Freq</th>
<th>Male % of year</th>
<th>Female Freq</th>
<th>Female % of year</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>13</td>
<td>2</td>
<td>15.4</td>
<td>11</td>
<td>84.6</td>
</tr>
<tr>
<td>1977</td>
<td>11</td>
<td>3</td>
<td>27.3</td>
<td>8</td>
<td>72.7</td>
</tr>
<tr>
<td>1978</td>
<td>17</td>
<td>5</td>
<td>29.4</td>
<td>12</td>
<td>70.6</td>
</tr>
<tr>
<td>1979</td>
<td>14</td>
<td>5</td>
<td>35.8</td>
<td>9</td>
<td>64.2</td>
</tr>
<tr>
<td>1980</td>
<td>17</td>
<td>6</td>
<td>35.3</td>
<td>11</td>
<td>64.7</td>
</tr>
<tr>
<td>1981</td>
<td>16</td>
<td>2</td>
<td>12.5</td>
<td>14</td>
<td>87.5</td>
</tr>
<tr>
<td>1982</td>
<td>30</td>
<td>7</td>
<td>23.3</td>
<td>23</td>
<td>76.7</td>
</tr>
<tr>
<td>1983</td>
<td>54</td>
<td>11</td>
<td>20.4</td>
<td>43</td>
<td>79.6</td>
</tr>
<tr>
<td>N</td>
<td>172</td>
<td>41</td>
<td>23.8</td>
<td>131</td>
<td>76.2</td>
</tr>
</tbody>
</table>

Male student percentages have been declining. This is particularly true of Mount Lawley campus which will be discussed in succeeding paragraphs. They have formed less than 25 per cent of all students.
TABLE 2.1.2(d)

INTAKE YEAR BY COURSE

(Frequencies)

<table>
<thead>
<tr>
<th>Intake Year</th>
<th>Tot.</th>
<th>Dip.T.</th>
<th>ADAAS</th>
<th>AssDipRec</th>
<th>AssDip Lib.Med</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>13</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1977</td>
<td>11</td>
<td>11</td>
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<tr>
<td>1978</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1979</td>
<td>14</td>
<td>13</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1980</td>
<td>17</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1981</td>
<td>16</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1982</td>
<td>30</td>
<td>21</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1983</td>
<td>54</td>
<td>37</td>
<td>5</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>N</td>
<td>172</td>
<td>145</td>
<td>11</td>
<td>7</td>
<td>9</td>
</tr>
</tbody>
</table>

N.B. Where students changed course, the one from which they graduated, withdrew or in which they are currently studying is used.

Dip. T. = Diploma of Teaching
ADAAS = Associate Diploma in Applied Arts and Sciences
Ass.Dip.Rec. = Associate Diploma in Recreation Studies

Ten of the 145 Dip.T. entrants have been enrolled in Dip. T. (Secondary), the remainder in Dip.T. (Primary). Dip.T. students in the 1983 intake comprised 68.5 per cent of all entrants.
2.1.2 MOUNT LAWLEY CAMPUS STUDENTS

Special intakes occurred only on this campus up to and including 1979. At the beginning of 1983, this campus still accounted for 74 per cent (128) of the intakes since 1976. This campus trains teachers at the primary level as well as students in the generalist Associate Diploma in Applied Arts and Sciences (ADAAS). The amalgamation of the four campuses into the W.A.C. may change this picture in 1984 and subsequent years as more course offerings are made available on this campus. In 1983 students enrolled directly into the ADAAS. Previously they had transferred to this course from an initial enrolment in the Diploma of Teaching (Primary). Twenty one of the 22 graduates to date have come from Mount Lawley campus. The average age of students on this campus has been decreasing over time. All the students shown in the 30+ age group (TABLE 2.1.3) since 1981 have come from other campuses. This has been associated with a higher level of formal schooling achieved by students on entry (TABLES 5.1.2 (a)(b) and (d) of section five). Male students on all campuses have been a small proportion (24 per cent) of total intakes (TABLE 2.1.4.) On Mount Lawley campus, the proportion of male students appears to be declining. In 1983 only three of the eleven male entrants commenced studies on this campus. Only one of these students was enrolled in the Diploma of Teaching (primary). These three male students represented only 12 per cent of the 1983 intake at Mount Lawley campus.

2.1.3 NEDLANDS CAMPUS STUDENTS

There have been 31 entrants (18 per cent of the total) to this campus since 1980. Most have been under special entry conditions. The two students who entered via the Tertiary Admittance Examination have been included because of their contacts with the support services. Fifty per cent have entered the Diploma of Teaching (Secondary), the remainder into the Associate Diplomas in Recreation and Library Media Studies. One student (Dip.T) has graduated to date. Students on this campus tend to be older than other students. Most of these students are in the Library Media Studies course. Formal school preparation of current students at Nedlands has therefore been less than for the younger students at Mount Lawley. (see Table 5.1.2 (d) Twenty nine per cent of all entrants (9) have been male students.
2.1.4 BROOME CAMPUS STUDENTS

Thirteen Aboriginal students commenced studies in February 1983. A further six students commenced in semester two (July 1983). Two of these students are "off campus" at Derby, a town some 200 kilometres distant from Broome. All students are undertaking the Diploma of Teaching (primary). All but two of the original 13 students are aged 21 to 30 years. There is one younger student and one older. The total group has numbered four male students and 16 females. There are a further five European students in the group.

2.2.0 DEVELOPMENTS AT MOUNT LAWLEY AND WEDLANDS CAMPUSES AND AT THE BROOME EXTERNAL CAMPUS OF THE W.A.C.

2.2.1 MOUNT LAWLEY CAMPUS

Mount Lawley College commenced its program of special entry for Aboriginal students in 1976. The background and events leading to this establishment as well as the subsequent picture of early applicants and students is detailed in Sherwood et al (1980). It is sufficient to say here that the special entry provisions were additional to other channels of entry, viz:

(i) Entry via the Tertiary Admissions Examination (TAE).

(ii) Mature age entry

(iii) Transfer from another tertiary institution.

The funds from the original program were provided by the Department of Aboriginal Affairs (DAA) which is a Commonwealth Department and this was possible because this department was the instrument of federal government policy for all matters pertaining to Aborigines. This responsibility had been given to the federal government as a result of a referendum in 1969. Prior to this, matters concerning Aborigines as well as all matters involving education had been a state responsibility. The effect of the referendum with regard to the area of Aboriginal education was that federal funds could be made directly available for Aborigines. However, the approach of the federal government was that such funds were to be seen only as additional to
services provided for all people in the state. As education was primarily a state responsibility funds from D.A.A. were envisaged as a top up for specific services required by Aboriginal students over and above those required by all students.

At the time of collection of data by Sherwood in 1979 there were four graduates (all teachers) of the program. Fiftyfive students had commenced studies since 1976 and 27 were on course in September 1979. Since that time there have been three further coordinators of the program. In 1981 an academic tutor was appointed. The position was initially part-time and became fulltime on Mount Lawley campus in 1983.

2.2.2 NEDLANDS CAMPUS

In July 1980, a submission was presented to the Department of Aboriginal Affairs (DAA) from the Nedlands College. It requested funds for an Aboriginal Student Teacher Intake program (ASTI) as part of the Aboriginal Secondary Teacher Education program which was to train Aboriginal and non-Aboriginal students to be more effective teachers of secondary school level Aboriginal students. It was, in effect, a request to set up concurrently the equivalent of the Aboriginal Teacher Education Program (ATEP) at Mount Lawley College, and the ASTI program on the same campus. The first named had been set up at Mount Lawley in 1973 and the latter in 1976. A full description of ATEP and ASTI at Mount Lawley is given in Sherwood (1980). The arguments used by Nedlands College were similar to those used for the Mount Lawley programs and NAEC concerns (see Section one) were expressed. It was originally hoped that a four year multiple exit program could be mounted by which students could progress through:

1 year - Aboriginal Teacher Aide Certificate
2 years - Assistant Teacher Certificate
3 years - Diploma of Teaching
4 years - Bachelor of Education

The Aboriginal Secondary Teacher Education Program did not eventuate and it was not until 1983 that funds were available from DAA to appoint a full time coordinator for the support system for Aboriginal
students. In the interim, a staff member at Nedlands College coordinated the program in addition to lecturing duties. In 1982 a room was made available to the students and an academic tutor was appointed to both Mount Lawley and Nedlands campuses. At Nedlands, this person provided support for the students in a more general way as well as specific tutoring. The incidental and largely administrative costs of the program were handled through the Department of Social Sciences of the College.

One of the problems in setting up arrangements such as programs of enclave support is the long lead time between the conception of the idea, its acceptance by the institution and then the provision of external funds where these are requested. The Nedlands and Broome programs were somewhat overtaken by events. In August 1981, the Federal Government decided that numbers of Colleges of Advanced Education throughout Australia were to be amalgamated into larger institutions. In January 1982, the Churchlands, Mount Lawley, Nedlands and Claremont CAEs became collectively the Western Australian College. The Liddelow Report (1982) which sets out the future directions in which the new Institution will move, has caused a necessary but massive upheaval in the College. Minor aspects of College activities such as the enclave support programs have tended to be lost sight of in the major changes that are occurring. Administratively the programs have been, successively, a part of the Schools of Education and of Community and Language Studies in 1983. In the future their position in the structure may change.

2.2.3 BROOME OFF CAMPUS CENTRE

This is also illustrated by the events leading to the setting up of the Broome centre. At the end of 1980 a feasibility study was carried out by a Mount Lawley College staff member for a Remote Area Diploma of Teaching (RADOT). The Feasibility Research Report (Mount Lawley College, 1980) refers to the need to:

- develop alternative approaches, recognition of cultural diversity and the increased involvement in the delivery of educational services (p 3)
for Aboriginal people and in particular in the training of teachers. It noted that many requests for an off-campus arrangement had come from practicing teacher aids and teaching assistants, from the schools which employed them, and from Aboriginal organizations. Teacher training programs were all located in metropolitan areas in Australia which were:

denying access to the scores of people who, for personal, social and cultural reasons are unable and unwilling to leave their home communities for a minimum of three years (p 3).

The proposal did not envisage providing teacher training of a type most suited to tribal communities. This was the subject of a separate study. The RADOT proposal identified a town in the far north of Western Australia where numbers of Aboriginal people lived and who had qualifications which would gain them entry to the Diploma of Teaching as it currently existed. There would need to be some restructuring of the Diploma to account for the external mode of delivery and of the existence of a support system similar to that already available at Mount Lawley College. But the Diploma of Teaching was to be the same as that offered to all students on the metropolitan campus. There was already available to external students the Advanced Education Entry Certificate (AEEC) and there were sufficient students in the town in question who had already completed the requirements of this Certificate. Some had, in fact, commenced part-time external studies at the Western Australian Institute of Technology (WAIT) in Social Science while waiting for an external Diploma of Teaching to become available.

This study was accepted by the Mount Lawley College and a request for funds was submitted to the DAA. Other developments in the Kimberley region necessitated the transfer of the location to Broome (from the original site at Derby) and funding was approved by DAA for a project coordinator on Mount Lawley campus (half time), a full-time coordinator on the Broome campus, and for some funds for library and resource materials and for campus accommodation. The college supplied considerable administration costs and shared the library and resource materials costs. In addition it funds all the usual costs - academic staff and materials production - which are associated with
the delivery of courses in the external mode. The tutorial support costs on the Broome site are borne by the Commonwealth Department of Education and Youth Affairs as are the costs of a part-time administrative assistant in Broome. It is planned to remain in the town of Broome for four years to allow for students to complete the Diploma. It is then hoped to transfer the operation to another large town possibly in the Pilbara or the Eastern Goldfields regions.

The BADOT title was regarded as inappropriate as the program was essentially the same as that offered in the metropolitan area. It is regarded as a Diploma of Teaching by external studies. European students are enrolled in the course in Broome and the package is available to all students in any part of the state (although without the support provided by the program in Broome).

2.3.0 CHARACTERISTICS OF THE ABORIGINAL ENCLAVE SUPPORT SYSTEM

2.3.1 THE COORDINATOR

A staff member of the Department of Aboriginal and Intercultural Studies is appointed on a fulltime basis to coordinate the program. This person fulfils many roles which include counselling students, liaising with academic staff and with relevant outside organisations such as the Commonwealth Department of Education and Youth Affairs who supervise the financial support for students under the Aboriginal Study Grants Scheme and with accommodation and child care agencies. He or she coordinates the provision of special tuition for students and, on occasion, undertakes this personally. The duties of the position include many administrative tasks such as, attendance at meetings of Boards of Examiners to provide information pertinent to assessment decisions, writing reports and membership of the Aboriginal Advisory committee which has concerns, not only with Aboriginal students at the College, but with the content of courses run by the Department of Aboriginal and Intercultural Studies and the School of Education for all students in the Institution. The coordinator is expected to provide leadership for the students and within the College as a whole. The coordinator of the external program must also run a centre and see that materials arrive from the Extension Services Department in Perth and that students are up to date with
assignments. She is, inevitably, involved with teaching students to an extent as well as an administrative role which is not the concern of coordinators on Perth campuses where administrative personnel exist. A staff member on the Mount Lawley campus in Perth is employed half time to coordinate arrangements from the College.

In terms of the counselling role, arrangements now exist in the college for coordinators to refer students for further counselling if this is considered necessary. Eventually, a Student Welfare and Counselling service is to be set up. In the meantime, welfare counsellors exist on the Perth campuses and the Student Guild also has facilities such as an accommodation service which coordinators may use. Despite these developments it is still seen as necessary that the coordinator is the first point of contact for Aboriginal students and, by virtue of training and background, is best suited to helping students to solve problems which are college based or which stem from personal circumstance. A duty statement for the coordinator is provided in the appendices.

2.3.2 SPECIAL TUITION

All enclave support arrangements include the provision of extra tuition for students who require it. At Mount Lawley campus a fulltime academic tutor has been appointed. This person was based on both Nedlands and Mount Lawley campuses until the appointment of the coordinator at Nedlands. This job entails the provision of tuition to students on a one to one or small group basis and also the coordination of a number of other part-time tutors who are under contract with the Commonwealth Department of Education and Youth Affairs. Both the fulltime and part-time tutors work on general remediation for students and on specific content. It is organized around assignment requirements. The coordinators at Nedlands and Broome undertake some tuition or coordinate its provision by other contract staff.
2.3.3 THE STUDENT ACCOMMODATION ON CAMPUS

The third element common to the enclaves is the provision of special on-campus study accommodation. Currently, Mount Lawley campus has three rooms and the Coordinator's office within the student accommodation. The academic tutor has occasional use of another office. There is also a students' common room and a seminar room which is used for tutoring and has carrels for private study. The third room is for tutoring or for small group work by students.

Nedlands campus has the use for most of the week of one room which is a general purpose room. A Coordinator's office is adjacent. The Broome centre commenced its life in a demountable building formerly occupied by the Department for Community Welfare. In semester 2 another demountable is to be added but accommodation is still limited. Students do almost all of their study on campus and with 22 students in semester 2, there is need for better accommodation than currently exists.

2.4 THE ABORIGINAL ADVISORY COMMITTEE TO THE WESTERN AUSTRALIAN COLLEGE OF EDUCATION

This Committee has eight Aboriginal members who mostly represent Aboriginal organisations and/or government departments both federal and state. There are also six college representatives. These are the Senior Lecturer in charge of DAIS, the three Coordinators and the Academic tutor and the Head of the Institute of Applied Aboriginal Studies. This latter position has not yet been filled as the Institute will not be formally set up until 1984. In 1983, two of these college representatives were Aborigines. Aboriginal student representatives from courses and year levels are also appointed. The purpose of this committee is to provide advice to the College on Aboriginal needs in the Advanced Education area and to comment on proposals put to it by the College. It meets several times each year.

2.5 FUNDING

The support programs in the WAC have all been funded to some extent by outside agencies. The Mount Lawley program's major source, other than the College, has been the Department of Aboriginal Affairs. The
coordinator's salary comes from this source as well as some administrative costs. The academic tutor's salary is funded by the Commonwealth Department of Education and Youth Affairs (CDEYA). The coordinators at Nedlands and Broome have their salaries paid by the DAA as is the salary of the coordinator who is involved half time on coordinating arrangements for Broome from the Mount Lawley campus. The on-site tuition arrangements at Broome, additional to the coordinator's involvement and at both Nedlands and Mount Lawley campuses are contracted directly by CDEYA. Students receive allowances through the Aboriginal Study Grant Scheme (ABSTUDY) run by CDEYA. Some students in the past have received a living allowance through the Department of Employment and Industrial Relations. This allowance was based on unemployment benefits and has been at a higher rate than ABSTUDY. Two final year students still receive this allowance.

2.6 PUBLICITY AND SELECTION OF ENTRANTS TO THE PROGRAM

Publicity is handled in conjunction with an informal coordinating group set up in 1975 and known as the Courses for Aborigines Group (CAG). This group consists of representatives of institutions offering and of authorities supporting courses or programs for Aboriginal people at the post school level in Western Australia. A booklet is published annually which outlines the availability of all special courses and programs. Costs are covered by the programs on a joint basis. Posters are also jointly produced and the material is sent throughout the state to agencies such as the Department for Community Welfare, Aboriginal organisations, and the CDEYA.

The WAC also produces its own brochures. Selection occurs in the latter part of the academic year. Applicants sit selection tests, are interviewed and provide references. The tests are designed to assess competence in literacy and mathematics. A standardized test of comprehension has been used to date plus another comprehension test which has been normed against the first year student body who major in English at Nedlands campus. A locally produced mathematics test has been used. This is preceded by a workshop where procedures are designed with the aim of encouraging Aborigines to study at the WAC. Every effort is made to set the applicant group at ease and the procedures attempt to do this. The methods used to assess mathematical ability are a case in point. Many applicants have had
poor experiences in school but this is often most noticeable in mathematics. A very common perception amongst applicants is that they "can't do maths". It is believed that standardized tests are likely to produce feelings of incompetence and stress and are not likely to result in a fair assessment of ability. In the mathematics workshop applicants can gain confidence by involvement in mathematical games. The use of calculators in the test removes one fear of being unable to perform adequately. The interview panel in 1982 included the coordinators and the academic tutor. Because of large numbers of applicants in 1983 (for 1984) a number of interviewers were used. Where possible, a staff member from the program, a member of DAIS and a third person who was an Aborigine if the other two were Europeans sat on each interviewing panel. The appropriateness of current selection procedures continues to be under scrutiny and they are subject to modification. For example, a joint selection committee of the CAC is looking at the idea of a common testing period with some common content for applicants to all special courses in Perth. This is to obviate the need for applicants to sit for multiple testings when they apply for places in more than one course at different levels. This is particularly time and money consuming when applicants have to travel to Perth for each testing period.

When the applicants are selected, the Advisory Committee is informed and given reasons for the selection. Discussion on the results then takes place. Following this, successful applicants are notified.

2.7 ORIENTATION

Students commence their course with a special orientation which has varied in length from three to ten days. During this time they get to know each other and the staff. They are introduced to the role of a student at the college. They have library and study skills sessions. A camp has been a feature of the Mount Lawley campus orientation. Modifications to this orientation are likely in 1984. A proposed orientation program for 1984 is contained in the appendices. A much more lengthy period of bridging and orientation work has also been suggested for some students. Details of this proposal are contained in the comments and recommendations in sections six and eight.
3.0 REVIEW OF PROGRAMS AND SURVEY OF LITERATURE

This section includes a survey of the situation in Canada with a more limited coverage of programs in the USA relating to Indian students in tertiary institutions. Canada has been chosen as the major comparison with Australia because there are at least sixteen programs functioning which have some similarity with the enclave support systems of the Western Australian College (More, 1980, 1981), (oughton, 1978), (Thomas & McIntosh, 1977). They commenced a few years earlier than Australian programs but are still experimental. They provide an opportunity for Indian and Eskimo peoples to enter tertiary study under special conditions. The condition of the indigenous people in Canada is not unlike that of the Aboriginal people of Australia. For example, in 1971 only 41 per cent of the Indian population had more than nine years schooling and 19 per cent had less than five years (Blunt, 1972). Much of the U.S. experience, by contrast, has been more in programs of financial support to individual students who enter under similar conditions to those of all students and who have no additional help provided to them throughout their courses. Where there is such aid given it is usually part of a minority group program and Indian students represent only a small proportion of such students. A study by Kohout and Kleinfeld (1974) does, however, describe a program specifically for indigenous students. The review will cover program descriptions and evaluations. This is followed by a summary of research findings in the area of student withdrawal, mainly from researchers from the United States of America. A separate attempt will be made to cover studies which look at the effect of students' self image on academic performance. (see Chadwick, Bahr & Stauss, 1977). In this context a British study (Doherty, 1980) will be reviewed. Then the Australian research on withdrawal of students is examined. Finally, the programs of enclave support for Aborigines in Universities and Colleges of Advanced Education in Australia are outlined.
3.1 ENCLAVE SUPPORT FOR INDIGENOUS PEOPLE IN CANADA AND THE
UNITED STATES OF AMERICA

Canadian experiences in the field of tertiary programs for indigenous people have been mostly concerned with the preparation of teachers. The Indian and Eskimo peoples have had various options open to them, some of which are quite similar to the Australian models of the enclave support systems in Colleges of Advanced Education. These programs, as reported in More (1981) have had, as their aim, the preparation of indigenes for a qualification the same as for all Canadian teachers. The methods used to achieve this, however, have varied. A characteristic has been the fact that two of these programs - and they are often special in content as well as in aim - have been open to other Canadians, not only to the indigenous people. They have aimed to prepare teachers for teaching in Indian and Inuit schools, not just to train indigenous teachers. The special entry conditions are similar to those existing in Australian institutions, but the coordinator of the program has input into the content of that program. He/she is not simply a counsellor and liaison person with the institution, although this aspect is seen to be of great importance. Again, some programs have strong community (Indian) control over the process as well as the content of the program offered to the students. Programs are of various types.

3.1.1 The Native Indian Teacher Education Program (NITEP) is offered by the University of British Columbia. The participants are all Indian and the structure of the course allows for off-campus work in the first two years. There is a greater concentration of practical work, and the content contains some specifically Indian courses. However, the emphasis appears to be on training teachers in the same mould as that offered to all students. The differences exist because of the different physical locations of students and their different social needs. Students who come from remote areas, are often older, married and unable to leave families. One further aspect of this program and of others, is the ability to exit at different points in the program. After one or two years they are qualified as Teacher Aides or Home School Coordinators; after three years they receive a Standard Teaching Certificate; after four and a half years or more, full teaching qualifications are awarded.
3.1.2 The Winnipeg Education Centre has a program where approximately 50 percent of students are not Indian or Metis (part Indian). This program is designed for inner city residents and its focus is the production of teachers for inner city schools. Many of the children are of indigenous backgrounds. Almost all of the 17 programs which operate throughout Canada have significantly greater amounts of time spent in practice teaching than is the norm for teacher education.

3.1.3 The SUNTEP Information Handbook (Gabriel Dumont Institute, 1983) outlines a program which deserves special mention. This is the Saskatchewan Urban Native Teacher Education program which is a four year program leading to a Bachelor of Education. It is offered on three campuses and is accredited by the Universities of Saskatchewan and Regina. It is one of the programs of the Gabriel Dumont Institute, a teaching and research body whose Board of Management is responsible to the Association for Metis and Non Status Indians of Saskatchewan (AMNSIS). It therefore combines a number of important elements:

- It is controlled by the Indians and Metis people of Saskatchewan.
- It is accredited by two Universities (who must jointly approve academic appointments with the Board of Management).
- It is off-campus.
- It contains significant elements of Indian approaches to education and culture.
- It has a strong component of practical teaching.
- It is approved by the Department of Education (of Saskatchewan) who award bursaries to students on the advice of the Director of the program.
- It is staffed with a Director, three coordinators and a number of academic staff on contract either to the Institute or to the Universities. In addition other assistance is available through secretarial and clerical personnel.
- It combines the elements of a support enclave by providing counselling, welfare assistance and academic tutoring of an individual nature.

- It results in a qualification which is accepted anywhere in the province to teach at the elementary school level.

3.1.4 Little evidence is available on the success of these programs to date. With the exception of three programs which commenced in the late 1960's or early 1970's, they are of quite recent origin. SUNTEP, for example, commenced in 1980. However the SUNTEP Handbook (p 2) notes that the retention rate is approximately 70 per cent. Some of the reasons for attrition include personal decisions of the students and dismissals. However, More (1980) notes that over 700 Native Indians are enrolled in teacher education programs in Canada and in British Columbia the number of qualified teachers had tripled in the space of eight years. With the remarkable increase in the number of programs for Indian students it is reasonable to assume that at least some of them are providing qualified personnel at a sufficient rate to justify their existence. The economic argument is a telling one but More sees that the real value of the programs is in their "Indianness" - by which he means not only their content but also the structure of the programs which take account of Indian needs and, most importantly, the increasing control of these programs by the communities which they serve.

3.1.5 Both Canadian and USA reports emphasize certain needs for programs of special support for Indian and/or Minority groups. For example, two American reports both speak of the need for more counselling. The California Community College - Sacramento, Board of Governors (1979) see this as a vital and integral part of the educational process. Counsellors must be effective. Inservice training should be provided for counsellors on a continuous basis. Counselling should include educational, vocational and personal aspects.
Tutoring should be provided including peer tutoring. Peer counselling should also be encouraged. The Bureau of Indian affairs submitted a report to the Secretary of the Interior (1977). Recommendations of this report included encouraging the appointments of Indian counsellors, with universities being prepared to fund these services; bridging programs to enable students, under-prepared for higher education studies, to cope more adequately; remedial courses throughout the period of study - as needed by students; and sufficient staffing within the programs to enable this effective counselling, bridging work and remediation to occur.

It may be instructive to record two final comments by Wilson (1982, p.37, p.39):

Often minority staff are hired for part-time, short term, non-tenure track jobs that are supported by "soft" funds from outside the institution's line-item budget. Because they are isolated from the institutional mainstream, the incumbents of such jobs have little opportunity to influence institutional policies and practices, limited interaction with majority students, and few prospects of advancement.

Federal funding should supplement not supplant state and local efforts to support a range of programs and interventions responsive to the needs of minority students.

It would seem that the experience of Indians in the USA at Universities is very similar to that of Aborigines in higher education in Australia. The first of the comments, in particular, describes very accurately most of the staff in enclave support programs at Colleges of Advanced Education in this country. This point will be expanded in section six.
3.2 WITHDRAWAL OF STUDENTS FROM COLLEGE IN THE USA AND CANADA

Turning to studies which are more concerned with general student attrition, and its causes, Pantages and Creedon (1978) provide an overview of the literature from 1950 to 1975. This is chiefly concerned with research in the College system of the United States of America. Much of the evidence is confusing and little relates to the specific area of concern. This is the student from a minority culture who is enrolled at an institution which services the general student population. This point is taken up by Tinto (1975) in a paper which attempted to synthesize the research findings in the field. He says (p. 119) that:

There is simply too little information regarding the relationship between race and dropout from higher education.

However, he does make a number of relevant comments about the causes of student withdrawal. He uses a theoretical model based on the view that dropouts are:

... insufficiently integrated into the fabric of society (p.91),

the society in this case being the institution where the student is studying. It has been expressed to this researcher in slightly different terms. Students who are successful are those best "assimilated into the College". Such students have social relationships across the student body; they are able to approach staff without shyness; they may well use the Aboriginal student body as a support but they do not limit their contacts to this group.
The expression "assimilate" is not used lightly. It does appear that successful students have made a decision about their value systems. There is no evidence to show what that decision is. It may be simply a clear recognition of the difference between the value systems of the majority culture and their own and a concomitant decision to act in a certain way. This point will be taken up further when discussing the results of this study. To quote Tinto again.

The process of dropout from college can be viewed as a longitudinal progress of interactions between the individual and the academic and social systems of the college during which a person's experiences in those systems ... continually modify his goal and institutional commitments in ways which lead to persistence and/or varying forms of dropout. (p.94).

He lists individual characteristics which affect persistence in studies. Family influences are one such characteristic. A warm supportive family with high expectations for the student is more likely to result in the student continuing studies. However, ability is more than twice as important as family background. This ability is best measured by success in prior educational experiences which would have been in another institution with similar values and requirements.

Personality characteristics are also important. He quotes, in his synthesis of research, evidence to support the notion that instability and anxiety are often characteristics of students who withdraw. This latter point is taken up by Doherty (1980). In this British study, students who exhibited the characteristics of low esteem were seen to be less effective in the teaching practice situation than those who rated higher on an inventory devised by the author.
Sex is a factor in the decision to withdraw, according to Tinto. But, whereas more men withdraw for academic reasons, more women withdraw for other reasons. It is not easy to relate this factor to the current research because of the preponderance of females in Aboriginal support programs, a factor which reverses the general pattern of male/female attendance at tertiary institutions, in Australia at least. As will be noted in Section 3.3, the Australian research is concerned with University studies. Although students in courses leading to teacher qualifications are predominantly female, they are mostly studying at Colleges of Advanced Education.

Related closely to the central argument of integration into the fabric of the institution as a measure of likely persistence, is the importance of goals to the student.

... the higher the level of plans, the more likely is the individual to remain in College" (Tinto p.102).

It follows that if the individual's personal goals are closely attuned to institutional goals the more likely he is to persist. It is interesting to note here that females tend to have lower goal commitments than males and are therefore more likely to withdraw voluntarily than do males.

3.2.1 Other studies, for example, McMillan (1977) give somewhat differing perspectives. McMillan suggests that in contrast to most other studies, his sample showed little evidence of low goals. Financial difficulty and family problems were the main reasons for withdrawing. Most studies pointed to the lack of vocational and personal problem counselling as a weakness among their samples of students. But, to offset this, another earlier study by Athanasiou (1970), of Engineering students, seems to give more weight to Tinto's base argument in its finding that the socializing environment is a better predictor of persistence on course than academic selection.
An interesting, if not necessarily fruitful attack on the problems of student retention was Scollon's (1981) concept of the "gatekeeping" of institutions. He believes that institutions are more concerned with the retention of students than with their access - both initial access and continued access once they are students of tertiary institutions. The "gates" or the network of institutional practices, are, if you like, the hurdles which students must master for continued successful participation. To carry his argument a little further it would appear that the gates are manufactured by the institution and may not all be necessary or appropriate to the individual needs of the students. He points to the need for improvements in communication within institutions and the need for appropriate counselling. His picture of all the gates of the typical institution opening out instead of inwards was particularly unforgettable. He points to the fact that dropouts are usually identified by negative terms and uses the analogy of the supermarket owner who describes all his non-customers or former customers in similar negative ways as being unable to comprehend the purpose of his being in business which is to provide for the needs of these customers.

3.2.2 In summary, then, if one divides students who withdraw voluntarily from those who are required to leave, the chief reason for the latter group's withdrawal is related to academic achievements. Into this category may be put those who withdraw voluntarily in the expectation that they may not achieve academic success. The former group - those who withdraw voluntarily - are likely to be those with low goal expectations; those who do not fit in with the institutional goals and the society of staff and students; those who lack support from their families; those whose self image is low. More women than men are likely to fall into this category. There is a need for counselling - academic, personal and vocational. The institution should examine its policies and practices and modify them to more adequately provide for the clients it serves, that is, the students who study at the institution.
3.3 WITHDRAWAL OF AUSTRALIAN STUDENTS FROM TERTIARY STUDIES

Most studies in Australia have been conducted within the last ten years and have used as their starting point, the mass of often contradictory findings from the United States of America and the United Kingdom. The term "withdrawal" which is used in this study has been defined in section three. Terms such as "withdrawal", "dropouts", "discontinuance", "attrition", have been variously defined in Australian studies and are indicative of real differences in the types of withdrawal from studies.

This study uses the term withdrawal because it is reasonably neutral in common parlance and also because it covers best the many causes of students not continuing their studies.

The bulk of the research relates to withdrawal from University studies. Students covered in such institutions include those enrolled in Science, Engineering, Medicine, Law etc. as well as the Social Sciences and Humanities. As the subjects in this study are largely students enrolled in UG2 courses leading to a teaching qualification with a minority in UG1 courses in the Social Science area, it is reasonable to assume that the student body may differ significantly from the subjects of the following studies. In addition, the Western Australian College students under scrutiny are all members of an indigenous ethnic group within mainstream Australian society and may well be distinguished by this fact alone.

3.3.1 In her review of the literature concerning student withdrawal, Elena Eaton (1979) lists findings under eight categories. These are age, motivation, experience at University, selection, enrolment type (part-time or full-time), area of study, sex and intellectual aptitude. Because of the nature of the student group under study the findings under enrolment type, area of study and intellectual aptitude will not be covered. All Aboriginal students in the college are studying full-time, most are teacher trainees and the bases of selection include the fact that successful
applicants are all people who would not qualify by normal selection processes and who would therefore not have been screened by the Australian Scholastic Aptitude test (ASAT) which is the commonly used indicator of intellectual aptitude.

3.3.2 In essence, the findings relating to age do not lead one to rely heavily on this factor in selecting students. The reasons why older students withdraw are different from those of younger students. But the commonality in the affective or non academic area is sufficiently high for it not to be an important area of difference. For example, older students are more likely to withdraw for reasons such as finance or family responsibilities but about half of the younger students still withdraw for reasons other than academic performance.

3.3.3 Eaton comments that:

Motivation appears to be the variable most strongly related to continuance at University ...

Rump and Greet (1975) regard this as the major conclusion from their study. In relation to first year withdrawals, they add that the critical period is the first half of the first year. As Sheldrake (1976, p.28) comments:

These findings suggest that the first or transitional year at University is more than just an academic hurdle and suggests that further consideration of pre-entry counselling and attention to the first year experience would be desirable. He refers also in this comment to another finding by those studies which looked at withdrawals from all years of the course. The first year is the one where most students leave the institution. Lewandowski, Powell and White (1975, p.31) deal only with students who have completed first year. Their conclusion is that:
Although marginal academic ability is surely no advantage, motivation is of greater importance. All students would be well advised to think carefully about the reasons for wanting to attend University and the amount of time which they wish to devote to study.

Other researchers typify the students who withdraw as having short term and unclear goals rather than long term goals. Hayes (1974, p.141) remarks:

... dropouts' apparent low level of commitment to University seems inextricably linked with the lack of strong, long-term goals associated with university attendance.

She found that there was some significance in the mother's level of education but not the father's.

3.3.4 This general area of motivation is linked with Eaton's third category which she entitles experience at University. She does not list the many personality factors which affect a students' experience at university because the relationship of these factors to the result, for example, a "good" or a "bad" experience, is not clear. Students in this category were often lonely, isolated and had to cope with stresses alone. Their friends tended to be outside the university and they were also not likely to live with their families. Their friends were met individually and informally whereas students who remained on course were more likely to have friends gained through organisations, for example, clubs, churches. This group of "at risk" students tended not to seek advice from counselling or academic staff. Factors such as the family socio-economic status were important only in so far as there may have been less pressure from families of low socio-economic status to remain on course if they lived at home or because the family was less able to influence them if they did not live at home.
Some recommendations from these and other studies include the provision of more and better counselling both before and during a students' studies, the use of peer groups to assist students particularly in the first year of study, and the delaying of selection so that students do not make ill-informed decisions concerning studies.

3.3.5 The area of selection was another of Eaton's categories. While this is of paramount importance to the particular group (from the WAC) under examination, the basis of selection of most students in tertiary study and of this group are so different that most of the comments are not relevant. Eaton quotes West and Slamowitz (1976) as suggesting that a composite selection index of Higher School Certificate (HSC) performance and other factors should be considered. As has been outlined, a selection package for Aboriginal students at the WAC is already in existence and further recommendations on this package will be made.

3.3.6 The final relevant variable which Eaton discusses is that of sex. The findings show that the likelihood for males to persist on course can be predicted when factors such as levels of goal commitment and integration into the academic and social systems of the institution are considered. For females the situation is not so clear. Females withdraw for external reasons to a greater extent than males. As the total Aboriginal student body at the WAC, both past and present, includes relatively few males, this factor cannot be analysed to any significant extent. However, it is worth noting that tables in section five seem to more than substantiate Sheldrake's finding that men are less likely to withdraw than women.

3.3.7 Finally, mention should be made of two important works neither of which was concerned with withdrawal of students as such but both of which collected data pertinent to the subject. The first is the recently published Evaluation of the Tertiary Education Assistance Scheme (Beswick, Hayden and Schofield, 1983). The authors' main object was to look at
students' finances and among other things, they conducted a retention survey. They concluded that students are more likely to withdraw during or at the end of the first year of their course; that female students were more at risk than males; older students were marginally more vulnerable than younger students; students' school backgrounds were an indicator with private independent school graduates being least at risk and state school graduates being most likely to withdraw. However, few socio-economic indices were seen to be significant. In fact a slightly higher level of attrition was found among the upper socio-economic group of students. Students not living at home were found to be at risk. Both financial and social support factors were seen to be at work here. Extrinsicly motivated students were less likely to withdraw than those who were intrinsically motivated. They further note (p.224) that:

... for females across all institutions, lack of parental encouragement posed the most serious threat to completing tertiary study.

... for males ... indifference to the extrinsic rewards to tertiary education emerged as the most powerful disincentive to persistence ...

The Report on Education, Training and Employment (Williams, 1979) gives many details of attrition rates for students in tertiary institutions. The details below relate only to rates of withdrawal. They also refer only to full-time students. They note that more withdrawals occur in the first year of the course and the reliability of the statistics from the Colleges of Advanced Education sector are suspect because of the incompleteness of records kept. They also do not take account of transfers between institutions. The retention of students in teacher education courses is higher than for other courses in the humanities and social sciences. Within the CAE sector the retention rates for degree courses (UG1) is higher than for diploma courses (UG2) which is in turn higher than for associate diploma courses (UG3).
Tertiary Education Commission sources give the following information (summarized from Williams, pp. 167, 263)

UNIVERSITIES:

1971 Intake - In 1977,
67 per cent had graduated
6 per cent were still enrolled
73 per cent were possible graduates

CAE's:

1974 Intake - In 1977,
More than one third had discontinued.
Many were still enrolled.
UGI courses: The likely graduation rate was 63 per cent.
UG2 courses: The likely graduation rate was 57 per cent.

However in teacher education courses the situation is somewhat different.

UGI courses: The likely graduation rate is 83 per cent.
UG2 courses: The likely graduation rate is 82 per cent.

These figures are necessarily incomplete because at the time the data were collected, many of the students were still on course.

3.3.8 SUMMARY:

Both Australian and overseas experience would seem therefore to emphasize elements such as motivations, clarity of goals, and the socialization experiences of a student within the institution. Academic preparation is not seen as a major
factor (given, of course, that there is a base of academic competence). The factors of age and sex are of some importance but evidence is conflicting. A students' self image is important but is related to and modified by his experiences before and during the time when he is a student. Research studies point to the need for more counselling and support before and during the student's stay at a tertiary institution. Peer support and peer counselling are also seen to be important. The use of bridging components, ideally built into the structure of the course are elements of many Australian support systems for Aboriginal students and in the Canadian experience these components are also present in Indian teacher education programs. Finally, many studies point to the fact that the first year of a student's course is critical when looking at decisions on whether or not to withdraw.

3.4 ENCLAVE SUPPORT PROGRAMS FOR ABORIGINES IN AUSTRALIA

As the purpose of this study is to look at a particular group of students at the Western Australian College who are studying within a support enclave, only those programs of a similar nature will be outlined. The enclave support model is used when Aboriginal students are enrolled, usually under special entry provisions, as part of the general student body. They form a small proportion of the students and undertake studies leading to the same qualifications as all other students at the institution. By definition, then, courses set up only for Aborigines which may be in tertiary institutions but which lead to different qualifications than those awarded to all students are excluded from this survey.

3.4.1 The support system at the then Mount Lawley College commenced in 1976 and was one of the first such programs in Australia (Sherwood et al, 1980). There had been other programs leading to qualifications specifically for Aborigines which had commenced earlier - notably the South Australian Institute of Technology's Aboriginal Task Force, (SAIT, 1974), the Aboriginal Teachers' Aide Training program at the University of Sydney (1975) and the Islanders Teacher
Education Course at North Brisbane College of Advanced Education (1964). These programs were at post school level and hosted by tertiary institutions. The SAIT course did allow for students to continue on into Advanced Education level work after the first year. Further developments in this latter program have meant that today it provides enclave support for numbers of students at diploma and degree levels. However, it is fair to say that the program currently run by the Western Australian College into which the Mount Lawley College has now been incorporated was the first which offered a program leading to a qualification offered to all students. The special nature of the program occurred in the method of selecting students and in the extra support offered to the student while undertaking studies.

The Mt Lawley College program was for teacher education students, as were the Aboriginal Teacher Education program (ATEP) at the institution which has now been incorporated into the South Australian College of Advanced Education and which commenced in 1978. The Aboriginal and Islander Teacher Education program (AITEP) at what is now the James Cook University at Townsville, Queensland, commenced in 1977. Developments this year (1983), such as those at Milperra College of Advanced Education in NSW, Mitchell College of Advanced Education at Bathurst, NSW, and Northern Rivers CAE have begun as support systems which cater for students in all the courses offered at the institution. The WAC program is now of similar nature. It has students in courses leading to four qualifications with 30 per cent of students in courses other than teacher education enrolled at the commencement of 1983.

The focus on support programs in Australian institutions has been initially on training teachers. This is partly because of Aboriginal concerns that their people should be trained as teachers. The NAEC clearly regards this as of major importance. Another reason is also the two tier system of tertiary education in this country - Universities and
Colleges of Advanced Education. The Universities have always been multi-disciplinary institutions and have been traditionally less willing to provide special entry for students. The Colleges of Advanced Education, on the other hand, mostly commenced life as teacher training institutions and it is only in comparatively recent times that their course offerings have diversified. Universities offer the Bachelor Degree as their lowest qualification. Colleges of Advanced Education offer some graduate qualifications as well as undergraduate courses ranging in length from one to four years.

For most of the programs for Aborigines, little has been published to date. The details given below have been gleaned from various sources, mostly by letters and by talking to people who are or have been involved in some way with the programs. Any errors and omissions are the responsibility of the author. It is recommended, however, that an appropriate body publish a resume of programs similar to the useful publication edited by More (February, 1981) which deals with teacher education courses for native Indian people in Canada.

3.4.2 NEW SOUTH WALES

This state has the largest population of all states and the largest number of Aborigines in its urban areas. Queensland has a slightly larger total population of Aborigines but more of them live in rural or remote locations. New South Wales has more tertiary institutions - both Universities and Colleges of Advanced Education - than any other state. It has also had a slightly greater number of graduates and diplomates amongst Aboriginal people who have studied at such institutions without the benefit of special support programs (Mays et al, 1981). However, it has not until recently had an example of an enclave support program.

The three programs which commenced in 1982/83 at Milperra, Mitchell and Northern Rivers CAEs have the important features
of enclave support systems. Students are enrolled in courses offered by the Colleges, mostly in teacher education, but including some students in other disciplines. Most have entered as special entry or mature age students. The special support offered is partly funded by the institution – provision of student accommodation and some administrative costs – and partly by external sources such as the Department of Aboriginal Affairs. All three programs have a bridging component ranging from three weeks at Mitchell CAE to one semester at Milperra and Northern Rivers. In the latter programs, students may undertake some tertiary studies for credit in addition to the pre tertiary components of the bridging program. Milperra has also commenced an Aboriginal Rural Education Program (AREP) whereby students study part-time in their home communities while employed and attend on-campus sessions throughout the year. All these institutions had a nucleus of enrolled Aboriginal students prior to the setting up of the enclave supports but numbers have increased dramatically in 1983:

<table>
<thead>
<tr>
<th>Location</th>
<th>Number (from)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Milperra</td>
<td>49 (from 5)</td>
</tr>
<tr>
<td>Mitchell</td>
<td>31 (from 16)</td>
</tr>
<tr>
<td>Northern Rivers</td>
<td>31 (from 8)</td>
</tr>
</tbody>
</table>

To date, there is no information on the progress of these enclaves but interest is reported to be high.

The University of New South Wales (UNSW), (Adams, 1980) has had a form of special entry for Aborigines since the early 1970's. The majority of the 35 students who, by 1980, had entered under this scheme have entered the Law faculty. There had been two graduates, 20 students had withdrawn or were excluded and the remaining 13 students were still on course. No special support facilities exist on campus. An interesting contrast was provided by a further 20 Aborigines who had entered courses by the standard entry arrangements. Three of these had graduated, 10 were still on course; and seven had withdrawn or had been excluded. Depending on what is taken as an index of "success", the interpretation of these figures may or may not give cause for alarm. It is clear that,
clear that, without special means of support, students with a better preparation for study do better at a tertiary institution. However, withdrawal rates of 35 per cent for standard entry students and 57 per cent for special entry groups over a ten year period points to the need for some means of helping students to stay on course particularly when it is reasonable to assume that these students were a highly select (academically speaking) sample of the indigenous people of New South Wales.

Other Universities and Colleges of Advanced Education in New South Wales have alternative entry for mature students but no support systems are known to exist.

3.4.3 QUEENSLAND

The Aboriginal & Islander Teacher Education Program (AITEP) at the former Townsville CAE (now James Cook University) commenced in 1977 with 20 students. In 1980, 57 students were enrolled at the commencement of the year. Retention rates over this period were high (Mays, p.72). The pool of applicants has far exceeded the available places and it is reasonable to assume that the standard of entrants has benefited from this. Emphasis in the initial intakes was on employment experience among the mature age groups. An extra semester is utilized at course commencement as a bridging program. In July 1983 there are 85 students enrolled in the AITEP program. In first semester six have withdrawn. The last intake in July 1982 was 23 students and in July 1983 it is expected to be 28. There are six further students who have gained standard entry. There have been 22 graduates from the course to date. By July 1984 it is estimated that another 12 students will have graduated. One hundred and sixty four students have commenced the course since 1977. Some have deferred and then recommenced studies while three students have transferred to other institutions. Most withdrawals or deferrals have occurred in the first year of the course.
There are other proposals under consideration at James Cook University. Examples are a special intake into the Associate Diploma in Community Welfare where some students may undertake courses in the off-campus mode, a special intake into the Early Childhood Education Course (Diploma of Teaching). Other proposals are in the preliminary stages of discussion. The result is that the James Cook University, in an area of high Aboriginal population, may well have a significant minority of Aborigines as students in the coming years. The reasons put forward for the relatively low rate of withdrawal in the AITEP program are the significant number of mature age students on course and the social cohesion which has been engendered by the fact that they represent about a fifth of the total student enrolment. Most live on campus in student accommodation. There are several graduates of the course now teaching in the Townsville area and they are visible testimony to the students as well as to others of the success of the course. The coordinator has had a long involvement with the course and continuity of staff may well be another factor in the success rate of the students who tend to come from settled family backgrounds.

In 1983 the Brisbane College of Advanced Education commenced a program for Aboriginal teacher trainees using the enclave support model. There have been five special entry applicants at the commencement of this year, and a further five in mid year, plus a number of Aborigines who entered under standard conditions but who have the enclave support services at their disposal.

A further enclave support program is planned at a Queensland University but it is not clear yet if special entry conditions will apply.

### 3.4.4 VICTORIA

The only program currently operating on the enclave support model is located at Bendigo College of Advanced Education. It consists of a one year pre-course component followed by the usual support programs for Aborigines in the Diploma of Teaching. The pre-course was initially partly off-campus, but is now fully located in Bendigo. As it is mainly designed for students entering teacher training, it has a practical experience component as well as units in Aboriginal history,
race studies, communications and mathematics. In 1983, 11 of the 13 students in the pre-course remained on course at the end of the first semester. Numbers in the Diploma of Teaching are still small. Retention rates have improved in recent times with the appointment of Aboriginal lecturers/tutors.

Victorian Universities have special entry arrangements for Aborigines and other disadvantaged groups but to date, no special support programs of the enclave type.

3.4.5 SOUTH AUSTRALIA

Enclave support programs in this state have been of comparatively long standing. The South Australian Institute of Technology (SAIT) Aboriginal Task Force program commenced as a support program for Aborigines in 1974. This program is now involved with the students in courses at the Associate Diploma and Degree levels. Its initial aim was to work towards this end by a building block arrangement where students progressively built up credits towards a certificate, then an associate diploma and then degree qualifications in social work and in business. Currently this special entry arrangement has extended to other Institute courses. In 1980 there had been 81 graduates, 65 being employed by Commonwealth and State Governments, four had continued on to further study and most of the remainder were employed by Aboriginal organizations (Mays p.74).

In 1983 the Bachelor of Arts in Aboriginal Affairs Administration commenced. This is the first program (of its type) at the degree level in Australia. The building block approach still exists but the emphasis is now, to a great extent on administration. For example, the Community Development Certificate leads to the Associate diploma in Community Development and then to the B.A. (Aboriginal Affairs Administration). There are currently over 50 students in all courses with the majority in the Certificate level course. The students vary in age from late teens to mid forties and males and females are approximately equal in number. The rate of retention is high. Those students who do leave do so either to return home or for financial reasons. The Task Force has always recruited on a national basis and
large numbers of students are from interstate. The Task Force has five staff in the support enclave who also do some teaching. There are in addition five academic staff. The reasons for the success of the program are seen to be the careful selection of students, the large group of Aborigines on-campus who provide mutual support and the provision of back-up tuition when required. This is not heavily used but is available if students require it.

The Aboriginal Teacher Education program (ATEP) commenced at Torrens College of Advanced Education in 1978 and is now a part of the South Australian College of Advanced Education (SACAE). This was a program on the Mount Lawley College model and, like the latter program, now services students in other disciplines. The retention of students in this program has been similar to that of the Mount Lawley campus program but no information to date has been collected on the causes of student withdrawal.

Another program which is administered from the Magill Campus of the SACAE is the Diploma of Teaching (Early Childhood Education). This is an off-campus program to train Aboriginal teachers in the ECE area. The programs are located at Ceduna, Port Lincoln, and Port Augusta. The College provides the academic course and the Kindergarten Union of South Australia provides on-site tuition and support services for students. There is a field officer who coordinates the work of the resident tutors and is also the liaison officer with the campus Administrator and academic staff. There is a coordinator of the program on Magill campus. A Kindergarten Union Management Committee with some Aboriginal representation also provides coordination from that organization which is expected to be a major employer. Chris Beasley (Wikaru, Dec. 1982 pp.33-41) comments that the program has many advantages but lack of relevant content related to the particular nature of students' likely employment and lack of knowledge of Aboriginal culture on the part of some staff are two shortcomings of the course. Another is that Aboriginal involvement in the planning and content of the program needs to be increased. It is, nevertheless, a full Diploma of Teaching offered to Aboriginal students with the great advantage of being offered in students' home locations with support services where they live. At this time there are no graduates in the Diploma of Teaching, but two students graduated recently with a Child Care Certificate and five students are expected to graduate from the Diploma of Teaching in late 1983. There are
currently 26 students in the Diploma of Teaching on course. Administrative arrangements are being modified. It is expected that the SACA.E will work towards taking over full responsibility for the program.

3.4.6 NORTHERN TERRITORY AND TASMANIA

At this stage there is no program in the Northern Territory which may be seen as an enclave support system of the type surveyed in this study. There is a program for Aboriginal teachers at Batchelor where Aborigines from communities undertake courses on the "sandwich" model. They spend block periods at Batchelor and then return home. The training lasts at least three years and teachers are trained to Certificate level. However, the Batchelor institution has an all-Aboriginal student body. It is proposed in 1984 to set up an enclave at Darwin Community College (DCC) for graduates of Batchelor and for other students graduating from the various (5) Aboriginal Task Force programs which already exist at DCC. These latter programs are special, that is, Aboriginal only, in nature and are general in orientation or at Technical and Further Education (TAFE) level. It is hoped to have a drop-in centre for the tertiary students with academic tutoring available. Coordinator, tutors and counsellor positions have been requested. There are likely to be about 15 students involved. There are only about two or three Aboriginal students matriculating through the school system each year and it is hoped that by special entry provisions already existing, plus support while on course there will be successful Aboriginal students at the Advanced Education level. The Community College has an advantage in that, by its charter it covers both Advanced Education and TAFE levels. Students can therefore move from one level to the other within the same institution.

There are no enclave support programs in Tasmanian tertiary institutions. About 14 Aboriginal students are studying at this level, having entered by standard entry means.
3.4.7 WESTERN AUSTRALIA

In this state, the Mount Lawley Campus program has existed since 1976 and the Nedlands campus provisions have existed in a largely informal way since 1981. However, it was only in 1983 that a full-time coordinator was appointed at Nedlands. As the history of the enclave has been fully covered, both in the Sherwood report previously referred to and in section two, it is not proposed to say more than that the current students at the commencement of 1983 numbered 84 on two campuses, the support is also offered in an off-campus mode - at Broome - and that there may be developments in the area of a bridging program in the latter part of 1984. The question of entry to courses, other than the existing ones, is also being investigated. Currently, Aboriginal students are enrolled in the Diploma of Teaching, primary and secondary, the Associate Diplomas of Applied Arts and Sciences, Library Media Studies and Recreation. It is hoped that in the future special entry students will be enrolled in business studies, early childhood education, health education, religious studies and performing arts and in other proposed courses at the associate diploma levels. A few students have been or are enrolled in these areas, but usually they have entered via standard entry procedures and have not been part of the enclave program.

At the Western Australian Institute of Technology (WAIT), a special Bridging Course of one year's duration has existed since 1976. In 1982 a beginning was made on a support system for students who are studying at Advanced Education level. This grew out of the needs identified by the staff of the Bridging Course who had attempted to provide continuing support for their graduates once they had entered formal studies. Since the appointment of an academic tutor the situation relating to Aboriginal students remaining on course has changed dramatically. The role of this staff member is chiefly that of academic tutor providing assistance to students but of necessity much of the work is involved with coordination and liaison. She is known as a Welfare/Liaison officer. Of the 27 students on campus at the commencement of 1983, she estimates about 15 would use her services on a regular basis. There is no compulsion for them to do so. A student common room is provided and she puts students in touch
with special tutors when they express a particular need for this service. She is also directly involved in tutoring. Organizationally she is part of the Aboriginal Studies Unit of which the Bridging Course is a part. This unit is in turn responsible to the Director of Academic Affairs. There is a proposal to incorporate this unit into the School of Social Science as part of a research and teaching unit to be called the Aboriginal Studies Centre but the arrangements are not yet finalized. To date, a few Aboriginal students have graduated from the WAIT. None of these are former Bridging course and therefore special entry students. In 1983, however, there were only five withdrawals in semester one. In semester two further withdrawals occurred. Students are both standard entry and Bridging Course graduates. There is only one teacher education student and no business students currently on course. There have been four teaching graduates in the past and two graduate diploma students in the business and accounting area. All have entered under standard conditions. Other students have graduated from areas such as library science (PGI) and social science (UGI). However, total numbers have been small.

A small program of a one-off nature commenced at Derby in the Kimberley region in the North of the state in 1981. A group of seven Aboriginal teaching assistants commenced external studies with a Canberra institution - Signa Dou College. The students continue to work full-time as teaching assistants with some time release for study. They undertake a part-time course leading to the Diploma of Teaching. The first two graduates are expected in 1984. Support is available within the school at which they are employed in the form of special tuition (and time release). The Catholic Education Commission, their employer, provides for lecturers in the units being studied to visit the school for one week each semester for intensive tuition. There are currently six students in the program which was set up for similar reasons to those which inspired the Broome campus arrangements. There were a number of teaching assistants with years of experience who wished to train as teachers and who had satisfied the requirements for entry into a teacher education course but who were unable to leave their home town for family reasons. The difference is that this course is part-time whereas the Broome campus students undertake full-time study. The costs of the program at
Derby are borne by the employer and the CDEYA (special tuition). The students at Broome receive student allowances from the government and the costs of the program are jointly borne by the WAC and external funding agencies.

The two universities in Western Australia to date have no special entry arrangements for Aboriginal students - other than mature age entry - and no special support facilities available to them while on campus. Only one student has graduated from Murdoch University and at the University of WA there have been five graduates since 1975. There are currently five Aboriginal students at UWA and three at Murdoch University.
4.0 THE SURVEY: POPULATION, HYPOTHESES AND DESIGN

This section will outline the group of students and former students who will form the basis of the study and the reasons why this group were chosen. It will then explain the hypotheses on which the design of the survey is based. It will conclude with an outline of the steps taken to collect and analyse the data.

4.1 THE POPULATION

There have been 172 Aboriginal students who have commenced studies at what is now the Western Australian College since 1976. This number includes all but four who have entered under the special entry conditions for Aboriginal students. It does not include several students who gained entrance through standard procedures and who had no contact with the support services either because they did not wish to or because there were no support services available on the campus at which they were studying. By September 1979, 28 students had graduated or withdrawn from the program. The survey of the program which existed only at the Mount Lawley College at that time (Sherwood, J. et al, 1980), contacted all these former students and as many as possible were interviewed. A number of students who were on course at that time were also included in the survey. The present project will include all the students on campus in the latter part of 1979 and all subsequent students 1980 to 1983. There is a discrepancy of two in the intake figures shown in section two of this study and of the Sherwood figures reported (Sherwood et al, 1980, p57). This is because two standard entry students are included in this study but were excluded from the earlier one. The study includes 138 students either currently on course or who have left the course before or after graduating. Table 3.1(a) shows the status of all participants in the study.
### TABLE 4.1(a)

**SURVEY POPULATION : INTAKE BY STATUS**
*(Frequencies)*

<table>
<thead>
<tr>
<th>Year</th>
<th>Graduates</th>
<th>Withdrawn</th>
<th>Current</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1977</td>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>1978</td>
<td>4</td>
<td>3</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>1979</td>
<td>4</td>
<td>4</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>1980</td>
<td>4</td>
<td>9</td>
<td>4</td>
<td>17</td>
</tr>
<tr>
<td>1981</td>
<td>NA</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>1982</td>
<td>NA</td>
<td>13</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>1983</td>
<td>NA</td>
<td>54</td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

| N    | 18   | 36   | 84   | 138  |

All graduates since 1978 have been surveyed. All students withdrawn since 1979 have been included. All current students are also included.

### TABLE 4.1(b)

**SURVEY POPULATION : COURSE BY STATUS**
*(Frequencies)*

<table>
<thead>
<tr>
<th>Course</th>
<th>Graduated</th>
<th>Withdrawn</th>
<th>Current</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dip.T.</td>
<td>17</td>
<td>33</td>
<td>62</td>
<td>112</td>
</tr>
<tr>
<td>ADAAS</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Ass.Dip.Rec.</td>
<td>2</td>
<td></td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Ass.Dip.Lib.Med.</td>
<td>9</td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

| N    | 18   | 36   | 84   | 138  |

In 1983 five students enrolled in the Associate Diploma in Applied Arts and Science (ADAAS). Previous intake students transferred to this course after having initially enrolled in the Diploma of Teaching.
TABLE 4.1(c)

SURVEY POPULATION : INTAKE BY CAMPUS
(Frequencies)

<table>
<thead>
<tr>
<th></th>
<th>Mt Lawley</th>
<th>Nedlands</th>
<th>Broome</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>1977</td>
<td>5</td>
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<td>7</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>1979</td>
<td>8</td>
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<td>8</td>
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<tr>
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</tr>
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<td>20</td>
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<td></td>
</tr>
<tr>
<td>N</td>
<td>94</td>
<td>31</td>
<td>13</td>
<td>138</td>
</tr>
</tbody>
</table>

In Tables 4.1(a) to 4.1(c) all numbers refer to the situation at the end of March 1983. These tables show four students who have been counted twice. They withdrew and then returned at a later date. All are Diploma of Teaching students and are listed as current students.

4.2 THE HYPOTHESES

Throughout this report the term "withdrawal" from studies - or derivatives of "withdraw" - has been used to describe all students who have left college studies for any reason whatever. It includes "deferred" students i.e. those who have indicated an intention of returning at a later date, and "transferred" students, those who transferred their studies to another institution. The "withdrawal" of students may have been voluntary or forced. In the latter case, students were excluded from their course because of poor performance. The term has been used because it is neutral in flavour and most accurately describes the varied situations.
As the writer was unable to discover any research relating to the reasons for withdrawal of Aboriginal students from courses in Institutions of Higher Education, the formulation of hypotheses was based on two areas of knowledge:

- the experiences of people working closely with Aboriginal students. A body of opinion based on close observation of such students exists. Little of this is written down but it is nevertheless worthy of serious consideration. The Sherwood study (1980 pp 68, 69) lists the most common characteristics of the students who stay on course and those who withdraw. The profile is very similar. The persister tends to have come from the North of Western Australia, those who withdraw from the Southern regions. The former tends to have some form of further education besides the completion of schooling whereas the latter does not. Performance on selection tests tended to be "good" for the persister but only "fair" for others. On other characteristics such as age, sex, marital status, dependants, there was no difference. The study referred to used only 42 in its sample and therefore made no attempt to statistically analyse its findings.

- The other source of hypotheses is from the extensive literature on withdrawal of students from tertiary institutions both in Australia and the United States of America.

The reasons why students do not persist in their studies are therefore hypothesized as follows:

1. Students withdraw because they are unable to meet the academic demands of the course. This is seen to be because of insufficient educational preparation. (No attempt has been made to assess intellectual ability. The students did not undergo any test of these abilities).

2. Students withdraw from studies because they do not have sufficiently clear goals and aims when they enter college. They enter a course without understanding what it consists of or where the graduates of the course will eventually be employed. The students know what the course entails but are not sufficiently
motivated to overcome obstacles or hurdles which occur throughout the course.

3. For students the Institution (College) is an alien place and they find difficulty in fitting into the social framework and institutional practices. They find their own value systems and priorities at odds with those of the Institution and of other students.

4. Students have serious personal, family or financial problems which force them to leave their course before completion.

5. For students the practical experience component of their course is a time of particular difficulty and is a factor in the decision to withdraw from studies. Student teachers suffer particular stress at this time either because they believe they are not suited to the classroom or because the clash of their cultural attitudes and beliefs with those of others such as school staff is brought into sharp focus.

4.3 THE DESIGN OF THE STUDY

A survey instrument was constructed in the form of two questionnaires, one for students currently on course and the other for former students. The current student questionnaire formed the basis of an interview of approximately an hour's duration. These interviews were conducted by the writer for all students studying in Perth. An Aboriginal interviewer, known to the students, conducted interviews in Broome. This person was not connected in any way with the course or with the supervision of these students. This person was given guidelines on how the interview was to be conducted and was asked to make any additional comments about the conduct of the interviews which she thought relevant. The former students questionnaire was sent to all former students in the target population. It was estimated that there would be close to 100 per cent response from current students and it was hoped that there would be a good response from the remainder. Two follow-up letters were sent to the recipients of the mailed questionnaire. These questionnaires and letters are included in the appendices. The base data from the Sherwood survey was available to
the writer and this, plus College and Commonwealth Department of Education and Youth Affairs records were used to provide the material for tables outlined in sections two and three. Time was spent getting to know the students on campus in the hope that a good relationship would be set up with these students which would facilitate frank discussion of issues. The confidentiality of all information gained was stressed at every opportunity.

Students' perceptions of practice teaching and practical experiences in the Associate Diplomas have been given in the questionnaire analyses (Section five). A summary of College and school staffs' responses as well as those of current students are included.

Because it was recognised that a project such as this must have the support, not only of the students involved and of the College authorities, but of the Aboriginal community, the NAEC was advised of the proposal and asked for comments. The Aboriginal Advisory Committee whose duties during 1983 had expanded to include the whole of the WAC (formerly Mount Lawley campus only) were advised of the proposal early in the academic year.

Advice was provided by the Head of the Research Department of the W.A.C. A great deal of help was given by the Research Assistant of this Department. This included overseeing the compilation and input of data for computer analysis and advice on the type and format of much of the tables and analysis contained in section five. Responsibility for all information and comment, however, rests with the writer.

A few of the former students took the opportunity to contact the writer by telephone (see invitation to do so in letters) and further comment was recorded in this way. Other current students made further comment throughout the year as part of informal discussions on the project.

A total number of 20 College staff (present and past) and 11 other relevant informants were interviewed in addition to the students involved in the project. Their comments are, in some cases, specifically mentioned or their views have gone some way towards formulating the recommendations. However, the writer takes full
responsibility for these recommendations even though they have all been discussed with people involved in the program and it is believed that support for them exists.

The services of an Aboriginal Clerk/Typist were recruited for varying periods throughout the study. This person was contracted by the Department of Aboriginal and Intercultural Studies and paid for with funds provided by the Department of Aboriginal Affairs.

The statistics used, for the most part, related to the situation as it existed either at the commencement of semester one 1983 (sections one to three) or the conclusion of that semester (section five). Comments made refer in part to the latter part of 1983 but student numbers and progress is not given numerically after the end of June.
5.0 ANALYSIS OF DATA

A survey instrument was sent to former students who had entered college and had taken advantage of the enclave support services. Students who were currently on course were interviewed and a modified questionnaire was used as a basis for this interview. Both questionnaires are reproduced in the appendices. These questionnaires included a personal profile of the student, a section concerned with use of and attitudes to the support services and a section on aims and attitudes to study. This latter section, in fact, went beyond this and attempted to gain students' perceptions of the importance of Aboriginal issues and a picture of the students' intentions on leaving college or, alternatively what they had done since leaving college. The final section for students currently on course dealt with their feelings about the practical field components of their courses. The former students were asked for their reasons for leaving college and for general comments.

There were five European students included from Broome campus. It was considered that these European students were undergoing the same experience as the Aboriginal students and, moreover, since it was generally held that they should be included in the total experience of this new off-campus arrangement they should not be excluded or made to feel different from the majority of the student group.

5.0.1 COMPARISON OF SAMPLE WITH TOTAL POPULATION

The population of all students past and present is compared with the sample in three aspects where population details are known.
<table>
<thead>
<tr>
<th>STATUS</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Percentages)</td>
<td>(Percentages)</td>
</tr>
<tr>
<td>N=166</td>
<td>N=96</td>
<td></td>
</tr>
<tr>
<td>Graduates</td>
<td>13.2</td>
<td>15.6</td>
</tr>
<tr>
<td>Withdrawn students</td>
<td>36.1</td>
<td>22.9</td>
</tr>
<tr>
<td>Current students</td>
<td>50.6</td>
<td>61.4</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AGE</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Percentages)</td>
<td>(Percentages)</td>
</tr>
<tr>
<td></td>
<td>N=96</td>
<td></td>
</tr>
<tr>
<td>21 years</td>
<td>50.0</td>
<td>39.6</td>
</tr>
<tr>
<td>21-30 years</td>
<td>30.1</td>
<td>33.5</td>
</tr>
<tr>
<td>31 + years</td>
<td>19.9</td>
<td>22.9</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEX</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(Percentages)</td>
<td>(Percentages)</td>
</tr>
<tr>
<td></td>
<td>N=96</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>25.3</td>
<td>18.7</td>
</tr>
<tr>
<td>Female</td>
<td>74.7</td>
<td>81.2</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The sample group is somewhat older than the population of all students; there are less males represented in the sample than in the whole population; there are proportionately more current students in the sample than in the whole group. The status difference was inevitable because there are proportionately more students currently on campus than ever before—Table 2.1.2(a)—and more of these students responded to the survey than did former students. Some caution will therefore be needed in interpreting the results of the analysis of data collected.

5.1 PERSONAL PROFILE

The sample of respondents consisted of 96 present and former students. Interviews were conducted with 58 students who were on course at the time of the interview and two students who were on the point of leaving. These two students have been classed as former students. One current student was not interviewed, but was sent a questionnaire which was returned. The sample therefore comprised 37 former students and 59 current students.

5.1.1 AGE, SEX, MARITAL STATUS and HOME

<table>
<thead>
<tr>
<th>AGE</th>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;21 yrs of age</td>
<td>38</td>
<td>39.6</td>
</tr>
<tr>
<td>21-30 yrs of age</td>
<td>36</td>
<td>37.5</td>
</tr>
<tr>
<td>31 + years</td>
<td>22</td>
<td>22.9</td>
</tr>
</tbody>
</table>

TOTAL 96 100.0

Most students in the sample were under 30 when they entered college. Only forty per cent of students were school leavers or near school leavers. Twentythree per cent were over 30 years of age.
Only thirteen per cent of graduates were over 30 years of age. Twenty two percent of withdrawn students were in this category. Because of the small sample of graduates care needs to be taken in drawing inferences from these figures. However they do suggest that the middle group ie those old enough to have had work experience but young enough to have had better opportunities at school are more likely to be successful. This is supported by Table 5.1.1 (c).

<table>
<thead>
<tr>
<th></th>
<th>Graduates (N=15)</th>
<th>Withdrawn (N=22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;21</td>
<td>46.7</td>
<td>50.0</td>
</tr>
<tr>
<td>21-30</td>
<td>40.0</td>
<td>27.2</td>
</tr>
<tr>
<td>31+</td>
<td>13.3</td>
<td>22.7</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
### TABLE 5.1.1 (c)

**STATUS BY AGE**

**FORMER STUDENTS**

(Percentages)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Graduates</th>
<th>Withdrawn</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 21 (N=18)</td>
<td>38.9%</td>
<td>61.1%</td>
<td>100.0%</td>
</tr>
<tr>
<td>21-30 (N=12)</td>
<td>50.0%</td>
<td>50.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>31+ (N=7)</td>
<td>28.6%</td>
<td>71.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Sixty one percent of the youngest group had withdrawn from studies. Seventy one percent of the oldest group had withdrawn. The middle group (students in their twenties) were more likely to persist till graduation.

### TABLE 5.1.1(d)

**SEX**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>18</td>
<td>18.7</td>
</tr>
<tr>
<td>Female</td>
<td>78</td>
<td>81.2</td>
</tr>
</tbody>
</table>

**TOTAL** 96 100.0
TABLE 5.1.1(e)

SEX BY STATUS
(Percentages)

<table>
<thead>
<tr>
<th></th>
<th>Graduates (N=15)</th>
<th>Withdrawn (N=22)</th>
<th>Current (N=59)</th>
<th>Total (N=96)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>40.0</td>
<td>18.2</td>
<td>13.6</td>
<td>18.7</td>
</tr>
<tr>
<td>Female</td>
<td>60.0</td>
<td>81.8</td>
<td>86.4</td>
<td>81.2</td>
</tr>
</tbody>
</table>

TOTAL 100.0 100.0 100.0 100.0

Forty per cent of all graduates were male, whereas only eighteen per cent of withdrawn students were male. Females accounted for 60 per cent of graduates but for 82 per cent of withdrawn students. Males are more likely to graduate on these figures. However it should be noted that they represent only nineteen per cent of the total sample.

TABLE 5.1.1(f)

SEX BY AGE
N=96
(Percentages)

<table>
<thead>
<tr>
<th></th>
<th>&lt; 21</th>
<th>21-30</th>
<th>31 +</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>38.9</td>
<td>50.0</td>
<td>11.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Female</td>
<td>39.7</td>
<td>34.6</td>
<td>25.6</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TOTAL 39.6 37.5 22.9 100.0

Most male respondents were under 30. Only 11 per cent (2) of these respondents were in the oldest age group. Twenty six per cent of all women were more than 30 years of age. For the effects of income on the enrolment of mature students and its implications for male students see the discussion and tables within Section 5.1.5.
### TABLE 5.1.1(g)

**MARITAL STATUS**

<table>
<thead>
<tr>
<th>Status</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married, Defacto</td>
<td>27</td>
<td>28.1</td>
</tr>
<tr>
<td>Formerly Married/Defacto</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Widowed, Divorced</td>
<td>12</td>
<td>12.5</td>
</tr>
<tr>
<td>Never Married</td>
<td>57</td>
<td>59.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>96</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Fifty nine per cent of the students were single at the time they entered college. (Fourteen per cent of the former students indicated that their marital status had changed during college studies. This table is not shown).
TABLE 5.1.1(h)

HOME AREA

"Home" was defined as the place to which respondents returned whenever possible. They may not have lived there for some time. Please see the map located in Appendix IX for an explanation of these regions.

<table>
<thead>
<tr>
<th>Region</th>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan area</td>
<td>43</td>
<td>45.3</td>
</tr>
<tr>
<td>Kimberleys</td>
<td>21</td>
<td>22.1</td>
</tr>
<tr>
<td>Central (Carnarvon, Geraldton &amp; surrounds)</td>
<td>11</td>
<td>11.5</td>
</tr>
<tr>
<td>Pilbara</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>Eastern Goldfields</td>
<td>4</td>
<td>4.2</td>
</tr>
<tr>
<td>South West &amp; Great Southern</td>
<td>6</td>
<td>6.4</td>
</tr>
<tr>
<td>Wheatbelt</td>
<td>6</td>
<td>6.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>95</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

N=95
Missing = 1
Total = 96

Most respondents came from the metropolitan area. There were only two of these students from metropolitan areas other than Perth, i.e. from interstate cities. More than 20 per cent regarded the Kimberley region as home and all but two of these specified the West Kimberleys - usually Broome or Derby.

Seventy nine per cent have come from Perth, Broome, Derby, Carnarvon and Geraldton. Comparatively few students regard the Goldfields or the southern regions as home. However, a number of students had, in the years prior to commencing study, moved from the south to the metropolitan area. They therefore regarded themselves as permanently residing in Perth. These students were typically mature and often married.
TABLE 5.1.1(1)

HOME BY STATUS
FORMER STUDENTS
(Percentages)

<table>
<thead>
<tr>
<th></th>
<th>Graduates (N=15)</th>
<th>Withdrawn (N=22)</th>
<th>All (N=37)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metropolitan</td>
<td>20.0</td>
<td>54.5</td>
<td>41.0</td>
</tr>
<tr>
<td>Kimberleys</td>
<td>33.0</td>
<td>73.0</td>
<td>24.3</td>
</tr>
<tr>
<td>Central</td>
<td>20.0</td>
<td>4.5</td>
<td>10.8</td>
</tr>
<tr>
<td>Pilbara</td>
<td>6.7</td>
<td>4.5</td>
<td>5.4</td>
</tr>
<tr>
<td>Eastern Goldfields</td>
<td>6.7</td>
<td>0.0</td>
<td>2.7</td>
</tr>
<tr>
<td>Southern Regions</td>
<td>6.7</td>
<td>4.5</td>
<td>5.4</td>
</tr>
<tr>
<td>Wheatbelt</td>
<td>6.7</td>
<td>13.6</td>
<td>10.8</td>
</tr>
</tbody>
</table>

TOTAL 100.0 100.0 100.0

A comparison of graduates and other respondents who have not persisted to graduation shows that the metro area, the Kimberleys and the Central region which comprises the towns of Carnarvon, Geraldton and their local areas provided 73 per cent of the graduates when compared with 76 per cent of all former students. The Kimberleys and Central areas provide a disproportionate share of the graduates. Forty five per cent of all former students came from a metropolitan area but only 20 per cent of graduates. A comparison of tables 5.1.1(h) and 5.1.1(i) show that the total percentages of students from the various home locations does not differ by much. It appears, therefore, that the Kimberleys and Central areas are the source of the greatest number of graduates relative to intakes. It is worth noting that Sherwood et al (p.68 1980) stated that the successful student was likely to come from the Kimberleys.
A discrepancy of three is evident on those who show themselves as coming from the metropolitan area (Tables 5.1.1(h) and 5.1.1(j)). This may have occurred because of the situation outlined above, i.e., some students have in fact moved from the south to the metropolitan area and now regard Perth as home. Nearly 20 per cent of the respondents had had no experience of living in a big city before commencing studies.
5.1.2 EDUCATIONAL PREPARATION

Respondents were asked to give details of their educational background. In Western Australia, formal schooling is organised on a kindergarten to year 12 system. Primary schooling is completed by year 7 (12+ years), year 10 (15+ years) is the limit of compulsory schooling and year 12 (17+ years) is the year in which students undertake tertiary entrance examinations.

The category "completed year 12" should be understood to mean that 12 years of schooling was completed. With the exception of the four students who entered college via the standard entry provisions, none of the respondents had gained a sufficient aggregate via the Tertiary Admittance Examination (TAE) to be considered for entry under standard conditions.

Other educational preparation comprises various forms of post school preparation. Technical and Further Education (TAFE) courses are one such form. Business Colleges, which are private institutions offer other courses. All such preparation was indicated by the respondents as having been at least a six months equivalent full-time course. Most were in fact one or two years full-time. Other common forms of post school preparation are the various special courses provided for Aboriginal people. Some of these are run by TAFE, others by tertiary institutions. Some courses are regarded as year 12 equivalents.
TABLE 5.1.2 (a)

HIGHEST SCHOOL YEAR ATTEMPTED

<table>
<thead>
<tr>
<th>Year</th>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>15</td>
<td>15.6</td>
</tr>
<tr>
<td>10</td>
<td>34</td>
<td>35.4</td>
</tr>
<tr>
<td>11</td>
<td>13</td>
<td>13.5 84.3</td>
</tr>
<tr>
<td>12</td>
<td>34</td>
<td>35.4</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Eighty four per cent of all respondents had completed year 10 or higher in terms of formal schooling preparation.

TABLE 5.1.2. (b)

HIGHEST YEAR ATTEMPTED BY STATUS

(Percentages)

<table>
<thead>
<tr>
<th>Year</th>
<th>Current Respondents (N=59)</th>
<th>Former Respondents (N=37)</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>18.6</td>
<td>10.8</td>
</tr>
<tr>
<td>10</td>
<td>30.5</td>
<td>43.2</td>
</tr>
<tr>
<td>11</td>
<td>15.2</td>
<td>10.8</td>
</tr>
<tr>
<td>12</td>
<td>35.6</td>
<td>35.1</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Differences between respondents who are still on course and those who have left are minor. What is notable is the 19 percent of the current sample who have had only primary schooling in terms of formal preparation.

**TABLE 5.1.2. (c)**

**HIGHEST YEAR ATTEMPTED BY**

**OTHER EDUCATIONAL PREPARATION (N=96)**

(Percentages)

<table>
<thead>
<tr>
<th>Year</th>
<th>Some Further Study</th>
<th>No Further Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>93.3</td>
<td>6.7</td>
</tr>
<tr>
<td>10</td>
<td>79.4</td>
<td>20.6</td>
</tr>
<tr>
<td>11</td>
<td>69.2</td>
<td>30.8</td>
</tr>
<tr>
<td>12</td>
<td>29.4</td>
<td>70.6</td>
</tr>
</tbody>
</table>

Total 100.0 100.0

As was expected, respondents who had least formal schooling were most likely to have undertaken some other post school study before commencing tertiary studies.
The amount of formal school preparation of respondents is directly related to their age at the time of entry to tertiary studies.

### TABLE 5.1.2 (d)

**HIGHEST YEAR ATTEMPTED BY AGE**

(Percentages) (N=96)

<table>
<thead>
<tr>
<th></th>
<th>&lt;21</th>
<th>21-30</th>
<th>30+</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>0.0</td>
<td>13.9</td>
<td>45.5</td>
</tr>
<tr>
<td>10</td>
<td>10.5</td>
<td>52.8</td>
<td>50.0</td>
</tr>
<tr>
<td>11</td>
<td>15.8</td>
<td>16.7</td>
<td>4.5</td>
</tr>
<tr>
<td>12</td>
<td>73.7</td>
<td>16.7</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Total 100.0 100.0 100.0
TABLE 5.1.2 (e)

HIGHEST YEAR ATTEMPTED BY STATUS

FORMER STUDENTS (N=37)

(Percentages)

<table>
<thead>
<tr>
<th></th>
<th>Graduates (N=15)</th>
<th>Withdrawn (N=22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 7</td>
<td>13.3</td>
<td>9.1</td>
</tr>
<tr>
<td>10</td>
<td>33.3</td>
<td>50.0</td>
</tr>
<tr>
<td>11</td>
<td>13.3</td>
<td>9.1</td>
</tr>
<tr>
<td>12</td>
<td>40.0</td>
<td>31.8</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When former student respondents are compared, little difference is apparent. What is notable is that 13 per cent of all graduates have had only primary schooling. Small numbers make it unwise to draw any conclusions from these figures except to say that there is little evidence that longer school preparation has any effect on a student's chances of graduating.
TABLE 5.1.2 (f)

OTHER EDUCATIONAL PREPARATION
BY STATUS
FORMER STUDENTS (N=37)

(Percentages)

<table>
<thead>
<tr>
<th>Graduates (N=15)</th>
<th>Withdrawn (N=22)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>60.0</td>
</tr>
<tr>
<td>No</td>
<td>40.0</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It appears from the respondent sample that graduates may have had more post school education than respondents who withdrew before completion of their courses.

As the results of the special testing were not available to the writer it is recommended that further research which attempts to evaluate educational preparation with educational achievement as indicated by the results of pre course testing is undertaken. An attempt to relate such data to the students' record of persistence, withdrawal or graduation may be productive.
PREVIOUS WORK EXPERIENCE
PAID FULL TIME EXPERIENCE

**TABLE 5.1.3 (a)**

Did you have paid full time work experience before you entered college?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>% of total respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>61</td>
<td>64.2</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>35.8</td>
</tr>
<tr>
<td>Total</td>
<td>94</td>
<td>100.0</td>
</tr>
</tbody>
</table>

N = 95
Missing = 1
Total = 96
Sixty four percent of all respondents had been employed before entering college. As was expected work experience appears to be closely related to age. Small numbers in the sample preclude any comments about statistical significance. The oldest group of students was slightly less likely to have worked than the middle group. Of the younger students many have entered straight from school.
### TABLE 5.1.3 (c)

**TYPE OF WORK EXPERIENCE**

**NUMBER OF JOBS**

(N=60)

<table>
<thead>
<tr>
<th>TYPE OF WORK EXPERIENCE</th>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 job, less than 1 year</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>1 job, 1 year or longer</td>
<td>13</td>
<td>21.7</td>
</tr>
<tr>
<td>2 or more jobs, each/all yr</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>2 or more jobs, at least 1 yr</td>
<td>37</td>
<td>61.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

### TABLE 5.1.3 (d)

**TYPE OF WORK EXPERIENCE**

**NUMBER OF EMPLOYERS**

(N=60)

<table>
<thead>
<tr>
<th>TYPE OF EMPLOYER</th>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 employer</td>
<td>15</td>
<td>25.0</td>
</tr>
<tr>
<td>2 employers</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>More than 2 employers</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
TABLE 5.1.3 (e).

TYPE OF WORK EXPERIENCE

<table>
<thead>
<tr>
<th>Type of Work Experience</th>
<th>Frequency</th>
<th>% of Total of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labouring/Domestic Work</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Saleswork</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Clerical/Secretarial</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>Aide-type work</td>
<td>24</td>
<td>40.0</td>
</tr>
<tr>
<td>Trades work</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Other</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Aide type work was defined as teacher aide, teacher assistant, welfare aide, health aide, police aide etc. Trades work was seen as trades assistant level. There was one respondent who was a qualified tradesman. Other work undertaken by respondents ranged from being self employed to semi skilled work or the Armed Services.

More than 80 per cent of those who had worked had a job for a significant length of time. Sixty two percent of respondents showed evidence of work stability—see TABLE 5.1.3 (c). However, a number of these respondents had changed employers. Office workers and hospital workers tended to change employers more than did those in aide type positions, but they remained in continuous employment. The main categories of work undertaken by respondents in the sample are seen in Table 5.1.3(e).
5.1.4 DEPENDENTS

**TABLE 5.1.4 (a)**

Did you have any dependents while you were in college? Dependent means someone financially dependent on you.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
</tr>
<tr>
<td>No</td>
<td>48</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>91</strong></td>
</tr>
</tbody>
</table>

N = 91  
Missing = 5  
Total = 96

**TABLE 5.1.4 (b)**

**TYPE OF DEPENDENTS**  
(N=48)

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spouse</td>
<td>1</td>
</tr>
<tr>
<td>Spouse &amp; 1 child</td>
<td>5</td>
</tr>
<tr>
<td>Spouse &amp; more than 1 child</td>
<td>4</td>
</tr>
<tr>
<td>One child</td>
<td>14</td>
</tr>
<tr>
<td>More than 1 child</td>
<td>19</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>48</strong></td>
</tr>
</tbody>
</table>
TABLE 5.1.4 (c)

DEPENDENTS BY STATUS
FORMER STUDENTS

<table>
<thead>
<tr>
<th></th>
<th>Graduates (N=14)</th>
<th>Withdrawn (N=21)</th>
<th>ALL (N=35)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>57.1</td>
<td>47.6</td>
<td>51.4</td>
</tr>
<tr>
<td>No</td>
<td>42.9</td>
<td>52.4</td>
<td>48.6</td>
</tr>
<tr>
<td>Total</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Forty seven per cent of all respondents had at least one dependent—see Table 5.1.4 (a). Sixty nine per cent of this group were parents bringing up children without financial support from a spouse—see (Table 5.1.4 (b)). Three respondents listed above in "other" specified that their children were only partially dependent upon them because of family income from a spouse.

It is also clear by comparing Tables 5.1.1 (g) and 5.1.4 (b) that a proportion of other students who regarded themselves as having a spouse did not regard that spouse as dependant. Twenty eight per cent of respondents indicated the existence of a spouse. Twenty one per cent said that they had dependent spouses. It is also possible that some students with dependant children may also have had a non dependant spouse. It is not possible to indicate the reasons for this. However, two possibilities exist. One is that some spouses who are working do not contribute to the upkeep of children in the family group, either because of inability or unwillingness to do so. They may not regard such children as their responsibility. Another possible reason is that some spouses are unemployed and do not claim their families as dependents when applying for unemployment benefits. Whatever reasons exist for the apparent discrepancies, it is an important concern of students and therefore of those who are charged with providing support services. It is recommended that further investigation be conducted into the extent of students' responsibility for those financially dependant upon them. Further information on respondents' financial resources is given in Tables 5.1.5 (a) to 5.1.5 (d).
There were only two additional responses to the "other" category. One student mentioned the extended family as being financially dependent on her. One student specifically mentioned a sibling. The writers' knowledge about respondents' circumstances would indicate that respondents neglected to mention the extent of financial responsibility which exists towards family members in general.

Graduates were more likely to have dependants than withdrawn students—see Table 5.1.4 (c) However Table 5.1.1 (b) shows that most graduates were younger than students who had withdrawn from studies. Numbers are small and the difference is in any case slight. Little inference can be drawn from these figures.

In spite of the picture outlined in Table 5.1.4 (b) respondents to a further question indicated their situation concerning the need for child care arrangements as follows:

<table>
<thead>
<tr>
<th>TABLE 5.1.4 (d)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>CHILD CARE</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>Not needed</td>
</tr>
<tr>
<td>Satisfactory</td>
</tr>
<tr>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

N=92
Missing = 4
Total = 96
Respondents who were interviewed interpreted the question to mean

1. Their children were at school and therefore child care was not needed,

2. An adult family member was at home and could look after children. Sometimes, a parent living close by took the children while the student was at college. This was also interpreted as "not needed",

3. Child care was deemed to be needed when it was paid for or when very specific arrangements had to be made,

4. It was "unsatisfactory" when problems occurred or when it cost too much or was otherwise difficult eg a lot of travelling time by student or by spouse was needed to take children to and from child care arrangements.

These comments are based on the sixty students interviewed. Five respondents who were former students mentioned child care problems as reasons for withdrawal. The problems of child care tend to be subsumed under the general problem of "coping" or even under "personal problems". One (former) respondent, known by the writer to have had many problems including that of arranging child care commented: "I couldn't cope with the study and not seeing my son as he was at (a family member's home.)"

Another former student recounted how unsatisfactory child care arrangements led to her eventual withdrawal. Many solutions were tried, including a relative moving from a very remote area to help her. As very few respondents admitted to the need for child care it is also possible that applicants to the program have self selected themselves on this issue (ie. they may not have applied because of the knowledge that child care facilities did not exist). Selection procedures may have also been such that applicants needing child care were advised that there would be problems and intending students did not take up offers of places.

5.1.5 INCOME AND EXPENDITURE

The allowances discussed in this section are explained as follows:
2. Single parents receiving a combination of ABSTUDY allowance and Supporting Parents Benefit. Those who are likely to receive least relative to responsibilities are:

1. Single students receiving Tertiary allowances.

2. Single students living away from home and in receipt of ABSTUDY allowances.

**TYPES OF INCOME**

N.B. The figures given are cumulative. In the case of the base allowance, ABSTUDY or MEATS, a number of students transferred from ABSTUDY to MEATS. Both allowances are shown. Three respondents showed no base allowance.

<table>
<thead>
<tr>
<th>TYPE OF INCOME</th>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTUDY allowance</td>
<td>79</td>
<td>82.3</td>
</tr>
<tr>
<td>NEATS allowance</td>
<td>22</td>
<td>22.9</td>
</tr>
<tr>
<td>TEAS allowance</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>Supporting Parent Benefits</td>
<td>10</td>
<td>10.4</td>
</tr>
<tr>
<td>Income from P/T job</td>
<td>9</td>
<td>9.4</td>
</tr>
<tr>
<td>Family allowance</td>
<td>34</td>
<td>35.4</td>
</tr>
<tr>
<td>Occasional family help</td>
<td>24</td>
<td>25.0</td>
</tr>
<tr>
<td>Support from spouses' income</td>
<td>17</td>
<td>17.7</td>
</tr>
<tr>
<td>Savings &lt;$200 at course commencement</td>
<td>14</td>
<td>14.6</td>
</tr>
</tbody>
</table>

N.B. TEAS allowance is exclusive to either ABSTUDY and/or MEATS. SPB and MEATS allowances are exclusive to each other.
An attempt was made to see what types of respondents were receiving the various allowances or income. The forms of income have been shown in this and succeeding tables.

Minimal other income was seen as family allowance benefits or occasional family financial help. Significant other income was regarded as spouse income or part time job income.

<table>
<thead>
<tr>
<th>TABLE 5.1.5 (b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPE OF INCOME</td>
</tr>
<tr>
<td>(N=96)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTUDY (or TEAS)</td>
<td>17</td>
</tr>
<tr>
<td>ABSTUDY &amp; min. other income</td>
<td>12</td>
</tr>
<tr>
<td>Zero base &amp; min. other income</td>
<td>3</td>
</tr>
<tr>
<td>ABSTUDY &amp; significant other income</td>
<td>41</td>
</tr>
<tr>
<td>NEATS</td>
<td>10</td>
</tr>
<tr>
<td>NEATS &amp; significant other income</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
</tr>
</tbody>
</table>
### TABLE 5.1.5 (c)

**INCOME OF 1983 INTAKE**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTUDY</td>
<td>11</td>
</tr>
<tr>
<td>ABSTUDY &amp; min. other income</td>
<td>10</td>
</tr>
<tr>
<td>ABSTUDY &amp; significant other income</td>
<td>15</td>
</tr>
<tr>
<td>NEATS</td>
<td>0</td>
</tr>
<tr>
<td>NEATS &amp; significant income</td>
<td>0</td>
</tr>
</tbody>
</table>

| Total     | 36                     | 100.0 |

### TABLE 5.1.5 (d)

**INCOME OF GRADUATES**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABSTUDY</td>
<td>1</td>
</tr>
<tr>
<td>ABSTUDY &amp; min. other income</td>
<td>1</td>
</tr>
<tr>
<td>ABSTUDY &amp; significant other income</td>
<td>4</td>
</tr>
<tr>
<td>NEATS</td>
<td>8</td>
</tr>
<tr>
<td>NEATS &amp; significant other income</td>
<td>1</td>
</tr>
</tbody>
</table>

| Total     | 15                     | 100.0 |

If those respondents receiving the last three forms of income are seen as those whose income is greatest, then 67 per cent of all respondents received income significantly above the base i.e. ABSTUDY (or TEAS) allowance — see Table 5.1.5 (b). Forty two per cent of the 1983 intake students were in the same category — see Table 5.1.5 (c). There are only two students still
studying who are receiving an employment allowance. With the tendency for students to be younger and female, most students now do not qualify under the work test provisions for employment training schemes. These provisions are more stringent than in the past. This work test requires an applicant to have been a member of the workforce for at least the length of the proposed course i.e. for two or three years. Younger students are more likely to be single without children and therefore do not qualify for Supporting Parents Benefit. When these figures are compared with the graduate group, 87 per cent of graduates have been in receipt of such income i.e. significantly more than base — see Table 5.1.5 (d) Graduates were more likely to have been financially better off than the total group of respondents.

However it is still noteworthy that such a large proportion of all respondents have not lived on the income allowed for under the major scheme of financial assistance for Aboriginal post school students i.e. ABSTUDY. It is highly likely that Aboriginal people who might otherwise have considered studying at the college have self-selected themselves out on the basis of insufficient likely income.

**TABLE 5.1.5 (e)**

**SUFFICIENCY OF INCOME**

Respondents were asked whether or not they could live within their income for most of the time. The responses are shown.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>68</td>
</tr>
<tr>
<td>No</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>92</td>
</tr>
</tbody>
</table>

$N = 92$

$Missing = 4$

$Total = 96$
Respondents' weekly expenditure while a student at college varied enormously. Thirty of the respondents, all current students, gave some information concerning expenditure. Of the 21 students, who were paying rent, costs ranged from under $10.00 per week to $80.00 per week. Boarding costs for 9 students ranged from nil (one student) to $50.00 per week (three students).

The information listed in Table 5.1.5 (e) is more an expression of the respondents' willingness to exist on his/her income than on his/her ability to do so. One student commented; "If I spend more than I receive I wouldn't be here too long". Sixty three per cent of the respondents reported some form of top up to their basic allowances - see Supporting Benefit, part time, job, family help and spouses' income and savings.

One further point is of interest. Of the nine respondents who indicated income from part time jobs, most were Europeans. The Army Reserve accounted for all but one of the remaining part time jobs. This is an indication of a number of factors. Aboriginal people find it difficult to obtain jobs particularly in the service industries where most part time jobs occur. Students are not encouraged to undertake part time work because of study commitments. Many of the respondents had family responsibilities which meant that there was little time available for other activities.

Six respondents, who had withdrawn from college before graduating, cited financial problems as a reason for withdrawal - see Table 5.6 (a). It should be noted, however, that many of the respondents in this category gave no reasons for withdrawing from studies. One respondent, a graduate who had received NEATS allowance, mentioned the importance of sufficient income particularly for those with families. Two students who were interviewed and who were receiving this type of allowance commented that the level of allowance made it possible for them to remain as full time students.
5.1.6 LOCATION AND TYPE OF RESIDENTIAL ACCOMMODATION

TABLE 5.1.6 (a)

ACCOMMODATION ARRANGEMENTS
(N=96)

Respondents were asked what was the most common type of residence while at College.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Living with close family</td>
<td>59</td>
</tr>
<tr>
<td>Hostel Accommodation</td>
<td>2</td>
</tr>
<tr>
<td>Sharing Accommodation with students and/or non students</td>
<td>31</td>
</tr>
<tr>
<td>Living alone</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
</tr>
</tbody>
</table>

Sixty one percent of students were living with close family. These included all but one of the students who had spouses and/or children as well as some single students. Thirty two percent were in some form of shared accommodation mostly with other students. Four per cent of students lived alone. There were only two students who were in hostel type accommodation. (There is no student accommodation on any of the campuses of the WAC. Hostels exist for Aboriginal children at school and occasional places are available there for older students. However, these hostels are not particularly suited to students who have left school as most students find them unduly restrictive.)
TABLE 5.1.6 (b)

NUMBER OF RESIDENCES (WHILE AT COLLEGE) BY STATUS

(Percentages)

<table>
<thead>
<tr>
<th></th>
<th>Graduates (N=15)</th>
<th>Withdrawn (N=22)</th>
<th>All former Students (N=37)</th>
<th>All Respondents (N=96)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One residence</td>
<td>40.0</td>
<td>45.5</td>
<td>43.2</td>
<td>56.2</td>
</tr>
<tr>
<td>Two residences</td>
<td>13.3</td>
<td>18.2</td>
<td>16.2</td>
<td>15.6</td>
</tr>
<tr>
<td>Two residences</td>
<td>46.7</td>
<td>36.4</td>
<td>40.5</td>
<td>28.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Small numbers preclude much comment but it does appear that there may be a tendency for graduates to have been more mobile than other categories of respondents. To offset this, they would also have been the group of students who spent the longest time in college. In the case of the current students — included in the last category — many of these would not have spent much time in college when they were interviewed. Further comment on student housing is contained in Section 6.6.
TABLE 5.1.6 (c)

DISTANCE OF RESIDENCE FROM COLLEGE

(N=96)

The residence where the respondent lived for the greater length of time.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking distance</td>
<td>24</td>
</tr>
<tr>
<td>One bus/train route</td>
<td>13</td>
</tr>
<tr>
<td>More than One bus/train route</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
</tr>
</tbody>
</table>

Those who were within walking distance included 11 students who were in Broome which is a small town. Sixty two per cent of respondents travelled some distance and therefore considerable travelling time was involved.

TABLE 5.1.6 (d)

(N=96)

TYPE OF TRANSPORT TO/FROM COLLEGE

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>7</td>
</tr>
<tr>
<td>Public Transport</td>
<td>23</td>
</tr>
<tr>
<td>Private Transport</td>
<td>53</td>
</tr>
<tr>
<td>Both Public/Private Transport</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
</tr>
</tbody>
</table>
The difficulties of distance from home to college surfaced in comments on why special tuition was not undertaken - see Table 5.2.5 - and one current student referred to the fact that a major part of her free time (section 5.4) was taken up with travelling. For those not familiar with the metropolitan area of Perth, it should be understood that with a population of approximately 950,000 this area is of similar size to that of greater London. A good public transport system exists but there are difficulties because of the comparatively small population. For example, most bus and train routes converge on the city. It is not possible to travel on inter suburban routes in many cases. A student may live only a few miles from the campus, but be forced to travel into the city and then out again. Moreover Aboriginal people tend to live in certain areas which are remote from the two metropolitan campuses of the WAC where the respondents are or were studying.

5.1.7 SOCIAL INTEGRATION

Respondents were asked about their friends. An attempt has been made to compare current student respondents and former students. The questionnaire asked students to indicate a proportion of their friends who were (a) Aborigines (b) college students, on a 5 point scale from, for example, "all Aboriginal friends" to "all non Aboriginal friends". Categories 1, 2 and 3 on this scale have been listed as "mostly Aboriginal" or "mostly college friends".
TABLE 5.1.7

FRIENDS WHILE A STUDENT

(Percentages)

<table>
<thead>
<tr>
<th>Current Resp</th>
<th>Former Resp</th>
<th>All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mostly Aboriginal friends</td>
<td>79.7</td>
<td>75.6</td>
</tr>
<tr>
<td>Mostly College friends</td>
<td>52.5</td>
<td>73.0</td>
</tr>
<tr>
<td>Few/no friends</td>
<td>3.4</td>
<td>2.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>59</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

The main feature of the respondent sample evident from these figures is that students currently on course have a circle of friends which extends beyond the college campus to a greater extent than is evident among past students. All respondents showed that a high proportion of their friends were Aborigines.

5.2 SUPPORT SERVICES

Respondents were asked to give their views on various aspects of the support services offered to students at the college. Three elements were isolated – the use of the coordinator or person in charge of the student enclave, the special tutors provided for students in the enclave and the on-campus student accommodation which is variously located on the three campuses. This latter refers to common rooms, study facilities, carrels and areas for students to relax and socialize. Students who were interviewed were asked to discuss these aspects and a summary of their comments follows the specific questions asked of all respondents.
5.2.1 USE OF SUPPORT SERVICES

TABLE 5.2.1 (a)

USE OF SUPPORT SERVICES  
(N=96)

(Percentages)

<table>
<thead>
<tr>
<th>Use</th>
<th>Coordinator</th>
<th>Special tutor</th>
<th>Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerable use</td>
<td>40.6</td>
<td>37.5</td>
<td>53.1</td>
</tr>
<tr>
<td>Some use</td>
<td>35.4</td>
<td>28.1</td>
<td>75.6</td>
</tr>
<tr>
<td>Rarely if ever</td>
<td>24.0</td>
<td>34.4</td>
<td>24.0</td>
</tr>
</tbody>
</table>

Total: 100.0 100.0 100.0

Fifty three per cent of respondents made considerable use of the on-campus student accommodation provided. Forty one per cent made considerable use of the services of the coordinator and 38 per cent of respondents used tutors a lot. An interesting comment, based on responses of the interviewees in discussions is that this order inversely describes their response on usefulness. As will be seen in the summary of discussions, tutors were seen by those who used them as being of great benefit and often as being vital to their success as students. Views of the accommodation on the other hand, differed markedly from those who supported the concept wholeheartedly to those who viewed it as unnecessary at best and divisive at worst.
### TABLE 5.2.1 (b)

**USE OF COORDINATOR**  
(Percentages)

<table>
<thead>
<tr>
<th></th>
<th>1. (Not at all)</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5. (a great deal)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>56.5</td>
<td>16.3</td>
<td>18.5</td>
<td>2.2</td>
<td>6.5</td>
</tr>
<tr>
<td>Study Skills</td>
<td>48.9</td>
<td>14.1</td>
<td>17.4</td>
<td>7.6</td>
<td>12.0</td>
</tr>
<tr>
<td>Personal matters</td>
<td>57.6</td>
<td>10.9</td>
<td>15.2</td>
<td>10.9</td>
<td>5.4</td>
</tr>
<tr>
<td>Liaison-(Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allowances)</td>
<td>60.9</td>
<td>15.2</td>
<td>17.4</td>
<td>2.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Liaison-(Academic)</td>
<td>48.4</td>
<td>12.9</td>
<td>16.1</td>
<td>11.8</td>
<td>10.8</td>
</tr>
<tr>
<td>Arranging special</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>tuition</td>
<td>40.9</td>
<td>12.9</td>
<td>20.4</td>
<td>17.2</td>
<td>8.6</td>
</tr>
<tr>
<td>General</td>
<td>59.8</td>
<td>15.2</td>
<td>10.9</td>
<td>8.7</td>
<td>5.4</td>
</tr>
</tbody>
</table>

N=92  
**Missing** = 4  
**Total** = 96

The major areas of a coordinator's responsibility towards students was defined as helping students in the above seven areas. Respondents showed some surprising perceptions. Fifty percent or more indicated that they made no use of the coordinator for most of these services. Students perceived that the areas of helping with study skills and in liaising on their behalf with academic staff were most used. However, a minority of students found that they used the coordinator's services a great deal. Current students in subsequent years of their course (year 2 or more) commented to the interviewer that their pattern of use had changed over their time in college. Current students who are in the first year of their course may not have experienced the need for the coordinator's services at the time they were interviewed. Interviews for these students occurred before the end of the first semester. Former students who responded may not have realized how much the day to day contact at a low key level was in fact "using" the coordinator.
<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 not used</td>
<td>6</td>
</tr>
<tr>
<td>1 no use at all</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>4</td>
<td>19</td>
</tr>
<tr>
<td>5 extremely useful</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>96</td>
</tr>
</tbody>
</table>

Of the respondents to this question 6 per cent indicated that no use was made of the coordinator's services. Fifty nine percent gave high ratings and therefore were very positive about what use they had made of the service.
The majority of students who used special tutors considered their help useful.
REASONS FOR NOT USING SPECIAL TUTORS

The comments of those who did not use tutors have been summarized under six categories.

Ineligible - These were students who did not receive Aboriginal Study grants. The special tutor funds are provided by the CDEYA as one of the benefits for students who receive such grants. Those who were ineligible received either a National Employment and Training Scheme (NEATS) benefit, a Tertiary Education Assistance Scheme (TEAS) allowance or did not receive any allowance. The last two categories consisted of European students.

Not Needed - These included students who considered they had minimal need. Such students often used peers for help.

Not wanted - Students in this category differed from those who said they did not need tuition because they were determined to "go it alone" or because they were not sufficiently motivated to seek special help.

Unable to attend - There were some interesting reasons given here. They included the antipathy of family members against the student spending extra time on tuition, family commitments, particularly for mothers of families and the unavailability of tuition at appropriate times. One student mentioned that distance from college was a factor in the decision not to undertake special tuition. This student was unable to participate in tuition at college because of the availability of transport and the time it took to reach her home.
### TABLE 5.2.1 (e)

**REASONS FOR NOT USING SPECIAL TUTORS**

<table>
<thead>
<tr>
<th>Reason</th>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ineligible</td>
<td>8</td>
<td>20.1</td>
</tr>
<tr>
<td>Not needed</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Not wanted</td>
<td>4</td>
<td>10.0</td>
</tr>
<tr>
<td>Tried/little use</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Not at college long enough</td>
<td>3</td>
<td>7.5</td>
</tr>
<tr>
<td>Couldn't attend tutorials</td>
<td>7</td>
<td>17.5</td>
</tr>
</tbody>
</table>

**Total**

|     | 40 | 100.0 |

\[N=40\]

\[\text{Missing} = 5\]

\[\text{Total} = 45\]

Salient factors about which something could be done are the 20 per cent of this group of respondents (8.3 per cent of all survey respondents) who were not eligible for tuition and the 18 per cent (7.3 per cent) who were unable to attend. More appropriate funding arrangements and more flexible arrangements for tutor availability would seem to be the direction in which staff of the enclave should look. Further comment on this question is contained in the succeeding discussions on special tutors.

### CONTACT WITH OTHER RELEVANT PERSONNEL

Contact with lecturers was defined as contact other than standard classroom contact.

Counsellors - The situation differs on each campus. Medlands campus has a resident counsellor. Mt Lawley campus had a welfare officer in 1983. In addition, a part-time counsellor for Aboriginal students has been available for some time. Broome campus has no counsellor as such. The Coordinator fulfils the role.
Practice Supervisors - were defined as college staff.
Education officers - These officers are the Commonwealth Department of
Education and Youth Affairs contacts whose role is administering the
student's grant (ABSTUDY only). Their role includes counselling.

**TABLE 5.2.1 (f)**

**CONTACT WITH OTHER RELEVANT PERSONNEL**

(N=96)

<table>
<thead>
<tr>
<th></th>
<th>College Lecturers</th>
<th>Counsellors</th>
<th>Practice Supervisor</th>
<th>Education Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Contact</td>
<td>34.4</td>
<td>85.3</td>
<td>57.8</td>
<td>52.6</td>
</tr>
<tr>
<td>Useful</td>
<td>65.6</td>
<td>12.6</td>
<td>40.0</td>
<td>45.3</td>
</tr>
<tr>
<td>No use</td>
<td>0.0</td>
<td>2.1</td>
<td>2.2</td>
<td>2.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

More than 50 per cent of students indicated no contact with these groups of people with the exception of academic staff who were not contacted by 34 per cent of students. It should be realized that most of 1983 intake of students had not undertaken a practical experience component at the time they were interviewed. (Students in ADAAS courses do not have such a practical experience component).

Nevertheless it would appear that a large proportion of these respondents had minimal contact with other personnel involved with the special intakes of students. The Coordinator has a crucial role in liaison on behalf of students and in encouraging such contact. However, the use of the coordinator - see Table 5.2.1 (a)-shows 24 percent of respondents who did not make use of this service. It is reasonable to assume that at least some respondents fell into both categories.

More investigation of this area is needed. The results from this study are highly suggestive, but no firm conclusions can be drawn.
USE OF SUPPORT SERVICES

An attempt was made to compare categories of respondents and their use of the three major areas of the support services. The percentages in brackets are those of respondents who reported some use of support services. The percentages shown are of those who said they used the services considerably.

TABLE 5.2.1 (g)

STATUS BY USE OF SUPPORT SERVICES
(Percentages)

<table>
<thead>
<tr>
<th>Coordinator</th>
<th>Special Tutors</th>
<th>On-Campus Accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>26.7 (53.3)</td>
<td>33.3 (13.3) 53.3 (20.0)</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>45.5 (31.8)</td>
<td>36.4 (27.3) 22.7 (36.4)</td>
</tr>
<tr>
<td>Current</td>
<td>42.4 (32.2)</td>
<td>39.0 (32.2) 64.4 (18.6)</td>
</tr>
</tbody>
</table>

Graduates had some contact with coordinators. They did not use special tutors as much as other categories of respondents. They used the on-campus accommodation more than other former students. The latter group of respondents (ie those withdrawn from studies before completion) had more contact with coordinators than did graduates. They used tutors considerably more than graduates. But they used the on-campus accommodation to a much lesser extent. Current student respondents had a profile closer to that of the graduates than to that of other respondents. One difference is that they use coordinators to a greater extent. It should be borne in mind that the current student population has more access to a coordinator on the Nedlands campus than did former students. However, as all but one graduate has come from the Mt Lawley campus where coordinators have been available throughout the period in question, these results are noteworthy.
The profile of a graduate which emerges is someone who does not use/need special tuition to any great extent, who has contact with coordinators on occasion (when necessary?) but who made considerable use of the on campus student accommodation. As this group of respondents tended to spend more time in private study (see Table 5.3.1 (b) it is reasonable to believe that they used the accommodation for study purposes - but not special tuition - and for socializing with the peer group. It is suggested that they may have less identity problems than other former students, that they gained support from their peer group. As they undertook more private study without special help, their motivation may have been greater.

The profile of a respondent who has withdrawn from studies is that of someone who had considerable contact with the coordinator, used special tutors to a fair extent, but who did not use the accommodation provided on-campus to the same extent as other students. They did not do as much private study as did graduates—see Table 5.3.1(b). It is likely that special tuition is mostly conducted on campus, that they used the special accommodation for this purpose. They are likely to have been students who did not socialize as much with other students - at least on campus.

The current student profile is that of someone who uses all services to a greater extent than other respondents. There are two qualifications to this statement

1. Broome students are included. These students use the Broome Centre buildings as their place of study and work through their assignments there. The Coordinator is present during the week. One cannot therefore speak about their use of the accommodation as if there was any real choice.

2. A number of those in the study and classed as current students have in fact left college since the data was collected.

For these reasons it would not be appropriate to draw any conclusions about characteristics of this student group based on data available.
5.2.2 DISCUSSIONS WITH INTERVIEWEES ON SUPPORT SERVICES

All interviewees were asked to elaborate on their views on each element of the support services. A profile has been built up of the kinds of competencies and qualities required for both coordinators and special tutors. There was a surprising degree of unanimity in these comments. A decision was made not to list many responses numerically or by age, sex, year of intake, etc. The interview group was relatively small (59 students) and requirements of confidentiality dictate that further clarification is not advisable. However, the following profiles have been built up almost entirely from student responses. Where a personal opinion is ventured, this has been noted. The views on the use, sitting and value of the accommodation provided on campus to students shows no such unanimity. Therefore various composite and often opposing points of view are listed with the writer's personal attempts at a synthesis proposal, accommodating as many of the viewpoints as possible.

5.2.2.1 THE CAMPUS COORDINATOR

There are currently three such positions. At Mt Lawley campus there is also an academic tutor who assists the coordinator in some of her roles. At Broome, the coordinator is physically remote from the resources and personnel of the college. There is a staff member on the Mt Lawley campus who provides support and advice from the college in the delivery and coordination of the services and resources to Broome. All coordinators are responsible to the Head of Department, Aboriginal and Intercultural Studies.

Students emphasized the affective qualities which a coordinator should possess. He or she should be able to relate to students and should have a good knowledge of students' problems and those of Aboriginal students in particular. This means that he/she should have knowledge of the cultural background from which the students come, as well as a knowledge of traditional Aboriginal culture. Students used such words as friendly, and approachable in this context. They stressed that the coordinator should be
available when needed, organized in his/her approach to students and should be reliable and trusted to follow through on matters which students asked for help. The need for the coordinator to be discrete with regard to information received in confidence was also stressed. This applied to academic progress as well as to other more personal matters. The art of "listening" was also mentioned by many students as being a quality needed by someone holding this position. Many students spoke of respect for them and their views as a requirement. Somebody to look up to, was another aspect of respect but to offset this, others emphasized the need for the coordinator to be friendly, to join in with student activities and to be able to have a laugh with them.

Most of the students were unconcerned as to whether a male or a female held the position. However, a few of the women and most of the men admitted that they related better to a person of the same sex. Students wanted the coordinator to be mature and with appropriate experience as long as they were still able to relate, to be friendly etc. Some specifically mentioned that someone who had been through the same college experience as themselves was a distinct advantage. Most students did not mind whether the coordinator was Aboriginal or European. The qualities and competencies were more important. Given that these qualities and competencies were present, a number regarded an Aboriginal coordinator as having an advantage. Two students only said they preferred a European coordinator. These students felt that a European coordinator, by virtue of the fact that he/she was more distant from Aboriginal society, could judge a student more fairly on his/her merits.

Finally, a number of students spoke of qualities most easily summed up in the concept of leadership. A coordinator needed to be able to provide competent liaison with college staff and with other agencies. He/she should be known on campus and should have sufficient standing to provide such liaison and advice to students effectively. It is emphasized that what is being attempted here is an ideal prototype. Most students realized that they were painting an ideal picture and were understanding enough of human nature to accept someone in this position with the usual
proportion of human failings. A number of students pointed to the impossibility of one person suiting all students in the program and suggested that what was needed was at least one other person with whom students could make contact if they so wished. Many students used their special tutor for a number of the roles more properly those of the coordinator. They all stressed commitment to the job and most were distressed at the frequent changes that have occurred in the personnel in this position. Some were philosophical about the inevitability of this happening.

The writer would suggest that consideration be given in the future to arranging for multiple personnel to be available to students for counselling even if there remains only one coordinator per campus. Some students thought that the staff of Aboriginal and Intercultural Studies should be more involved with students. (The comment came from the Mt Lawley campus where most students are studying). It is possible that staff, located physically near the student enclave accommodation and who are most appropriate in terms of background and interests may be indicated to the students as alternative counsellors. On campuses where the same physical location of personnel does not exist, other means of indicating other staff as alternative counsellors should be explored.

Coordinators need the support of other staff. It is recommended that contact between coordinators should be further encouraged and that the enclave staff members should meet on a semi-regular basis with coordinators on each campus. This will facilitate communications about students problems and will also provide the necessary support for what is, in essence, a very stressful job. This point will be elaborated in section six.

It is further recommended that a set of selection criteria be set up when coordinators are to be appointed and these criteria take account, not only of qualifications and experience but also the qualities required by students of the coordinator person.
TABLE 5.2.2 (a)

COMMENTS ON COORDINATORS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should have good interpersonal relationships</td>
<td>37</td>
</tr>
<tr>
<td>Should be available when needed</td>
<td>18</td>
</tr>
<tr>
<td>Should respect students views, should listen</td>
<td>15</td>
</tr>
<tr>
<td>Should be competent</td>
<td>13</td>
</tr>
<tr>
<td>Should be organized</td>
<td>13</td>
</tr>
<tr>
<td>Should exhibit qualities of authority/leadership</td>
<td>10</td>
</tr>
<tr>
<td>Preference for same sex</td>
<td>9</td>
</tr>
<tr>
<td>Should be an Aboriginal or have good knowledge of Aboriginal culture</td>
<td>8</td>
</tr>
<tr>
<td>Should be fair</td>
<td>7</td>
</tr>
<tr>
<td>Should be mature</td>
<td>7</td>
</tr>
<tr>
<td>Should be discrete</td>
<td>6</td>
</tr>
<tr>
<td>Should be reliable</td>
<td>6</td>
</tr>
<tr>
<td>Position is not needed (includes 1 European student)</td>
<td>6</td>
</tr>
<tr>
<td>Should &quot;know the system&quot;, have been through the same course</td>
<td>5</td>
</tr>
<tr>
<td>Position not needed (a personal viewpoint) but supports the provision for others</td>
<td>3</td>
</tr>
</tbody>
</table>

A sample of comments from students who were interviewed follows. They are shown as representative of many that students made.

"(The coordinator) should be friendly but still establish the student/staff member relationship in an unambiguous fashion."

"(Coordinators) should take students seriously and should make them feel good."

"Students must feel that the coordinator supports them."

"I don't need a coordinator .....I have talked to "x" a lot. It was very helpful."
"Coordinators should not impose solutions on students."

"Coordinators should be reliable ie they should be known to follow through on problems."

"The coordinator should know and understand the students' background and should be prepared to accept it and to see that other students also understand it."

"Coordinators should earn authority and respect by the example they set. They should be models, particularly for the younger students."

THE SPECIAL TUTOR

The interview respondents who had used tutors in the course of their studies were extremely positive about the necessity for extra tuition. When asked to say what kind of a person they wanted as a tutor similar affective qualities to those listed above for a coordinator were mentioned. Competency in subject matter and in teaching ability was seen as very important. However, this latter concern was almost always mentioned after the affective qualities. One student explained her response as meaning that although competency in subject matter and being a good teacher was necessary in a tutor it was not sufficient. Without the ability of the tutor to relate to the student, no real communication was possible.

There were several problems concerned with the mechanics of providing tuition. Some interviewees mentioned that they found the group situation difficult. A word of explanation is necessary here. The Commonwealth Department of Education and Youth Affairs provides funds for the employment of special tutors on a contract basis. In the enclave support services situation a tutor is contracted for a number of hours per week to service one or more students. On occasion this tutor may have several students to tutor at a particular time. The tuition is normally undertaken within the student study rooms during college hours and sometimes on weekends. These students felt that they needed more individual attention than they
were able to get. Other students were only in need of casual tuition on specific points. They were able to attend the occasional tutorial if they wished. However, they found the same difficulties as the first group of students or they were unable to meet with a tutor at a mutually convenient time. Some students wished to have a tutor at home but the available tutors were fully committed to the college.

It is recommended that college authorities review tuition arrangements to allow more flexibility in the availability of tutors. This will mean that the Commonwealth Department of Education and Youth Affairs should be approached to discuss the extension of tutor hours. An alternative suggestion may be considered. This would involve a further appointment of an academic tutor at least half time on campus. The current academic tutor who is a full time staff member is heavily committed on one campus to tuition of a general and ad hoc nature. Other campuses rely entirely on contract tutors. If numbers on the Redlands campus increase, as is likely, a part time staff member to undertake some of the extra tuition would become necessary.

Students in all courses endorsed the practice of employing tutors who had previously undertaken the course in which they were studying. It is recommended that some kind of card index system be kept of available tutors which will include relevant details of qualities and competencies. A system should be set up where on-going evaluation of the use of special tutors is undertaken. Special tuition has as its functions such things as encouraging and increasing students' self esteem in addition to imparting knowledge. The qualities of a tutor and his/her empathy with a student is of vital importance. For this reason this on-going evaluation should include students' reactions to tutors. It would also be highly desirable to prepare a list of selection criteria for tutors as well as for coordinators. These criteria could then provide the basis for on-going evaluation.
As mentioned in section 5.2, students who are currently ineligible for special tuition may be seriously disadvantaged. It is recommended that college authorities seek some resolution of this problem. It appears that students on the Training for Aboriginal Program (TAP), (formerly National Employment and Training Scheme - NEATS) are phasing out. However, a number of European students have commenced in 1983 and it is uncertain whether more Aborigines may be funded through employment schemes in the future. There are some difficult problems of policy here, but it is recommended that the matter be discussed and any appropriate steps taken to bring about an equitable solution.

It is further recommended that, in conjunction with plans for the selection and evaluation of tutors, that steps are taken to initiate a program of initial training for tutors. This training may take the form of seminars for tutors who have had no previous experience of working with Aboriginal students or those who are unfamiliar with the college system of administrative practices.

<table>
<thead>
<tr>
<th>TABLE 5.2.2 (b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMENTS ON TUTORS</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Freq</td>
</tr>
<tr>
<td>Should be competent (in subject matter)</td>
</tr>
<tr>
<td>Should be friendly and approachable</td>
</tr>
<tr>
<td>Should be competent (teaching skills)</td>
</tr>
<tr>
<td>Should be available when needed</td>
</tr>
<tr>
<td>Should listen</td>
</tr>
<tr>
<td>Should be able to handle demanding students and give attention to all students</td>
</tr>
<tr>
<td>Should give students what they want, not what he/she thinks they need</td>
</tr>
<tr>
<td>Should be patient</td>
</tr>
</tbody>
</table>

N.B. All students agreed that tutors were necessary, but some felt that tutors were used too much. Many students - see table 5.2.1 - did not use tutors.
5.2.2.3 ON CAMPUS ACCOMMODATION

Interviewees provided a number of quite diverse views on the value of such accommodation. A representative sample of comments is given below. They are not exclusive. Some students have been included in more than one.

1. Students were clearly supportive of the existence of the service. These students had no reservations about its existence. They used the rooms provided for study, for special tuition and for socializing with other students. A typical response was: "It's good to get away from it all, to relax, to be yourself." Such students found the college classroom contact something of a strain. The interviewer also considered that such students were not always at ease with European students. They did not often feel at home in such student gathering places as cafeterias, coffee shops. Most of their friends were Aborigines at college although not always in the community.

2. Students supported the notion of the existence of such accommodation but said it was not needed by them to any extent. They preferred to socialize in the general college community. They either did not have many Aboriginal friends at college or most of their friends in college and elsewhere were European. A typical comment was: "It is good for some of the younger (or older) students, but not for me." This group of students typically studied in the library or at home. They appreciated that some students' home conditions were not conducive to study.

3. Students admitted to relying heavily on the existence of the accommodation for its support value but were uneasy about this. They either regretted that they did not get out and mix more with other (white) students or they were worried (and/or ashamed) of the perceived antipathy to its existence by white students who did not possess such facilities.
4. The fourth group of students were very critical of the existence of special on-campus accommodation. They were of two kinds. Those who did not use it themselves and were somewhat disparaging of students who did use it, and those who simply thought it was unfair to other (white) students. As they saw no intrinsic value in it, they were most against its continued existence.

There were other variations. Students thought it would be better placed in the centre of things. At both Mt Lawley and Nedlands campuses it is either geographically separate or "tucked away" at the end of the building. At Broome the special accommodation is the campus. The students there had no reservations about its existence.

Students were asked for their views on other students ie not ASI students, using it. Only one student admitted that he/she did not want such students there. Some said that although they did not mind, they believed other Aboriginal students would object. Some of these students had attempted to bring white friends over but others had not. A third group of students, mostly in pre 1983 intakes saw no problem at all. They invited over European students and there was no problem. Students' perception of how European students would view being invited also differed. Some saw no problem. Others thought that they would be afraid, loathe, be ashamed to visit.

Views of students on this aspect of support services have been given in some detail because it is considered that underlying these diverse attitudes is the students' identification with the Aboriginal group. The problem of identity will be discussed further in the comments in section six. Suffice to say here that it was in this area of discussion that interviewees expressed most forthright views. It was clearly a matter which aroused some dissension. As such, the underlying question of identity, if not the provision of accommodation, requires attention.
Respondents' views on the provision of the on-campus accommodation are summarized. It should be noted that with one exception, these comments refer only to the Mt. Lawley and Nedlands campuses.

**TABLE 5.2.2 (c)**

**COMMENTS ON ACCOMMODATION**

<table>
<thead>
<tr>
<th>Comment</th>
<th>Freq</th>
</tr>
</thead>
<tbody>
<tr>
<td>The service is supported</td>
<td>17</td>
</tr>
<tr>
<td>The service is not supported, it is divisive, some students won't mix</td>
<td>20</td>
</tr>
<tr>
<td>It is a place to relax, to be comfortable</td>
<td>16</td>
</tr>
<tr>
<td>It is useful for study</td>
<td>13</td>
</tr>
<tr>
<td>It is useful for socializing</td>
<td>13</td>
</tr>
<tr>
<td>It is a place for special tutoring</td>
<td>9</td>
</tr>
<tr>
<td>The service is supported but it is not essential</td>
<td>8</td>
</tr>
<tr>
<td>European students should have equal access</td>
<td>8</td>
</tr>
<tr>
<td>Some Aboriginal students are against anyone in the group mixing with white students</td>
<td>7</td>
</tr>
<tr>
<td>It should be geographically separate from the rest of the college</td>
<td>11</td>
</tr>
<tr>
<td>Should be located in the main college area</td>
<td>3</td>
</tr>
</tbody>
</table>

A representative sample of comments from interviewees follows:

"(The student common rooms are) a bolt hole from college pressures."

"(With reference to student inviting European students to the common room) "Some (Aboriginal) students think I'm getting above myself."
"I bring over (European) friends and nobody minds."

"I brought over (European) friends and I felt they weren't welcome."

"The accommodation is barred to European students isn't it? (Interviewer - who did this?) The students had a meeting and decided against it."

"I don't ask my (European) friends over because it would be beneath them."

"It's okay for European students to visit."

The resolution to all these differing points of view is that of one student:

"It (the service) should be available to Aboriginal students. Europeans can visit. But the (Aboriginal) students should get off their tails more and get out into the college."

Another student resolution to the conflicting needs of support and integration:

"They (the student common rooms) should be the focus for all Aboriginal activities on campus. This would mean that all students doing relevant courses would have access to the areas."
5.3 AIMS AND ATTITUDES TO STUDY.

IMPORTANT ISSUES IN ABORIGINAL AFFAIRS

5.3.1 ASSIGNMENT DEADLINES

**TABLE 5.3.1. (a)**

Do/did you have problems getting assignments in on time is without extension?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>13</td>
</tr>
<tr>
<td>Sometimes</td>
<td>44</td>
</tr>
<tr>
<td>Never</td>
<td>36</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>93</strong></td>
</tr>
</tbody>
</table>

N=93

Missing = 3

Total = 96

Nearly 50 per cent of students admitted to some problems. Of those who did not have problems, many of them added "yet". These were first year students who had had very few assignments at the time of being interviewed. In view of this it is possible that a majority of students have had or will have some problem in this area.
TABLE 5.3.1 (b).

PRIVATE STUDY

HOURS PER WEEK BY STATUS

(Percentages)

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>All Respondents (N=94)</th>
<th>All former Students (N=37)</th>
<th>Graduates (N=15)</th>
<th>Current Students (N=57)</th>
</tr>
</thead>
<tbody>
<tr>
<td>21+</td>
<td>18.1</td>
<td>29.7</td>
<td>53.3</td>
<td>10.5</td>
</tr>
<tr>
<td>11-20</td>
<td>44.7</td>
<td>37.8</td>
<td>26.7</td>
<td>49.1</td>
</tr>
<tr>
<td>6-10</td>
<td>31.9</td>
<td>24.3</td>
<td>6.7</td>
<td>36.8</td>
</tr>
<tr>
<td>0-5</td>
<td>5.3</td>
<td>8.1</td>
<td>13.3</td>
<td>3.5</td>
</tr>
</tbody>
</table>

Total 100.0   100.0   100.0   100.0

The information given by all respondents was somewhat surprising and correspondingly concerning. It is possible that respondents underestimated the actual time spent in private study and assignments. Thirty six per cent of all respondents admitted to engaging in less than 11 hours per week of such activity on average throughout the semester. It should be recognized that Diploma of Teaching students in their first year in particular have heavy class contact hours. Staff involved with ASI students should consider if students' study patterns are adequate.
When comparisons are made, 53 per cent of graduates considered that more than 21 hours per week were spent in this activity. This compares with 30 per cent for all former students, 11 per cent for current students. The corresponding figure for all respondents was 18 per cent. If the third category (6 - 10 hrs per week) is similarly compared, 7 per cent of graduates spent this amount of time, 25 per cent of all former students and 37 per cent of current students. The overall percentage for this category is 32 per cent. A value judgement by the writer is that in most cases, this last amount of time is not enough. It may be that the two graduates who indicated that very little study was undertaken were either extremely able or have forgotten how much work their Diplomas entailed. Comparisons of these study patterns with those of students in general should be undertaken when the results of such research are available.

USE OF FREE TIME

Former student respondents were asked to list free time activities. Current students were asked the proportions of time that they spent on certain activities. An analysis and combining of responses from both these groups is given below. The term "free" time was almost certainly interpreted by former students to mean free time when choice of activities was possible. Therefore, none of this group mentioned domestic chores which would have accounted for a considerable amount of some students' time. Surprisingly, no former students mentioned going out to entertainment as an activity.
**TABLE 5.3.1 (c)**

**USE OF FREE TIME**

(N=96)

What did you do with your free time while you were a student?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home responsibilities</td>
<td>94</td>
<td>98.0</td>
</tr>
<tr>
<td>Sport</td>
<td>29</td>
<td>30.2</td>
</tr>
<tr>
<td>Hobby &amp; home leisure activity</td>
<td>26</td>
<td>27.1</td>
</tr>
<tr>
<td>Going out - visiting and entertainment</td>
<td>35</td>
<td>36.5</td>
</tr>
</tbody>
</table>
5.3.2 DESTINATIONS AND INTENTIONS

TABLE 5.3.2 (a)

DESTINATIONS OF FORMER STUDENTS
(N=37)

Have you done any of these things since you left college?

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Teaching Aide</td>
<td>3</td>
</tr>
<tr>
<td>Job other than teaching but using qualifications</td>
<td>9</td>
</tr>
<tr>
<td>Other jobs</td>
<td>18</td>
</tr>
<tr>
<td>Travel interstate or overseas</td>
<td>6</td>
</tr>
<tr>
<td>Further study</td>
<td>10</td>
</tr>
<tr>
<td>None of these things</td>
<td>6</td>
</tr>
</tbody>
</table>

Respondents gave multiple answers to this question.

Twenty seven percent of all respondents had spent some time teaching. As teaching graduates numbered 15, 67 percent of those qualified to be teachers had in fact spent time in classroom practice. Nearly 50 per cent of respondents had taken on jobs for which college qualifications were not required. Eighty four percent of respondents had engaged in at least one of the listed activities.
### TABLE 5.3.2 (b)

**INTENTIONS OF CURRENT STUDENTS**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>% of Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher, library media aide, recreation officer</td>
<td>43</td>
</tr>
<tr>
<td>Other jobs</td>
<td>9</td>
</tr>
<tr>
<td>Further study</td>
<td>1</td>
</tr>
<tr>
<td>Travel</td>
<td>1</td>
</tr>
<tr>
<td>More than one of the above</td>
<td>2</td>
</tr>
<tr>
<td>Not sure</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>58</strong></td>
</tr>
</tbody>
</table>

N=58

Missing = 1

Total = 59

One answer only was given by these respondents.

The first category refers only to the job intention which would result from the particular qualification being undertaken. It does not include those four students undertaking the Associate Diploma in Applied Arts and Sciences (ADAAS) which has no particular job destination. It is therefore clear that between 75 and 80 per cent of respondents intended to seek jobs for which their qualification would be required. The remaining 20 to 25 per cent had other intentions or were not sure what they wanted to do.
5.3.3 IMPORTANT ISSUES IN ABORIGINAL AFFAIRS

This question was designed to give some information on respondents' views and concerns about typical issues of concern to Aborigines. It was also considered that a picture of commitment to Aboriginal issues might emerge. The results are suggestive only. Little comment is made.

Respondents were asked to give a rating of 1 (not important) through 5 (very important) to a number of issues which concern Aborigines today. Ratings 4 and 5 are listed under "very important"

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td>68.1</td>
</tr>
<tr>
<td>Education</td>
<td>87.1</td>
</tr>
<tr>
<td>Housing</td>
<td>58.5</td>
</tr>
<tr>
<td>Employment</td>
<td>65.2</td>
</tr>
<tr>
<td>Relations, Whites/Aborigines</td>
<td>73.4</td>
</tr>
<tr>
<td>Relations, Aborigines/Whites</td>
<td>60.7</td>
</tr>
<tr>
<td>Relations, Aborigines/Aborigines</td>
<td>50.0</td>
</tr>
<tr>
<td>Land Rights</td>
<td>42.5</td>
</tr>
</tbody>
</table>

Education issues are seen as most important (87 percent). Race relations with the emphasis on white attitudes to Aborigines was next in importance. Housing was not seen as important as most others. Many respondents gave this issue a rating of 4 rather than 5. Land rights was of least importance. However, many respondents qualified this by saying that it was not important to them. As the majority of respondents regard the metropolitan areas as home this was to be expected. Younger interviewees were hesitant about commenting on these issues. Most of them admitted to not having thought about them very deeply.
5.4 ATTITUDES TO MOST RECENT TEACHING PRACTICE

Twenty four respondents, all current students, were asked for their attitudes to teaching or other professional practice situation. The timing of interviews was such that most of the 1983 intake of students had not undertaken such a practice period. There is only one respondent who was not a student teacher. Hence the results refer almost entirely to the attitudes to teaching practice and most are from respondents in their second or subsequent year.

<table>
<thead>
<tr>
<th>TABLE 5.4</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING PRACTICE REACTIONS TO STATEMENTS</td>
</tr>
<tr>
<td>(Percentages)</td>
</tr>
<tr>
<td>(N=24)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly disagree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Description</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Practice was successful</td>
<td>8.3</td>
<td>4.2</td>
<td>8.3</td>
<td>20.8</td>
<td>58.3</td>
</tr>
<tr>
<td>B. Accepted by school staff</td>
<td>8.3</td>
<td>8.3</td>
<td>8.3</td>
<td>16.7</td>
<td>58.3</td>
</tr>
<tr>
<td>C. Accepted by children</td>
<td>0.0</td>
<td>4.2</td>
<td>4.2</td>
<td>20.8</td>
<td>70.8</td>
</tr>
<tr>
<td>D. Related well to staff</td>
<td>0.0</td>
<td>12.5</td>
<td>12.5</td>
<td>37.5</td>
<td>37.5</td>
</tr>
<tr>
<td>E. Related well to children</td>
<td>0.0</td>
<td>4.2</td>
<td>8.3</td>
<td>20.8</td>
<td>66.7</td>
</tr>
<tr>
<td>F. Felt assessment fair</td>
<td>8.7</td>
<td>4.3</td>
<td>8.7</td>
<td>13.0</td>
<td>65.2</td>
</tr>
<tr>
<td>G. Feel more confident</td>
<td>9.5</td>
<td>0.0</td>
<td>0.0</td>
<td>23.8</td>
<td>66.7</td>
</tr>
<tr>
<td>H. Learned a lot</td>
<td>0.0</td>
<td>0.0</td>
<td>4.3</td>
<td>8.7</td>
<td>87.0</td>
</tr>
</tbody>
</table>

\[X 1 \text{ missing, } Y 3 \text{ missing} \]
Respondents tended to react to specific statements on the totality of their experiences i.e. it was successful or it was not. However, a comparison of statements B and D is instructive. Seventy-five percent of respondents reacted positively (rankings 4 or 5) to both statements. However, 58 percent gave the highest ranking to the statement B, while 37 percent gave the same ranking to statement D. These statements concerned school staff/student teacher relationships.

Statements C and E which concern child/student teacher relationships showed little difference. Rankings 4 and 5 were given to statement C in 92 percent of cases. The same rankings were given to statement E in 87 percent of responses. There is little difference when rankings 4 and 5 are separated. Respondents therefore felt more able to interrelate with children than they felt at ease with staff. However, they did not feel that staff had this problem. Almost all respondents (96 percent) considered they had learned a lot despite problems during the period.

From general discussions with these interviewees on the practice teaching situation several problems emerged.

1. Practice schools differed markedly in their approach to student teachers. Some school staffs kept apart from the student teachers who were not seen as staff members. Others totally integrated students into the staff. Some student teachers, for example, ate lunches separately from staff members. Some had other duties such as playground supervision. Others did not.

2. Schools differed in other ways. Some were large metropolitan schools. Others were smaller rural or private schools. Some had ethnically diverse populations. Others were virtually all white or in some cases all Aboriginal schools. Respondents expressed a preference for smaller, more intimate school situations but not all enjoyed the all Aboriginal school situation.

3. Some school staffs kept themselves separated from the local community and expected student teachers to do likewise. Others encouraged intercommunity activities.
4. Student teachers reacted to this diversity in different ways. Those who were most positive about the experience were those who were most sure of themselves and who, in the subjective view of this writer, had resolved the question of their own identity. Relevant prior experience was also a factor in positive attitudes towards the experience in schools. For example, students who had had prior experience as teacher aides appeared to cope better. Comments made to the writer by school staff indicated that staff attitudes towards a student who was known to have been a teacher aide were better.

In conclusion, the comments (edited) of students teachers, college staff members and a teacher supervisor are reproduced and a final comment and recommendations are given.

View 1.
(Students)

"You are expected to perform all the time"

"Every lesson has to be planned to the minute. Every day has to have so many lessons"

"You must have your hair and your clothes just so"

"You are expected to talk to the teachers in break periods and you keep up the performance/apparances even then"

"It is too stressful to keep on like this day after day"

"Teachers are measuring you all the time against some imaginary standard that they expect you to fall to"

"A lot of the student absence from prac (practice teaching) is because students can't stand up to this without a break"
View 2
(College lecturing staff member)

"The support program gives credence to difference. Students' difficulties (academic and social) are allowed for. But when they go on practice teaching all this "support" stops. If students don't measure up they sink. Students should have a practice tutor who provides the college type support - separate from the practice supervisor."

View 3
(Teacher supervisor)

"What students need is a small school situation eg a country two teacher school. The teaching skills required are of a high order but friendliness and support are much more likely to exist. The time table is flexible and there is time for students and children to relax. I submit that if students can gain confidence in this situation they will also have the skills to teach a large class in a big school. The "problem" for the Aboriginal student teacher is not so much that they are different but that the climate in schools varies so much in the acceptance of difference. Small schools (and classes) are much more likely to accept differences both in children and in student teachers."

View 4
(College lecturing staff member)

"An Aboriginal student may have different values and attitudes from that of mainstream society. (Note the "may"). What he needs is to confront the differences that may exist between his values and others. Having established these differences he must then make a considered decision about these differences. For example:

1. He may decide to stick to his own values and ways of acting. In this case he must be aware of the consequences. He must develop ways of handling these consequences."
2. He may decide to retain his values/attitudes but to adjust his behaviour in certain situations. eg teaching practice. He must in this case be aware of what he is doing. He must accept the conflict within himself which this course of action will entail.

3. He may decide to change his values/attitudes. This must also be considered decision and its effects on friends and family must be evaluated. The keynote is awareness.

The college should do more for the student to point up this problem. There should be more pre-practice teaching counselling on an individual basis and issues such as these should be thrashed out. Practice placements should be organized on an individual basis. Some students will fit easily into the big city schools because they do not have the value problem as above or because they have confronted the issues and elect to take such a placement. Others will need the small school placement at least for the first one or two practices. Students should be urged to continually think about what type of school they eventually want to teach in. Practice teaching sessions should be organized for them in line with their eventual intentions.

View 5
(College lecturing staff member)

"School staffs and college academic staff come in all shapes and sizes. But it is fair to say that the majority measure the students performance by their own standards and values. They are "prejudiced" (a very negative word) to the extent that they have difficulty getting outside their own value system. This is quite different from the "prejudice" which has its basis in ignorance eg "all Aboriginals are lazy, dirty, unreliable etc etc".

A teacher of the first type can be very "unprejudiced" as long as the student teacher prepares well, is neat tidy etc, has good speech and follows satisfactorily a set time table. But if the student has a day off, or comes unprepared for a lesson or speaks poorly then such a student doesn't measure up and is deemed below standard. The question "why is it so?" is never asked."
It is recommended that consideration is given to the following with a view to their possible implementation:

Aboriginal students should be placed in small schools carefully chosen for their supportive atmosphere.

Staff members of the enclave support services should be closely involved with the students while they are practice teaching. This involvement should not be concerned with their assessment.

Students should know the school before they go out on their first practical experience. It is difficult in two weeks to get to know the children and the requirements of the supervising teacher as well as to prepare lessons and perform well. The half day per week teaching laboratory segment, formerly available to all new students in Semester I, was one good way to do this. Consideration should be given to its reinstatement.

More preparation should be given for practice teaching. In addition to general college preparation, the staff of the enclave support services should investigate ways of preparing Aboriginal students for the experience. Confidence in one's ability and a stable sense of identity are factors in coping with the stress of new roles and relationships. Assertiveness training should be investigated in relation to practice teaching preparation. Assertiveness training has a much wider value and will be discussed in relation to preparation for the college experience and orientation programs.

5.5 REASONS FOR WITHDRAWAL FROM COLLEGE
GENERAL COMMENTS

Respondents were not keen to answer this section of the questionnaire. Of the total of 96 respondents, 15 were graduates, 59 were still on course and only 22 were respondents who had withdrawn from courses before completion. Despite much rhetoric to the contrary, Aborigines who withdraw still see themselves in many cases as having "failed". This may account for the small number of respondents in this category and for the paucity of comments from those who did respond. Some examples are given:
Failure

- "I left the Dip. Teaching course because I knew I would never be a teacher ......but I also didn't want to be a failure."

Personal problems

The effects of personal problems (deaths in family) are summed up in this comment:

"...never learned at college but kept attending until I realized I wasn't learning, had no interest in being there and yet I wasn't depressed, but maybe sad, I don't know."

Tutors

The support of tutors for students who have motivation problems is obvious in this statement:

"I would never have made it without the help of the wonderful tutors ... who lifted me up when I was down and urged me on whenever I felt I would leave the college."

Not Coping (1)

The expression "could not cope" appeared in a number of comments and was implicit in others.

"But I had car troubles and sickness and financial problems and my whole life seemed to fall apart."

This respondent added:

"(But) I'm back together again."

and added that she would like to return to college now. Three unsolicited comments about the intention to return were made. Only one respondent mentioned that she had no desire to return.
Not Coping (2)

One respondent who "couldn't cope" made the following observation:

"I would like to see one term of lectures for new students especially older ones like myself in orientation in teaching what is expected of us and how assignments must be set out and the full run of the college."

Child Care

"Support services for women with young babies or children is not sufficient. There needs to be an on-campus creche, which is free, to encourage mothers to come to college and make it easier for those presently attending."

This respondent has a firm intention of returning to college when possible.

Housing

A comment from a graduate whose home was not Perth,

"Accommodation - suggest a few houses within close proximity to each other for students. May alleviate feelings of loneliness; stress when assignments are due; hassle of travel to/from college/prac schools; having no money for necessities (develops money pool - share rent/running costs/food etc.)."

Support

From a graduate whose home area was remote,

"In my opinion the feeling of not really belonging anywhere is the reason why a lot of Aboriginal students drop out. ... no one to visit on weekends ... study just seems unsurmountable."
Prejudice

A graduate stated,

"... "college lecturers at times appeared to be prejudiced towards Aboriginal students ... some wonderful helpful lecturers balanced this out."

Motivation

The "square peg in the round hole",

"I didn't enjoy what I was studying. I got no satisfaction out of passing the exams, only relief. I felt that (another professional job) was the only occupation I would find fulfilling."

Pressures of Other Interests

"Outside interests became more important - involvement in Aboriginal affairs."

Finance

"I could not support my family well enough on the money I was receiving."

"The benefit should be the same as the basic wage."

"NEATS support was adequate and made all the study and perseverance worthwhile."
General

One respondent (a graduate) summed up in the following way,

"I noticed that students had many problems initially in adjusting to college. (They) seemed to drop out early due to their inability to cope with the flow of assignments, study techniques not gained during school, their previous social lives, family's lack of pushing, lack of budgeting, lack of communication with lecturers and/or people in authority (this is due to the students' apprehensiveness) and some students suffered an identity crisis."
### TABLE 5.5

**REASONS FOR WITHDRAWAL FROM STUDIES**

**OTHER COMMENTS**

(N=24)

<table>
<thead>
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</tr>
<tr>
<td>Finance</td>
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<td>Change in goals</td>
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<td>Other interests</td>
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<table>
<thead>
<tr>
<th>Other comments</th>
<th></th>
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<tbody>
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<td>Need for supportive family</td>
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</tr>
<tr>
<td>Need for coordinators support</td>
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<td>Need for tutor's support</td>
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<td>4.2</td>
</tr>
<tr>
<td>Need for child care facility</td>
<td>1</td>
<td>4.2</td>
</tr>
</tbody>
</table>

**Total**                                     **42**

### 5.6 PROBLEMS WITH QUESTIONNAIRES

Some confusions evident from responses to items in the questionnaires (APPENDIX 1) are given below.

**Question 7 (c) (Previous work experience)**

Respondents sometimes had two jobs of approximately the same length of time. Interviewees chose the job which had a more relevant experiential background. This may have caused some problems for other respondents.
Question 11 (Income)

It was difficult for interviewees to estimate some items, eg part time work, savings, financial help from family. For this and other reasons, no attempt was made to quantify income.

Question 12 (Expenditure)

The attempt to quantify current students' expenditure was not successful. Because of this, all respondents were asked the format of question 12 from the former students' questionnaire, ie "Were you able to live within your income?"

Question 14 (Number of residences)

Those who had more than two residences generally had had many residences. One student - third year at college - mentioned 11 residences.

Question 16 (Daily transport)

Item 4 was interpreted by some interviewees and therefore probably by others, that sometimes they came by one means and sometimes by another.

Question 17 (Friends)

Interviewees sometimes mentioned that their "friends" were family members. This group of respondents listed such family members as "friends". It is not known what other respondents did.

Question 19 and 20 (Use of Support Services)

Over a period of time there have been a number of personnel involved and changes have occurred. Interviewees were advised to look at the whole period of their college experience and make relevant comments. Former student respondents may have been confused on this issue.
Question 22 (Use of other personnel)

The term "college counsellor" had to be explained to most of the interviewees. The concept was not understood and the staff member concerned was not known. The same comment applies to the term "Education Officer."

Question 23 (d) (Free time use)

This question was for current student respondents only. It was not clear to the respondents. Little response was forthcoming from them.

Question 24 (Intentions on leaving college) (Current students respondents only)

This question was not well formulated. Interviewees wanted to say things like, - maybe I will do this, maybe I will do that. - Item 5 was not a suitable alternative.

Question 25 (Current student questionnaire) and Question 26 (Former student questionnaire) - Issues in Aboriginal Affairs

Because of difficulties with this question it was reformulated to interviewees as: "What issues in Aboriginal Affairs today do you think are important and about which more should be done than is currently being done?"

Former student responses may have been affected. Many of the younger students were unable to provide much input.

Question 26 (Current questionnaire) (Practice teaching)

The question should have been structured to provide information on all practices as experiences sometimes differed markedly between one practice and another. As only interviewees answered this question, their various comments have been recorded in the discussion following Table 5.4.
6.0 CONCERNS RELATING TO THE ENCLAVE SUPPORT PROGRAM

This section will involve further comment, some of which arises from issues raised in the analysis in section five as well as other pertinent issues. These concerns have been voiced by people associated with the service both within and without the WAC. These concerns have been reflected upon by the writer of this report. It is inevitable that a personal viewpoint is presented but this personal approach is based upon many other views not all of which were compatible.

6.1 SUPPORT

This concept permeates the history of the services provided since 1976 to Aboriginal students at the campuses of the WAC. Of all the initiatives taken in Aboriginal education in recent years, in many cases without much research before they were commenced it is the one, in the opinion of the writer, which has been shown by trial and error to be most successful. It is still evolving and definitive answers are not yet available to all problems encountered.

Support by others is necessary for the well being and efficient working of all individuals. Traditionally European society provided this support through institutions such as the extended family, church and the communities in which people lived. These communities etc. were discrete. Contact was less than it is today. Physical contact and the communication of ideas was limited. People within the group knew each other well. There was suspicion of "strangers" or anyone different. There were obvious disadvantages in this but the closeness and interdependence of the community, family etc. meant that people did know who to turn to and from whom to expect help. Today, many of these traditional supports are absent from European Australian society. We have witnessed the emergence of a whole new range of institutional support services as a result of this absence.

Aboriginal urban society, and the subjects under discussion (Aboriginal students at the college) are almost exclusively drawn from this group, has stronger family and Aboriginal community support than is often evident in European society. It is a support which is survival
oriented. Students who come from this group enter an institution which, rightly or wrongly, does not have the same attitudes to support as those which they are used to. They are entering what is for many a new world of cultural values. Students need to be supported in this new environment so that they can adjust to the confrontation of different values. Their traditional support (families etc) are often physically remote and even if not, they cannot do much to help the student tackle the different cultural environment of the college. As explained elsewhere, this cultural confrontation is the basis of the identity problems many students have. Such students must make decisions about where they stand on this confrontation. They need to be aware of what is happening. When the decision-making is proceeding at the same time as there are problems with academic progress caused by educational deficits and other social problems related to family, finance etc coupled with the lessening or absence of the traditional family and community support there is an overriding need for some set of institutional practices which address these students' needs.

The enclave support idea is not new. Caring institutions, often small ones, have catered for individual support needs in many ways. Some examples are the small schools set-up, eg one teacher schools of the past, the efforts to organize large schools in ways which mean that students are not lost, the notion of pastoral care which is a feature of many schools, particularly independent ones. The residential college system on the British university model was always an example of enclave support. In the employment area, the concern of the small employer for the people who worked for him is another example. The Christian ethic has always had as its central core, the concern for the individual and his/her rights. The enclave support system, as it has grown up in the WAC is just one further continuing application of the principle of the importance of the dignity, rights and responsibilities of the human individual. It recognizes, not only that Aboriginal students are individuals, but that they are part of a group - at college and elsewhere. The support of that group is necessary.
The current study has shown some problems with reference to one particular example of an enclave support problem. Yet, from one such program in 1976, the tally of programs of this type in Australian tertiary institutions is at least 12 or more depending on the definition used. In addition, variations have been successful in schools and TAFE institutions. The recent commencement of a program for the training of nurses at the WA School of Nursing (WASON) is an example of a support program in an on-the-job situation. (Nurses are employed by hospitals and undertake training and study concurrently with such employment).

The writer would suggest that this concept of support should be expanded from current, rather limited notions. Support is necessary for students. Such support is currently envisaged as that given by coordinators and other staff, special tutors as well as the physical resources provided. Support is also seen as financial support. The support of students for each other already exists by virtue of the existence of a group of Aboriginal students on campus. At the Mt Lawley campus, inter student support is easier to achieve because of the large group of Aboriginal students and the fact that most are doing the same course. The situation to date on the Nedlands campus is such that students are doing different subjects and have no necessary support from other Aboriginal students unless they make the effort to socialize. Structuring peer support for such students may be possible. It may also be more appropriate in individual cases to arrange for some kind of "buddy" system between established non Aboriginal students on campus and new comers to a particular course.

Another aspect of support is its provision for staff who are involved with students. The counselling, liaising, leadership role outlined for the coordinator can be very stressful. There is a real danger of burn-out. Such staff also need support. This can best be achieved informally but the provision of back-up staff and clarifying these arrangements with students would help. This aspect of support is developed more fully in section 5.3 and 6.9.
The student comes on-campus with an existing set of social responsibilities and arrangements. These typically involve his/her family. The families of students also need support. There are many ways in which families can be made more aware of students' work loads and responsibilities. They also need to feel part of the new life of the student. Their own support for students may otherwise suffer.

The support of the Aboriginal community must also exist and be seen to exist by the students. Opportunities should occur for the Aboriginal Advisory Committee (see below) to get to know students. Ways should be explored for the various Aboriginal community groups to be involved with students. In a word, they should come into the college more and students should be encouraged to go out and have more contact. This has financial implications because those Advisory Committee members who do not work for Government Departments, need financial compensation for time spent away from work.

6.2 SUPPORT, NOT DEPENDENCY

Students need the support of a warm friendly person who has their interest at heart, who respects them and who can provide leadership. They do not need someone who takes over their problems and tries to solve them for them. A recent (1983) television documentary on the Vision Quest program in the United States of America is pertinent to this discussion. (Vision Quest is a program of outdoor social and personal survival skills for young offenders). The program director of Vision Quest stated:

"Society deals in punishment. We don't deal in punishment. We deal in consequences."

If students are encouraged to view their actions as having consequences rather than there being rewards or punishments for behaviours, then they are in a better position to make real decisions on how they are to behave. Consequences for students in college may be good or bad. The "good" consequences (the rewards if you like) are acceptable academic results, an academic status of "good standing", the financial and other rewards which are attendant on successful completion of the course. The "bad" consequences are poor grades, "conditional status" or
exclusion from college and consequences of poor self esteem and wasted
time and effort. If consequences are emphasized within the overall
context of support, the student is enabled to make considered decisions
about his/her involvement. It is then easier to discuss such things as
learning contracts based on real decisions made by the students.
Students should be encouraged to solve their own problems, to have
direct contact with lecturers, to arrange their own special tuition
(within a general framework of arrangements which makes this possible),
to sort out their financial arrangements with grants authoritie.. The
coordinator's job is that of facilitating, of being a good listener, of
being available to listen to students' problems, to encourage
acceptable behaviours. Support should be most obvious and should be
concentrated in the early part of a student's course. It should be
available throughout the full period of studies but may be more
unobtrusive in the later years. It should never be imposed except in
the context of consequences.

6.3 IDENTITY AND INTEGRATION

The more all embracing that this system of support can be, the more
likely it is that students can come to grips with who they are. Some
students arrive on campus with their self concept clearly defined.
Many mature age students are in this category. A number of younger
students exhibit the problems of all late teenage young people with the
added problem that they have not faced the implications of their own
Aboriginality. Views have been put to the writer that this is not
something that can be forced. The resolution of any difficulties will
only occur with time.

It is suggested that a social climate which facilitates this resolution
can only be to the students' benefit. Because of the delicate nature
of the question of personal identity for many students, every means of
socializing students into the group should be explored. The other side
of the coin is that of integration of students into the life of the
college as a whole. Sections 5.3 (on reactions to the provision of
student on-campus accommodation) and 5.4 (on reactions to teaching
practice) explore these areas in some detail. Assertiveness training
is one way to enable students to explore concepts of self and
relationships with others. It is recommended that further consideration is given to including such training as a part of the Aboriginal students program. It should begin during orientation where students mix with the Aboriginal student group and with staff. But it should continue throughout at least the first one or two semesters of their course.

6.4 THE ABORIGINAL ADVISORY COMMITTEE

This committee has functions which are wider than involvement with the enclave support program (see Section 2.4). It is not appropriate to discuss these wider responsibilities here. However, in relation to students in the program, the members of the committee should be known to students. The views of the committee as a whole and of individual members should be communicated to students who should have an opportunity of expressing their own concerns to the members.

Structured arrangements such as meetings or other forums and/or social functions should be a feature of campus life. Committee members should let students know what they expect of them. They should be in the business of helping students who decide not to proceed with studies or to assist with finding jobs for those who complete courses. This is particularly relevant to non teacher education students.

6.5 PRE-COURSE PERIOD ON CAMPUS

A number of applicants each year do not find places in courses. They are judged unsuitable for a number of reasons. These include poor performance on selection tests, lack of clarity in goals, doubtful commitment to the course and family responsibilities which may militate against success. Poor performance on tests of educational level is easier to assess than the other characteristics outlined. For this reason, most weighting has been given to the first of the criteria. However, a number of applicants fall into the doubtful category in terms of educational preparation. It is likely that in other ways some need time to assess their goals etc. It is recommended that investigation occurs into the feasibility of mounting a full time pre-course semester for some applicants whose likelihood of success is questionable. There are a number of existing pre-course alternatives to this proposal. One of them (a part time correspondence course) is
offered by the WAC. Other full time courses of a years duration exist for Aboriginal students in other institutions. Other courses are open to all students who aspire to entry into tertiary institutions (for example the Mature age TAE). What is being proposed is different in concept. If students who come from a subcultural group find difficulty in integrating into campus life, if socialization into the social fabric of the institution is a factor in success (see comments by Tinto, section 3.2); if a minimal competence in academic preparation is important; and if a resolution of the problems inherent in a student's confused self concept is also important, then a period of full time preparation on-campus will enable some would be students to resolve their difficulties. A representative comment from a number of interviewees who had already undertaken courses designed to prepare them for college studies was:

"After all (that preparation) I still did not know what it is like to be on campus here. It was so much harder (so different) from what I expected."

The writer was recently involved in interviewing applicants to the college for 1984. Very few of the applicants had any real concept of what college life was going to be like. This may well apply to most students. But for that group of applicants whose preparation, commitment, or uncertain life goal choices make them a doubtful prospect it is suggested that the pre-course, on-campus component may resolve such difficulties. Many permutations are possible. Some students may commence some diploma level subjects; others may not. The support services would be available on campus for their use. An important aspect is that such students would not see themselves as failing if they tasted, tried and then decided to leave. It would also resolve many of the dilemmas of the selection committee who would have an extended period to observe and to make judgement on suitability in the further areas of motivation, clarity of goals and students' perception of self and identity and in the ability to become a student well integrated into college life.
6.6 SELECTION OF APPLICANTS

The selection process itself should be further refined. Special entry provisions necessitate non standard selection techniques. While recognizing the great importance of factors separate from educational preparation, it is still a rather controversial approach if those other factors are given too much weighting. It is therefore recommended that the basis of selection should remain that of performance on tests of educational ability. Otherwise, selectors are forced into the area of making judgements of psychological preparedness for tertiary studies. Because of the subjective nature of such judgements, there is too much room for error, bias etc. Nevertheless, some rounded picture of the applicant should be attained. Its purpose would be to counsel applicants at the time of interviews and testing and, if applicants are successful, to provide a basis for further counselling and support when the student comes on course. If coordinators have an idea of those students likely to be at risk before they commence course, then appropriate help can be provided from the beginning. It is recommended that some assessment of applicants' self concept is made at the time of testing and interview. A number of such tests exist although the cultural bias of such tests may be a problem. The battery of tests of educational preparedness should be further refined. These should be evaluated in conjunction with the Courses for Aborigines Group (CAG) proposals for joint testing of applicants to all special courses in Perth.

6.7 CHILD CARE SERVICES AND HOUSING FOR STUDENTS

The provision of these services should be investigated. The situation regarding child care was outlined for the respondent group in discussion following Table 5.1.4(d). It remains the considered opinion of all staff involved that child care arrangements are a problem for many students. If such services were available, applicants needing these services would apply. An on-campus facility would enable some students to stay on campus after classes, to undertake special tuition, to use the library. Student's problems do not generally come singly. Problems of child care lead to marital difficulties, loss of motivation and sometimes to voluntary withdrawal or exclusion from college because of unsatisfactory progress.
Suitable student housing remains a problem for large numbers of new entrants to college and for a minority throughout the period of their courses. The 1983 intake students who were interviewed mostly stated they had only had one residence since commencing college - see Table 5.1.6(b). From subsequent discussion with a number of them, it was clear that they did not count the period while they were organizing their first residence. Country students arrived in Perth, found somewhere to stay with relatives or with staff and then commenced hunting for somewhere to live. This tended to happen in the first crucial two or three weeks when they were adjusting to their new role as students in the college. Instability and anxiety was compounded with homesickness for some students and contributed to a general disorientation for some. These comments have not been recorded as part of the analysis because such students were often not formally interviewed before they left and were not part of the former student group surveyed.

Housing, possibly of a suitable short term nature, should be available for all students who need it. This would allow them to look for something suitable to their individual tastes at a more leisurely pace and without the fear of where they would be living next week. It is worth noting that students are generally not in favour of structured hostel type accommodation. However, this may be a possibility for the short term settling in period discussed above.

Moves are also underway by the Courses for Aborigines Group (CAG) to investigate accommodation for students and their families. CAG is an informal coordinating association of people in Perth involved in providing courses for Aborigines throughout W.A. (see Section 2.6). It is to be hoped that their efforts will lead to some alleviation of the problem. Apart from the difficulties which students have of finding suitable accommodation at a reasonable price and within a short distance from the campus, the need to find considerable money for bonds and other charges exacerbates the situation. CAG's efforts to resolve this problem by negotiation with real estate agencies and by underwriting the costs are to be commended. At the time of writing, however, nothing concrete has yet emerged. This is something which the college, in conjunction with the Aboriginal Advisory Committee should support.
Coordinators on the three campuses see counselling of an academic and welfare nature as part of their role. At this time, Welfare Officers are available to all students on all campuses. The student guild also has some facilities for welfare counselling. During 1983, informal discussions with students have occurred, separate from interviews and survey instruments. In addition many comments from coordinators and other support personnel have been made to the writer. A sample of student comments is given which relate to the need for counselling.

"Coordinators are wonderful people. I have a lot of time for them. But they are anxious to retain students on course. They know the educational system of the college. They are not always skilled in helping a student to assess the impact of personal life problems on studies."

"Welfare counsellors are trained lecturers. They are not skilled at setting a student at ease. Their focus is the educational problem, not the personal reasons for the difficulty with study."

"I had so many personal problems, I couldn't think straight. I needed someone who could help me to think positively, to present me with options that I could make decisions about."

"(A former student) was marvellous teaching material. If only she had had someone who could have helped her to make her problems clear to herself, she would not have left."

Some comments from lecturing and enclave staff are also reported.

"Staff don't always appreciate how difficult it is for students to approach others for help. They have a limited appreciation as to what that help should be."

"(Aboriginal students) don't approach lecturers. They don't attend regularly. They don't keep appointments."
"A student whose self esteem is low is very prone to depression ....
they are very insecure. A word or a phrase is enough to put them in
the depths. If they seek help and don't get something from this
effort, they will not return. They will just fail to turn up for
future appointments."

"(Name of student) has left college. She has to have time to sort
out .... problems."

"It is better for students to leave college if they have too many
hassles."

There should be a person who is trained in counselling techniques
available on campus for Aboriginal students Students must be helped
to think through their personal problems and to make their own
decisions. They need to be offered techniques to do this. Part of the
job of the coordinator is facilitation and support. Students need
sometimes to go beyond this. Only a person with the proper training
can offer those techniques. They must have in addition, the necessary
qualities of showing warmth and giving support which have been outlined
for both tutors and coordinators. It would seem to the writer that
there are two options-EITHER to appoint coordinators with these
qualifications OR to appoint another staff member with such
qualifications. It would be important that such a person would be
readily available. This would mean that attendance on campus each day
would be necessary.

The duties of the coordinator are already diverse. One of these duties
is, on occasion, to make clear to students the consequences of their
actions/behaviour as it affects performance in studies. This function
may not always sit happily with the need for students to talk through
and decide on courses of action. The teaching role of coordinators
which has been recommended in section 6.9 may also be antithetical to
that of "counsellor" in the sense currently used. The need for
students to have a choice of people to discuss matters with has also
been mentioned. The gender of the staff members has been shown to be a
factor in students' decisions as to whether to seek help.
For this reason it is recommended that an individual with special qualifications in counselling is appointed to the support services for Aboriginal students. This position should be additional to the coordinator. Such a person could be appointed to service both campuses of the WAC in Perth which currently have enclave services. Staff of other metropolitan campuses should be made aware of this staff member's existence. It is unreasonable to expect coordinators or other staff to handle problems which go beyond those which staff of the support services are trained to handle. (It is recognized that expertise of this type is already available. The point is made because it has implications for the selection and conditions of appointment of future staff).

The counsellor may be the coordinator but, in practical terms, it would be preferable for this person to be additional to coordinators. Such a person should be clearly a part of the enclave staff and should have close day to day contact with students. In the previous discussion of the coordinator position reference was made to the need for the functions of the coordinator to go, sometimes, beyond the person who holds this position. For the practical reasons already outlined no single person can perform all these functions. It would be ideal to have a coordinator who is an Aboriginal person, who is a trained counsellor, who has the time for some teaching, who could relate equally well to both male and female student's and who was always available to help students. But this is clearly not possible.

6.9 BROOME CENTRE STUDENTS AND OTHER FUTURE OFF-CAMPUS ARRANGEMENTS

Some of the previous discussion in this section will not apply to students studying in the remote situation of Broome students. However, problems such as housing and child care have emerged in 1983 at Broome. As arrangements at Broome are expected to cover only those students currently on course, selection and pre course arrangements are not applicable to this group. If future enclaves are set up in other country towns the considerations discussed above would be relevant. To date, students at Broome have coped extremely well in a situation remote from college services and from academic staff. Further evaluation of the progress of this group of students and of developing arrangements for on-campus participation by students and face to face contact by staff should throw more light on the reasons for their success.
Reference has been made to the students' need for the coordinator to exhibit leadership. Such respondents were commenting in part on the necessary relationships between students and coordinator within the enclave. Staff who fill positions as coordinators can be leaders in other ways. Their credibility within the college system would be enhanced if some teaching involvement were to occur. Separate from actual teaching of units in courses - and coordinators who are Aboriginal people themselves would be most appropriate people to take some courses in the areas of multicultural education and/or intercultural studies - coordinators would be appropriate people to participate in staff seminars. Academic staff within the college may well be prepared to attend seminars or workshops on aspects of cultural diversity, for example. Coordinators should aim at being known and respected within the college. This can only help in their liaison function between staff and students. Part of their role should be to sensitize both staff and the student body in general to the presence on campus of students who are culturally different from main stream society and to work towards acceptance of difference by all participants in the college life. As the business of academic staff in the college is teaching, the coordinator should be involved in such teaching.

The discussion about the "coordinator" is based on the notion that the function is more extensive than the position. The functions may well be spread over a number of people. The coordinators will still have major responsibilities for students, but, if they are to be involved in teaching students and running seminars etc, for staff, they are clearly not going to be always available to see students. Respondents stressed the availability of the coordinator as one of their requirements. They wanted to have a choice of such people both in terms of competencies as well as qualities and the gender of this person was also an issue for some. In the comments on support for the coordinator a need for other people to be involved was also mentioned. Therefore if it could be seen that multiple staff are involved in the function of coordination with the coordinator having major responsibility, this would resolve
some of the problems. The proposed counsellor would be one such person. On Mt Lawley campus the use of some of the staff of the Department of Aboriginal and Intercultural Studies would be worth investigating. The special tutors are another group of available people. It is recommended that this matter is taken up with the Commonwealth Department of Education and Youth Affairs who fund these people as academic tutors. Other alternative avenues for funding are the college itself (preferred option) or the Department of Aboriginal Affairs.

Mention was also made of the perceived need by respondents for stability in the staffing of the enclave support system. College authorities should make every effort to create a stable staffing situation particularly the coordinator positions as these people are seen by students to be important to their success. The current situation of annual contracting of staff should be reviewed. As such positions are presently externally funded by the Department of Aboriginal Affairs on a year by year basis, negotiations with that Department may be appropriate. Alternatively, the college itself should be aware of the importance of the support functions particularly for culturally different students and may look to funding such positions from its own resources. It is recommended that the whole area of funding and career structure for enclave support staff be reviewed. The comments by Wilson (1982) referred to in Section 3.1.5 show that the position of such off-line jobs in large educational institutions is also a matter for concern in countries such as the United States of America.

6.11 OTHER MATTERS

There are other concerns, not generally voiced by student respondents but of concern to staff and to other interested parties. They may be listed as:

1. Extension of enclaves to other campuses. Geographically this would advantage students. In terms of availability of courses, it appears that, although the amalgamation of the four campuses means that all courses are to be offered on all campuses, this is not likely to happen in the near future to any great extent. It is
unlikely to happen entirely. Enclaves on all campuses may be a possibility when the directions of the WAC are clearer.

2. Intercampus liaison of staff is a growing fact of life in the new institution. But because Aboriginal students will always be a small minority of the total student population, ways and means of students meeting with those on other campuses should be explored. The encouragement of an intercampus association of Aboriginal students should be investigated.

3. A third concern voiced by some respondents is part of a much larger question which affects all students. Students sometimes wish to change courses. If this is done within the one institution there are mechanisms for this. In Western Australia, however, clusters of disciplines tend to be located in only one institution. A student at the WAC who wishes to transfer from the education to social work, for example, must transfer to the Western Australian Institute of Technology. While awaiting major policy decisions on credit transfer (which is not presently an important feature of WA tertiary institutions), efforts should be made by bodies such as the Courses for Aborigines Group, to facilitate student transfer and to clarify credit arrangements for Aboriginal students. The areas of initial interest for WAC students would be credit transfer between the W.A.C. and the WAIT and between TAFE colleges and the WAC. There are a number of specific examples:

1. Business Studies (TAFE WAC)
2. Education, Social Sciences, Social Work (WAIT WAC)
3. Health Education (WAC WAIT)
CONCLUSIONS

This section will attempt a summary of the data analysis conducted in section 5. It will be followed by a summary of comment which has been made by students but not included in section 5. Other comment has been provided by a variety of people including the writer. The details of this have been outlined in section 6.

DATA ANALYSIS

7.1.1 Personal characteristics of respondent group

Most respondents were 30 years of age or younger at the time they commenced college studies and recent intakes have been getting younger. However there are differences between campuses. For example, Medlands campus intakes are currently older than at Mt Lawley. The Broome intake for 1983 were mostly students in the middle group (21-30 years). Most respondents (81 per cent) were female. However of the graduate respondents only 60 per cent were female. Male students therefore tend to persist on course to a greater extent than do females relative to intake numbers. Most respondents (45 per cent) were from a metropolitan area - usually Perth. Twenty two per cent were from the far north of the state (the Kimberleys). The Central and Pilbara areas (chiefly Hedland, Carnarvon and Geraldton) accounted for 16 per cent. Only 17 per cent of respondents came from the remainder of the State. Younger respondents had more formal schooling. "Other course" preparation was a feature of the older group. However, participation in "other course" preparation in addition to a higher level of formal schooling is an increasing feature of all students. Older respondents were more likely to have been employed prior to studies. The most common form of such work was aide-type work, eg teaching aide, nursing aide etc. Many respondents (70 per cent) were single parents or at least they were solely financially responsible for children. Most respondents (62 per cent) live a considerable distance from college during the semester. Younger respondents have more friends outside college than do older students.
7.1.2 Support Services

There is some concern about the degree to which respondents used the services of the coordinator(s). Many respondents (24 per cent) made little or no use of this service. Tutors were used by only 66 per cent of respondents but the support for the continuation of this provision was marked. Thirty eight per cent of those who didn’t use special tutors were unable to do so because they were ineligible or because time or other factors prevented their attendance. (computed from TABLE 5.2.1 (e))

Attitudes to the provision of special on-campus accommodation ranged from very supportive to a rejection of the need for such provision. Seventy six per cent used it to some degree although not all of these respondents thought it a good thing. It has been proposed that underlying the ambivalent and varying attitudes is the question of a student’s identity as an Aboriginal person and his/her integration into the life of the college. There was little evidence from the respondent groups of contact with other relevant personnel—academic or service.

Graduate respondents appeared to have used coordinator and special tutor services less than other former student respondents but they used the accommodation on campus to a greater extent. It has been proposed that this is a factor of their clearer identity—be it towards Aboriginal people or otherwise—and of their resolution of the relationships between themselves and college students and college life in general. It has furthermore been suggested that this is an example of their clearer aims and goals than is evident with other former students.

A summary of the qualities required of coordinators and of tutors was given. Affective qualities were emphasized. Where skills were outlined they were usually given as a quality. For example, such people should have the time to listen to students. This is couched in qualitative terms but a competency (organisational skill) is at the basis of the comment.
7.1.3 Study patterns, intentions and destinations.

Graduates undertook more study outside class contact periods than did either other former students or the respondent group as a whole. One in three of the graduate teachers are not teaching in a classroom situation (five in 15 graduate respondents). Three in four of current respondents intend to use their qualification in seeking employment when they complete studies.

7.1.4 Issues in Aboriginal Affairs

The importance with which respondents rated some typical issues in Aboriginal Affairs are given from the most to the least important:

- Education
- Attitudes by white society towards Aborigines
- Health
- Employment
- Attitudes by Aborigines towards white people
- Housing
- Attitudes by Aborigines towards Aborigines
- Land Rights.

In the case of the last named, 41 per cent gave very low ratings although a number of respondents qualified this by saying that it was not important to them personally.

7.1.5 Teaching Practice

A number of problems emerged chiefly in the areas of school staff and student teacher relationships. Respondents generally found the experience stressful. They evaluated their success in terms of how well they handled this stress. Recommendations on teaching practice include.

- Placement of student teachers in small schools with supportive atmosphere.
153.

- Enclave support system staff should be closely involved with students while they are on practice. This involvement should not include assessment.

- Student teachers should have informal prior experience of their practice school before the practice teaching period.

- There should be more thorough preparation of Aboriginal teachers for practice teaching. This should include further assertiveness training.

7.1.6 Reasons for withdrawal from college

Very few comments were available from respondents. From those who did give reasons, personal concerns were the most commonly voiced followed by financial difficulty.

7.2 COMMENT ON SUPPORT SERVICES

Support

The notion of support for individuals and by the group is central to the arrangements for Aboriginal students at the WAC. Current notions of support should be widened to emphasize other aspects of support. For example, students need support by staff and by the student group. It should not be seen only as support by the coordinator for individuals. The notion of coordinator support is intimately bound up with the various roles that the coordinator is expected to play. It is suggested that the role of the coordinator should be expanded to include teaching and other leadership roles within the college. This will facilitate the coordinator's role vis-a-vis the student. Group support exists. Ways should be found to extend this group support and where it is difficult to provide, eg Nedlands campus, other methods of student to student support should be attempted. Support should also include support for the coordinator. The coordinator function should be spread among multiple staff personnel. This will help support the coordinator, and provide the students with options for support, which should be continuously available for students. It is not possible to
do this when the support person equals one. This is not to say that
the chief role of support person should not reside with the
coordinator. Support for families of students should be expanded.
They (the families) cannot otherwise provide the needed support for
students. Support should not equal fostering dependence. The concept
of helping students to understand the consequences of behaviour should
underlie the coordinator’s approach. Learning contracts should be a
feature of the coordination process.

Support should be most obvious and available in the early part of a
student’s course. Appropriate support should be available. It has
been suggested that a trained counsellor should be one of the multiple
support staff available.

Identity

It is suggested that persistence and success is intimately related to a
student’s identity. Aboriginal students are likely to have a
particular problem in this respect. Strength of identity on which self
concept, clarity of aims, and integration into college life is based
leads to a successful college experience. Assertiveness training, the
support of the Aboriginal community and particularly of the Advisory
Committee, and ways of socializing students both within the Aboriginal
group and among the students as a whole should be explored. The
college should be seen as all campuses. Students should have
opportunities to interrelate with students on other campuses. An
Intercampus Student Association was suggested.

Selection

Selection procedures should be revised to include emphases on aims,
goals, and motivations as well as the existing test of educational
achievement and investigation of family responsibilities. Performance
on educational ability tests should remain the chief basis on which
applicants are selected. A pre course period for some applicants
before final selection should be considered. Selection should be
preceded by detailed publicity, preferably face to face (staff members
and target groups). This publicity, should be designed to give a
detailed picture of college courses, requirements and study loads.
Child Care Services

A service at minimal cost should be available on all campuses. Publicity and selection should include discussions with intending students on the availability of this service where appropriate.

Housing

Most students have lived a considerable distance from college. There is a dearth of suitable housing for students. Short term hostel type accommodation is a partial solution particularly in the first weeks of a student's course. Cluster housing for students is the ideal solution. This cluster housing (ie separate accommodation but in close proximity) would be suitable for both single students to share and for students with families.

Staffing

The current levels of staffing are partially adequate but inappropriate. There should be provision for multiple support personnel on each campus. This would enable adequacy of coverage - somebody always available to see students - and would provide varying competencies. There is a need for a trained counsellor as well as the coordinator. However the functions are more important than the staff label attached. Continuation of adequate clerical/administrative support staff is vital. Mt Lawley campus is better placed than either Nedlands or Broome campus in this respect. Another aspect of staffing which should be reviewed is that of funding arrangements for staff salaries. The one year contract does not allow for forward planning or for security of tenure. Career prospects of enclave support staff are currently non existent. A part time teaching role for the coordinator (and others) would help to overcome this.

Other matters covered were the implications of the above discussions for future off-campus programs. They are largely not applicable to Broome where no further students will be accepted after the 1983 intake. The problems of students who wish to transfer into the college or out to another institution raised the question of credit transfer arrangements. While recognizing that this is a matter which affects institution policy makers and all students at all institutions, a body such as the Courses for Aborigines Group (CAG) should investigate ways of facilitating the transfer of Aboriginal students.
7.3 SUMMARY OF FINDINGS

7.3.1 Hypothesis 1

Students withdraw because they are unable to meet the academic demands of the course. This is seen to be because of insufficient educational preparation. (No attempt has been made to assess intellectual ability. The students did not undergo any test of these abilities).

This hypothesis was unable to be substantiated. The educational preparation of the respondent sample varied by age with older students having less formal school preparation than younger students. Using the criterion of graduation as evidence of "success", it was seen that graduates' preparation differed from other students only in that they tended to have less preparation than other withdrawn students. More recent intakes have tended towards greater overall preparation. The pattern of educational preparation for future graduates and for withdrawn students is likely to change.

7.3.2 Hypothesis 2

Students withdraw from studies because they do not have sufficiently clear goals when they enter college. They enter a course without understanding what it consists of or where the graduates of the course will eventually be employed. The students know what the course entails but are not sufficiently motivated to overcome obstacles or hurdles which occur throughout the course.

Little solid evidence was produced to support this hypothesis. However, graduates studied more than other students. Their comments showed evidence that they knew where they were going to a greater extent than did others. They were more aware of the problems facing students. It can therefore be said that there are some pointers towards support for this hypothesis. Much more research needs to be undertaken on this area.
7.3.3 Hypothesis 3

For students the institution is an alien place. They find difficulty in fitting into the social framework and the institutional practices. They find their own value systems and priorities at odds with those of the institution and of other students.

Withdrawn students used services provided to a lesser extent than did either graduates or current students. Graduates found the college experience rewarding and appeared to be more socially integrated into college life. They were also more closely attuned with the Aboriginal group of students at college and seemed to be more settled in their attitudes to their own identity. This hypothesis is tentatively supported. But more research needs to be undertaken.

7.3.4 Hypothesis 4

Students have serious personal, family or financial problems which force them to leave their course before completion.

Withdrawn students mentioned personal problems as the main reason for their withdrawal from studies. The second most common reason was financial problems. However, few comments were made by either the graduates or the withdrawn students. Child care problems were not cited by respondents as of major importance. Other information, however, leads one to suspect that child care arrangements are more of a problem than respondents indicated. In the area of income it was noted that the majority of respondents had income beyond the base level of ABSTUDY benefits. This was more common among the graduate respondents. It has been suggested that financial arrangements affect decisions by Aboriginals to undertake studies. There is some evidence to support this hypothesis.
7.3.5 Hypothesis 5

For students the practical experience component of their course is a time of particular difficulty and is a factor in a decision to withdraw from studies. Student teachers suffer particular stress at this time either because they believe they are not suited to the classroom or because the clash of their cultural attitudes and beliefs with those of others such as school staffs is brought into sharp focus.

Respondents indicated problems in their relationships with school staffs but not with children under their care. Their comments and those of other people associated with the practical components of the course indicate support for the hypothesis. It has been suggested that the underlying problem in practical experience course work is the area under discussion in HYPOTHESIS 3 (i.e. the identity of a student towards the Aboriginal group and his/her self image).
8.0 RECOMMENDATIONS

The study attempted to assess the causes of student withdrawal in terms of educational background, cultural, social and financial pressures, and in relation to the students' self concept and identity perceptions.

The recommendations which follow are related to one or more of these areas of concern.

8.1 Selection of students should be based on performance in tests of education achievement. Assessments should also be made of an applicants' family responsibilities and other outside activities likely to affect the person's commitment to studies. Clarity of aims, goals and motivations of the potential student and his understanding of study requirements should also be assessed. The applicants' personal resolution of the question of identity should be evaluated. The purpose of all assessments other than educational achievement should be for counselling applicants and, if they are accepted into the program, for early targeting and counselling of students who are potentially at risk.

8.2 A pre-course period of full time on-campus study should be considered for applicants to the program who are considered of doubtful suitability. The content of this program should be individually tailored to the students' needs. It may, for example, consist of some existing tertiary level units plus others which are concerned with Aboriginal or intercultural studies. It may consist chiefly of units which provide a sufficient basic education background for entry. The key is that it should be full time and on-campus. Participants should be provided with a full college experience.

8.3 Publicity for the program should include an effort by support staff to talk with potential target groups, such as year 12 students at school or participants in other special courses. Such talks should aim at giving such target groups an accurate picture of course offerings and requirements for the program.
8.4 Orientation for all special intake students should be compulsory and of a sufficient length for students to get to know one another and for staff to do likewise. A part of the orientation should be common to students on all campuses. The camp, which has been held for Mt Lawley campus students, would be such an appropriate segment. However, because another aspect of the orientation should be a deliberate attempt to give students further knowledge of course requirements and expectations this would be most appropriately held on the particular campus which students will attend.

8.5 Assertiveness training should be a part of orientation procedures. This training should continue at least for the first part of the course and should be tied in with practice teaching preparation.

8.6 The selection criteria for staff should be reformulated to include the skills and qualities appropriate to each position. These would include the coordinator positions, the academic tutor(s) and the proposed counsellor. Subject to decisions about the special tutors, an appropriate set of selection criteria will need to be available for these staff also.

8.7 Special tuition arrangements should be reorganised to provide such tuition to all students who need it. In particular the time-keeping of tuition should be more flexible and available on an individual basis if needed. Students who have been ineligible on the basis of the type of financial grant which they received have been affected by this. Arrangements with external funding authorities should be reviewed. The college authorities should also consider if, in view of the need, there are ways of financing such tuition from internal funds.

8.8 Training of tutors in the form of pre-employment seminars should be considered. A pool of satisfactory available tutors should be built up for use as needed.

8.9 A trained counsellor should be available for students. This person should be not only trained in counselling techniques, but should have a knowledge of, and an empathy with, the student group.
Further research should be undertaken on the financial needs of students and appropriate action initiated to overcome difficulties.

Housing needs for students should be investigated. In particular, short term hostel type accommodation should be available. The long term solution is for a type of cluster housing within reasonable distance of the campuses.

Child care facilities on all campuses are needed. These facilities should be low cost and available through the period of college lectures each day.

Efforts should be made to attract more male students to college courses. As mature males are likely to have family responsibilities and greater financial need than mature females who, if they have financial dependents, tend to be covered by existing Social Security arrangements, this effort to attract male students will be related to recommendation 8.10.

Further research is recommended into the problems of students in the practical experience components of their course and in particular, practice teaching.

Practice teaching should be undertaken in small schools and/or schools with a supportive atmosphere.

Enclave support services staff should be closely involved with students throughout their practice. They should not be involved with assessment.

There should be a more thorough preparation for Aboriginal students before the practical experience components of course and in particular, see recommendation 8.5.

The coordinators should be involved in teaching students and in conducting such activities as seminars for staff.

Other appropriate staff should be involved in counselling and advising Aboriginal students. Staff of both sexes should be available to students.
8.20 The Aboriginal Advisory Committee should have a higher profile with students. Strategies for contact with students should be arranged such as meetings and social occasions and such strategies should make clear to students the importance of committee views on matters affecting them. Committee members should also be made aware of their own responsibilities towards students.

8.21 The setting up of an Intercampus Aboriginal Student Association should be investigated.

8.22 The funding of all staff in the support services should be reviewed. Strategies for permanency or at least long term contracts should be explored. Career options for such staff should be available.

8.23 An extension of enclave support services to Churchlands and Claremont campuses should be considered when the implications of the amalgamation of the four campuses are clearer.

8.24 Further off-campus programs on the Broome model should be considered but not without careful planning and sufficient funds to ensure success.

8.25 Further research into the Broome centre program is recommended when current students are nearing course completion.

8.26 The compilation of basic information about other programs of enclave support for Aboriginal students in Australia should be undertaken.

8.27 Further research into the educational preparation of Aboriginal students for tertiary study should be undertaken. In the absence of ASAT scores for entrants to the program a comparison of selection test results with the schooling and other educational preparation of applicants should be attempted with a view to comparison of such information with a students' subsequent progress on course.
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APPENDIX I

QUESTIONNAIRE

For current students of the Western Australian College who entered courses under the Special Entry provisions for Aboriginal people.

PART A - PERSONAL PROFILE:

[For the following questions, please indicate your response by placing the appropriate number in the box provided.]

1. What was your age at the time you entered the College?
   - Less than 21 years of age ....................... 1
   - From 21 years to 30 years ..................... 2
   - From 31 years to 40 years ..................... 3
   - More than 40 years of age ..................... 4

2. What is your sex?
   - Male .................................................. 1
   - Female ............................................... 2

3. What is your marital status?
   - Currently married/de facto .................... 1
   - Formerly married/formerly de facto/widowed/divorced ......................... 2
   - Never married .................................... 3
4. Where is your permanent home?

[N.B. "Home" is where you belong. You may not have spent much time there in the period before you entered College but you return there when you can.]

<table>
<thead>
<tr>
<th>Region</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metro area (Perth or Interstate city)</td>
<td>1</td>
</tr>
<tr>
<td>East Kimberleys</td>
<td>2</td>
</tr>
<tr>
<td>West Kimberleys</td>
<td>3</td>
</tr>
<tr>
<td>Pilbara</td>
<td>4</td>
</tr>
<tr>
<td>Carnarvon, Geraldton and surrounding areas</td>
<td>5</td>
</tr>
<tr>
<td>Eastern Goldfields</td>
<td>6</td>
</tr>
<tr>
<td>South West</td>
<td>7</td>
</tr>
<tr>
<td>Great Southern</td>
<td>8</td>
</tr>
<tr>
<td>Wheatbelt</td>
<td>9</td>
</tr>
</tbody>
</table>

5. If your "home" (as defined above) was not a metro area how many years did you live in a metro area before commencing studies?

[Recent residence only. Please ignore periods as a child which were followed by significant periods of country residence]

<table>
<thead>
<tr>
<th>Duration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all</td>
<td>1</td>
</tr>
<tr>
<td>Up to one year</td>
<td>2</td>
</tr>
<tr>
<td>More than one year</td>
<td>3</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4</td>
</tr>
</tbody>
</table>
6. (a) What formal schooling did you have before you entered this college?

(Please mark as many boxes as necessary by placing a tick (√) within the box (boxes) provided.)

- You completed primary school
- You completed year 10 of high school
- You received the Achievement Certificate
- *You completed the Junior Certificate year
- *You completed the High School Certificate year
- You completed one year of upper school (year 11)
- *You completed two years of upper school (year 12)
- *You completed any other formal subcertain study (eg Secretarial Diploma year or Child Care Certificate Course)

Please name this course __________________________

- *You completed at least one half year of other tertiary study.

(*This refers to completion of the period. It does not mean that you have passed.)

(b) Did you complete at least half of one year of any of the following?

- Bridging Course
- Advanced Education Entry Certificate Course
- General Education Certificate Course
- TAFE - Aboriginal Access Course (General Studies)
- TAFE - Advanced Aboriginal Access Course
- TAFE - Advanced English Course
- Residential Child Care Certificate Course (from C.S.T.C.)
- Basic Child Care Certificate Course
- Any other course
7. [(Please place the appropriate number in the boxes below.)]

(a) Did you have any paid full time work experience before you entered College?

Yes ............................................................. 1
No .............................................................. 2

If you answered No to 7 (a) please place an "O" in the boxes in (b), (c) and (d).

(b) I had one job only. It lasted less than a year ........................................ 1

1 I had one job only. It lasted for a year or more ......................................... 2

1 I had more than one job. They all (both) lasted for less than a year ................. 3

1 I had more than one job. One of them lasted for a year or more .................... 4

(c) What sort of work did you do?

[Please choose the job in which you spent the longest time.]

1 Labouring or domestic work .........................................................

1 Sales work (eg Shop assistant) ................................................. 2

1 Clerical/Secretarial work ......................................................... 3

1 Aide-Type work (eg Teacher Aide, nursing assistant) .............................. 4

1 Trades work (eg Trades Assistant, apprenticeship) .................................... 5

1 Other work ................................................................. 6

Please name ____________________________________________

(d) How many jobs have you had?

[This means "How many employers/self employed".]

1 One job only .................................................................

2 Two jobs .................................................................

3 More than two .............................................................

...5/
8. Do you have any dependants?

("Dependant" means someone financially dependent on you.)

[ ] Yes ............................................. 1
[ ] No .................................................. 2

9. Who are your dependants?

[If you answered NO to question 8, please place an "O" in the box.]

[ ] Spouse .......................................... 1
[ ] Spouse and one child .......................... 2
[ ] Spouse and more than one child ............. 3
[ ] One child ......................................... 4
[ ] More than one child ............................ 5
[ ] Other (Please describe) ......................... 6

10. In your situation, which is the most appropriate response?

[ ] I have satisfactory Child Care arrangements .... 1
[ ] My children are satisfactorily looked after but it costs too much .............................. 2
[ ] My children are satisfactorily looked after but I (or someone else) spend too much time travelling to take my children to Child Care and to pick them up ................................. 3
[ ] I have satisfactory Child Care arrangements but I am not sure that they will last ................ 4
[ ] My Child Care arrangements are unsatisfactory .. 5
[ ] I do not need Child Care arrangements ............ 6
11. What income do you have?
Please mark as many boxes as necessary

- ABSTUDY benefits (under 18 rate)
- ABSTUDY benefits (full rate)
- ABSTUDY dependants allowance
- Supporting parents benefit
- PT work during semester
- Family Allowance (child endowment)
- Savings of more than $200
- Spouse's income
- Regular or occasional financial help from family...

12. Please give an approximate weekly breakdown of your regular expenses.

(a) Rent
Food
Power & light, water bill etc

Amount
$ ___
$ ___
$ ___

(b) Board. Please include extra meals
$ ___

(c) Travel expenses (Bus or petrol costs)
$ ___

(d) Hire purchase (Furniture, car etc)
$ ___

(e) Child Care costs
$ ___

(f) Sundries
$ ___

(g) Clothing
$ ___

(h) Other (Please describe)
$ ___
13. Which of the following most accurately describes your accommodation arrangements?
   o Living with close family .......................... 1
   o Hostel accommodation .............................. 2
   o Sharing accommodation with other students ..... 3
   o Sharing accommodation with non-students ..... 4
   o Sharing accommodation with both students and
     non-students ........................................ 5
   o Living alone ......................................... 6

14. How many residences have you had since you commenced College studies? [Do not count vacation periods]
   One Only ............................................. 1
   Two .................................................... 2
   More than two ......................................... 3

15. How far from College do you live?
   [Please complete this item even if you come to College by private transport]
   Walking distance ..................................... 1
   One bus or train route ............................... 2
   More than one bus or train route .................... 3

16. How do you come to College each day?
   [The most common way.]
   Walk .................................................... 1
   Public Transport ...................................... 2
   Private Transport ..................................... 3
   A combination of public and private transport .. 4
17. Who are your friends?

(a) All Aboriginal friends
1

- Mostly Aboriginal friends
2

- Approximately equal numbers of both Aboriginal and non Aboriginal friends
3

- Mostly non Aboriginal friends
4

- All non Aboriginal friends
5

- Very few or no friends
6

(b) All College friends
1

- Mostly College friends
2

- Approximately equal numbers of College friends and non College friends
3

- Mostly non College friends
4

- All non College friends
5

- Very few or no friends
6

18. Do your family and your friends (ie people whose opinion you value) support your intention to undertake studies?

- They are all happy about my being a student
1

- Some of them are happy about my being a student
2

- They are not happy about my being a student
3

- Some of the time they support me
4
PART 3 - THE SUPPORT SYSTEM

19. What use do you make of the support services provided to Aboriginal students at the College?

[Please select your response to each item from the following:]

I have made considerable use of the service .... 1
I have made some use of the service .............. 2
I rarely if ever use the service ................. 3

- The coordinator(s) in charge of the Support program.....
- The special tutor(s) provided for students in the program ..................................................
- The accommodation (special areas; special room, places to undertake tuition and private study)........
20. (a) What do you use the coordinator(s) for?

[Please select a numeral from the following 5 point scale.]

1 2 3 4 5

(not at all) (a great deal)]

- I use this person to help me with assignments ........
- I use this person for general academic counselling eg study skills, where to find references etc ......................
- I use this person for help with personal problems ...
- I use this person for liaison with the Commonwealth Department of Education .....................
- I use this person for liaison with academic staff at the college eg extensions, problems over assignment marks etc ................................
- I use this person to arrange special tuition ........
- I use this person for general help eg Accommodation, baby sitting arrangements, emergency financial help ................................

(b) How useful have you found this help?

[NOTE: If you have not used the coordinators for any purpose whatsoever, please place an "0" in the box.]

1 2 3 4 5

(no use at all) (extremely useful)]
21. Which of the following most accurately describes your contact with special tutors?
   - I have used tutor(s) frequently and have found their help most useful ................. 1
   - I have used tutor(s) and have found their help of some use ............................ 2
   - I have used tutor(s) and have found their help of little use ............................ 3
     [Please comment]

22. What other help have you sought?
   [Please select your answers from:]

   - I have not sought help from this (these) person(s) ........................................ 1
   - I have sought help and it was useful ............................................................... 2
   - I have sought help and it was of little or no use ............................................ 3
   - Lecturing staff .................................................................................................
   - College Counsellor(s) ......................................................................................
   - College Practice Supervisor .............................................................................
   - Commonwealth Department of Education - Education Officer .....................
PART C - AIMS AND ATTITUDES TO STUDY

23.(a) How regularly do you have trouble getting assignments in on time?

["On time" means without extension]

All the time ........................................ 1
Sometimes .......................................... 2
Never ............................................... 3

(b) How much assignment preparation and private study do you do in a week?

[Use an average time for the week, per semester]

More than 20 hours per week ..................... 1
11-20 hours per week .............................. 2
6-10 hours per week .............................. 3
0-5 hours per week ............................... 4

(c) What proportion of this time is spent on weekends?

More than half of the time ....................... 1
Between a quarter and a half of the time .... 2
Less than a quarter of the time ............... 3
None of the time ................................ 4
(d) How else do you spend your time?

[Note: If you do not spend any time at all on the activity please place a "0" in the box.]

- Domestic chores (including shopping) ..........
- Spending time with close family (spouse and/or children) ........................................
- Playing sport ...........................................
- Going "out" (films, discos, parties, football matches etc) ............................................
- Visiting friends and/or relatives ...................
- "Home" Activities (watching TV, listening to music, reading) ........................................
- Entertaining friends and/or relatives at home ......
- Other (Please name)

______________________________

______________________________

24. What do you intend to do when you leave College?

[Please choose the most appropriate response.]

- I intend to be a classroom teacher/library media aide/recreation officer ................. 1
- I want to get a job other than those listed above ..................................................... 2
- I wish to undertake further study ................. 3
- I wish to travel ....................................... 4
- I want to do more than one of these things ...... 5
- I am not sure what I want to do .................. 6
- I don't want to do any of these things ........... 7
25. What issues are important in Aboriginal Affairs today?

[Please select a numeral from the following 5 point scale.]

<table>
<thead>
<tr>
<th>(not important)</th>
<th>(very important)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

- Health Services for Aborigines
- Education for Aborigines
- Housing for Aborigines
- Employment for Aborigines
- Attitudes by the general population towards Aborigines
- Attitudes by Aborigines towards other Australians
- Attitudes by Aborigines towards other Aborigines
- Land rights for Aborigines
QUESTIONNAIRE

For former students of the Western Australian College (Mt Lawley and Nedlands Campuses) who entered courses under the Special Entry provisions for Aboriginal people.

PART A - PERSONAL PROFILE

For the following questions, please indicate your response by placing the appropriate number in the box provided.

1. What was your age at the time you entered the College?
   - Less than 21 years of age .......................... 1
   - From 21 years to 30 years .......................... 2
   - From 31 years to 40 years .......................... 3
   - More than 40 years of age .......................... 4

2. What is your sex?
   - Male ................................................. 1
   - Female .............................................. 2

3. (a) What was your marital status at the time you entered College?
   - Married/de facto ..................................... 1
   - Formerly married/formerly de facto/widowed/divorced ............................... 2
   - Never married ........................................ 3

(b) Did your marital status change while you were on course?
   - Yes ................................................. 1
   - No ................................................. 2
PART D - PRACTICE TEACHING

[For Diploma of Teaching Students and for former Diploma of Teaching students who have transferred to another course.]

26. Please indicate your reaction to the following statements concerning how you felt about your last teaching practice period.

Please select a numeral from the following 5 point scale:

[ ] [ ] [ ] [ ] [ ]

(strongly disagree) (strongly agree)

[NOTE: If you feel that the statement is not applicable to your situation please place an "O" in the box]

- The practice teaching session was successful from my point of view ..........................................

- I felt that I was accepted by the staff of the school ..........................................................

- I felt that the children in my class accepted me ..............................................................

- I felt that I related well to the other staff .......

- I felt that I related well to the children in the class .........................................................

- I feel that the assessment I received was fair .......

- I will feel more confident in my next teaching practice (2nd year students) my teaching after graduation (3rd year students) as a result of this practice ................................................................

- I feel that I learned a lot in this practice ........
4. Where was your permanent home?

["Home" is where you belonged. You may not have spent much time there in the period before you entered College but you returned there when you could.]

Metro area (Perth or Interstate city) .............. 1
East Kimberleys ..................................... 2
West Kimberleys ..................................... 3
Pilbara .................................................. 4
Carnarvon, Geraldton and surrounding areas ...... 5
Eastern Goldfields .................................... 6
South West ............................................. 7
Great Southern ........................................ 8
Eastern Wheatbelt .................................... 9

5. If your "home" (as defined above) was not a metro area, how many years did you live in a metro area before you commenced studies?

[Please ignore periods in a city as a child which were followed by significant periods of country residence.]

Not at all .................................................. 1
Up to one year ......................................... 2
More than one year .................................... 3
Not applicable ......................................... 4
6. (a) What formal schooling did you have before you entered college?

(Please mark as many boxes as necessary by placing a tick (✓) within the box (boxes) provided.)

- You completed primary school
- You completed year 10 of high school
- You received an Achievement Certificate
- *You completed the Junior Certificate year
- *You completed the High School Certificate year
- You completed one year of upper school (year 11)
- *You completed two years of upper school (year 12)
- You completed any other formal subtertiary study (eg Secretarial Diploma year or Child Care Certificate Course)

Please name this course

- *You completed at least one half year of other tertiary study.

(*This refers to completion of the period. It does not mean that you passed.)

(b) Did you Complete at least half of one year of any of the following?

- Bridging Course
- Advanced Education Entry Certificate Course
- General Education Certificate Course
- TAFE - Aboriginal Access Course (General Studies)
- TAFE - Advanced Aboriginal Access Course
- TAFE - Advanced English Course
- Basic Child Care Certificate Course
- Residential Child Care Certificate Course (from C.S.T.C.)
- Any other courses

Please name these
7. [Please place the appropriate number in the boxes below.]

(a) Did you have any paid full time work experience before you entered College?
- Yes ........................................... 1
- No ........................................... 2

[If you answered No to 7(a) please place an "0" in the boxes in (b), (c) and (d).]

(b) I had one job only. It lasted less than a year 1
- I had one job only. It lasted for a year or more ........................................... 2
- I had more than one job. They all (both) lasted for less than a year ....................... 3
- I had more than one job. One of them lasted for a year or more .............................. 4

(c) What sort of work did you do before you entered College?
[Please choose the job in which you spent the longest time.]
- Labouring or domestic work ......................... 1
- Sales work (eg Shop assistant) ....................... 2
- Clerical/Secretarial work ............................ 3
- Aide-Type work (eg Teacher Aide, nursing Assistant) ........................................... 4
- Trades work (eg Trades Assistant, apprenticeship) ................................................. 5
- Other work ..................................... 6

(d) How many jobs did you have?
[This means "How many employers/self employed".]
- One job only .................................... 1
- Two jobs ........................................ 2
- More than two .................................. 3

...3/
8. Did you have any dependants while you were in College?

("Dependant" means someone financially dependent on you.)

Yes ................................................... 1
No ..................................................... 2

9. Who were your dependants?

(If you answered NO to above, please place an "O" in the box.)

Spouse .............................................. 1
Spouse and one child ............................. 2
Spouse and more than one child ............... 3
One child ........................................... 4
More than one child .............................. 5
Other .................................................. 6

Please describe __________________________

10. Please choose the most appropriate response concerning your Child Care arrangements while at College.

 o I did not need Child Care ......................... 1
 o I had satisfactory Child Care arrangements ...... 2
 o My Child Care arrangements were satisfactory but they cost too much and/or the travelling time to/from Child Care was excessive .......... 3
 o My Child Care arrangements were unsatisfactory . 4

If you wish please comment

____________________________________________

____________________________________________
11. While you were in College, what income did you have?

[Please answer this question as it related to most of the time. Please mark as many boxes as needed.]

- ABSTUDY benefits (under 18 rate)
- ABSTUDY benefits (full rate)
- ABSTUDY dependants allowance
- NEATS benefits
- NEATS dependants allowance
- Supporting parents benefit
- PT work during semester
- Family Allowance (child endowment)
- Savings of more than $200 at course commencement
- Input from Spouse's income
- Regular or occasional family help (ie not spouse)

12. Were you able to live within your income for most of the time you were in College?

- Yes
- No

13. Which of the following most accurately describes your accommodation arrangements while you were in College?

[Where your accommodation varied, please choose the one which describes the longest period of your college stay.]

- Living with close family
- Hostel accommodation
- Sharing accommodation with other students
- Sharing accommodation with non students
- Sharing accommodation with both students and non students
- Living alone
14. How many residences did you have while you were in College?
   [Do not count vacation periods.]

   One only ........................................ 1
   Two ............................................... 2
   More than two ................................. 3

15. How far from College did you live?
   [Please answer this question in the same way you answered question 13 i.e. the residence which constituted the longest period of your time in College.]

   Walking distance ............................. 1
   One bus or train route ..................... 2
   More than one bus or train route ........ 3

16. How did you come to College each day?
   [The most common way.]

   Walk ........................................... 1
   Public Transport ............................. 2
   Private Transport ............................ 3
   A combination of public and private transport .. 4
17. Who were your friends while you were a College student?

(a) All Aboriginal friends .......................... 1
   o Mostly Aboriginal friends .................... 2
   o Approximately equal numbers of both Aboriginal and non Aboriginal friends .................. 3
   o Mostly non Aboriginal friends ............... 4
   o All non Aboriginal friends .................... 5
   o Very few or no friends .......................... 6

(b) All College friends .............................. 1
   o Mostly College friends ......................... 2
   o Approximately equal numbers of College friends and non College friends ................... 3
   o Mostly non College friends ..................... 4
   o All non College friends ........................ 5
   o Very few or no friends .......................... 6

18. Did your family and your friends (ie people whose opinion you value) support your intention to undertake studies?

   o They were all happy about my being a student ... 1
   o Some of them were happy about my being a student .............................................. 2
   o Some of the time they supported me ..................... 3
   o They were not happy about my being a student .... 4

...9/
PART B - THE SUPPORT SYSTEM

19. What use did you make of the Support Services provided to Aboriginal Students at the College?

[Please select your response to each item from the following:]

- I made considerable use of this service ........ 1
- I made some use of this service ............... 2
- I rarely if ever used this service ............ 3

- The coordinator(s) in charge of the Support program ...........................................
- The special tutor(s) provided for students in the program ........................................
- The accommodation (special areas - student common room, places to undertake tuition and private study) ........................................
20.(a) What did you use the coordinator(s) for?

[Please select a numeral from the following 5 point scale.]

1 2 3 4 5
(not at all) (a great deal)

- I used this person(s) to help me with assignments
- I used this person(s) for help with study skills, planning my time etc
- I used this person(s) for help with personal problems
- I used this person(s) for liaison with Commonwealth Department of Education
- I used this person(s) for liaison with academic staff
- I used this person(s) to arrange special tuition
- I used this person(s) for general help eg Accommodation, babysitting arrangements, emergency financial help

(b) How useful did you find this help?

[NOTE: If you did not use the coordinator for any purpose, please place an "0" in the box.]

1 2 3 4 5
(no use at all) (extremely useful)
21. Which of the following most accurately describes your contact with special tutors?

- I used tutor(s) and found their help most useful .................................................. 1
- I used tutor(s) and found their help of some use ...................................................... 2
- I used tutor(s) and found their help of little use ...................................................... 3
- Please comment

- I used tutor(s) very little or not at all ........................................................................... 4
- Please comment

22. During your time in College did you use help from any of the following categories of people?

[Please select your answers from:]

- I did not have any contact with these people (other than attendance at lectures) .......... 1
- I sought help from these people (in addition to attending lectures) and it was useful .......... 2
- I sought help from these people and it was of little or no use ......................................... 3

- Lecturing staff at the College .................................................................
- College Counsellor(s) .................................................................
- *College practice supervisor ............................................................
- The Education officer(s) from Commonwealth Department of Education ...................

*Students in ADAAS please place an "O" in this box.
PART C - AIMS AND ATTITUDES TO STUDY

23. (a) How regularly did you have trouble getting assignments in on time?

"On time" means without extension

All the time ........................................... 1
Sometimes ............................................... 2
Never ...................................................... 3

(b) During semester, what was the average of the time spent on assignment preparation and private study?

More than 20 hours per week ............................ 1
11-20 hours per week .................................... 2
6-10 hours per week ..................................... 3
0-5 hours per week ..................................... 4

(c) Did you regularly do some of this preparation and study on the weekend?

Yes ........................................................... 1
No ............................................................ 2

24. What did you do with your free time while you were a student?

[Please comment on other activities throughout the semester.]

_____________________________________________________
_____________________________________________________
_____________________________________________________
25. Have you done any of these things since you left College?
Please mark (✓) as many boxes as necessary

- Taught as a graduated teacher
- Employed as a teacher aide
- Used your qualification to get a job other than teaching
- Had any other job, ie paid, full time employment
- Travelled interstate or overseas
- Undertaken any further study
- Have not done any of these things

26. What issues are important in Aboriginal Affairs today?
(Please select a numeral from the following 5 point scale.)

1 2 3 4 5
(not important) (very important)

- Health Services for Aborigines
- Education for Aborigines
- Housing for Aborigines
- Employment for Aborigines
- Attitudes by the general population towards Aborigines
- Attitudes by Aborigines towards other Australians
- Attitudes by Aborigines towards other Aborigines
- Land rights for Aborigines
27. What were the most important reasons that made you decide to leave College?

N.B. Graduates - please write "Graduated"

28. Do you wish to make any other comment on the support services or the College in general? Please feel free to comment on any thing that you wish.
Dear

I am writing to seek your help in answering the enclosed questionnaire. This is part of a study of the support system for Aboriginal students at the former Nedlands and Mount Lawley Colleges of Advanced Education. These Colleges as well as Churchlands and Claremont Colleges and the new Broome external campus have now become a part of the Western Australian College. The people running these support services believe it is time to examine these services and to see if there are ways in which they can be improved. They are also concerned to look at better ways of helping students to remain on course. An earlier study in which some of the respondents to this questionnaire may have been involved while they were students, was undertaken in 1979. It is now time, four years later, to look at the situation again.

The Mount Lawley program commenced in 1976 with thirteen students. The Nedlands program commenced officially in 1982 with thirteen students. Fifty four students commenced this year on three campuses of the Western Australian College which is the new title for the former Churchlands, Nedlands, Mount Lawley and Claremont colleges. A new external campus has also been opened this year at Broome. In all, 169 students have been or are involved in the program.

I consider that students - both currently and formerly enrolled - are the most important group of people who can provide information for this study. The support services are provided for them and if they are not satisfied, then such services ought to be improved. But staff at the College and other interested people have also been asked for their views. I therefore ask your cooperation in completing the questionnaire. Please be as frank as possible. All information is completely confidential. You have been allocated a number - see the top right hand of page one of the questionnaire. I am the only person who knows to whom this number refers.
APPENDIX II

1 July, 1983.

Questionnaire for former students of the Western Australia College
Aboriginal Support Programs at Mount Lawley,
Nedlands and Broome Campuses

You will recall that a copy of a questionnaire was sent to you in early June. Please ignore this letter if you have already returned the completed copy.

As I neglected to write an identifying number at the top of the questionnaire, I am unable to say who has returned the questionnaire and this letter is therefore being sent to all respondents. As the time for completing the analysis of the information is limited I would very much appreciate it if you would fill in and return the questionnaire to me as soon as possible. The responses of the Aboriginal students, present and past, are most important to the results of the study, and in making recommendations concerning support services.

Your comments at the very end of the questionnaire would be particularly welcome. If you wish to add a further sheet to accommodate any further comments, this would be much appreciated. I look forward to hearing from you soon. Once again, please forgive this extra letter if you have already returned the questionnaire.

Yours sincerely

MARGARET McGrath
Telephone:  2720 558 (work)
            446 2670 (home)
Dear

Please forgive me for writing to you again about the completion of the questionnaire sent to all former students of the Aboriginal Student Intake program. The return rate for the questionnaires is still rather low and it is former students who did not complete their courses who have tended not to reply. As it is this group which I am particularly anxious to hear from, I am writing to you again. I would particularly like to hear from you about the reasons which made you decide to leave College.

Another questionnaire is included with this letter. If you do not wish to complete the questionnaire, would you consider writing to me to give me your reasons? It is an important part of any study to know why respondents do not wish to participate. Alternatively you may be prepared to give your reasons for withdrawing from College without filling in the rest of the questionnaire.

Finally, I wish to stress the complete confidentiality of any information you may give me.

I look forward to hearing from you soon.

Yours sincerely

Margaret McGrath

Telephone: 2720 558 (Work)
4462 670 (Home)
W. A. College: E.F.T.S. By Level
(Source: Advanced Education Annual Statistical Collection)

UG1  2059  33.44%
UG2  2871  46.62%
UG3  330   5.34%
PG1  897   14.60%

6157  100.00%
A. COLLEGE: Male - Female Distribution

All Courses

(Source: Advanced Education Annual Statistical Collection)

PG1

Male 39.7%

Female 60.3%

UG1

Male 58.9%

Female 41.1%

UG2

Male 23.7%

Female 76.3%

UG3

Male 26.9%

Female 73.1%

ALL COURSES

(Including non award)
W.A. College: School of Education, Enrolments by Campus (All courses)
(Source: Advanced Education Annual Statistical Collection)

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<tr>
<th>CAMPUS</th>
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Churchlands Campus

Mount Lawley Campus

Claremont Campus
A. College: Total EFTSU by Discipline Group

Percentage EFTSU by Discipline

(Source: Advanced Education Annual Statistical Collection)
APPENDIX IV

WESTERN AUSTRALIAN COLLEGE OF ADVANCED EDUCATION
Mount Lawley Campus
Postal Address PO Box 66 Mount Lawley 6050
2 Bradford Street Mount Lawley Western Australia 6050 Telephone (09) 272 0444

DEPARTMENT OF ABORIGINAL AND INTERCULTURAL STUDIES : DETAILS OF POSITION

POSITION: Coordinator of Aboriginal Student Intake.

LOCATION: Broome, Mount Lawley and Nedlands.

CONDITIONS: Usual conditions that apply to a College Lecturer. The position is funded by the Department of Aboriginal Affairs on an annual contract basis. These are not a lecturing positions.

DUTIES OF COORDINATOR:

1. (i) To organise the students' academic program,
   (ii) Liaise between college lecturers and students, and
   (iii) Analyse assessment policies and assignment requirements.

2. (i) To counsel the students on a wide range of personal and social problems and
   (ii) Assist with accommodation needs.

3. (i) To assist with academic tutoring services in the general area of academic style and scholarly presentation and/or
   (ii) In an area of specialisation.

4. (i) Seasonal duties include the testing and interviewing of new students,
   (ii) Handling the advertising of the whole program,
   (iii) Organising a special orientation camp and
   (iv) Arranging special tutorial support.

5. (i) To liaise between the students and various government departments which provide support and
   (ii) Liaise with other people and institutions which provide educational services for Aboriginal people.

6. (i) To work with other members of the Department of Intercultural Studies including part-time Tutors in Aboriginal Education, Academic Staff, Clerical and Support staff.
   (ii) To attend the regular staff meeting of all departmental staff.

7. (i) To be responsible to the Senior Lecturer for the operation of the Aboriginal Student Enclave and through him to various College Committees and Councils.
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(Source: Advanced Education Annual Statistical Collection)
THE ABORIGINAL STUDENT WELFARE, TUTORING AND COUNSELLING SERVICE OF THE DEPARTMENT OF ABORIGINAL AND INTERCULTURAL STUDIES

The Department of Aboriginal and Intercultural Studies administers an Aboriginal Student Welfare, Tutoring and Counselling Service comprising the following staff, all of whom are funded by the Department of Aboriginal Affairs and the Commonwealth Department of Education and Youth Affairs.

Coordinator of Aboriginal Students
Intake, Broome
Ms Anthea Taylor

Coordinator of Aboriginal Students
Intake, Mount Lawley
Ms Mingli Wanjurri-Wungala

Coordinator of Aboriginal Students
Intake, Nedlands
Ms Shiralee Lynch

Aboriginal Lecturer
formerly Mr Vic Forrest
new appointment pending
Mr Simon Forrest

Aboriginal Tutor
Miss Paulina Garrett

Aboriginal Clerk-Typist
Mrs Paulann Ralph

In addition to providing organising, tutoring and counselling services to Aboriginal students, each coordinator is responsible for the coordination of the services of numerous part-time tutors and the provision of Aboriginal Study Grants in liaison with Education Officers of the Commonwealth Department of Education and Youth Affairs. Moves have also been made to link the Aboriginal Student Support System to the College's own Student Welfare and Counselling Service.
APPENDIX V

DEPARTMENT OF ABORIGINAL AND INTERCULTURAL STUDIES (DAIS)

Senior Lecturer and Head of Department

Peter Reynolds, BA, MEd W Aust, Dip Ed Admin WAIT, THC Clmt, MACE, MANZSA.

Senior Lecturer


Lecturers

Judy Caproni, BA W Aust, Dip Ed Melb, ALAA.
Shirley Gollagher, BA Hons W Aust, Grad Dip Rdg Ed Clmt, ASDA.
Neville Green, BA B Ed W Aust, TEC, Clmt.
Toby Metcalfe, BA Hons W Aust, BD Hons Melb Coll Divinity, Ph D ANU, TC Clmt.
Rob Mykytiuk, BA W Aust, Dip T Clmt.
Maureen Stepanoff, BA, Dip Ed W Aust, ALAA.
Lois Tilbrook, MA, Dip Ed W Aust.
Simon Forrest, Dip T Mt Lawley.

Coordinators

Doug Hubble, Dip T Clmt, B Ed Mt Lawley.
Shiralee Lynch, B Soc Wk WAIT.
Anthea Taylor, BA, M Ed W Aust.
Mingli Wanjurri-Nungala, Dip T Mount Lawley.

Tutor

Paulina Garrett, Dip T Clmt.

Secretary

Denise Maxwell

Administrative Assistant

Vicki Phillips

Clerk Typists

Joyce Oakley
Paulean Ralph.
A. **Funds Provided by the Department of Aboriginal Affairs**

### A.1 The Mount Lawley Aboriginal Teacher Education Project (ATEP)

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### A.2 The Broome Remote Area Diploma of Teaching (RADOT)

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APPENDIX VI

A.3 The Nedlands Post Secondary Aboriginal Education Project

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B. FUNDS PROVIDED BY DEPARTMENT OF EDUCATION AND YOUTH AFFAIRS

B.1 The Mount Lawley Aboriginal Teacher Education Project (ATEP)

| Academic Tutor | 21,000 |
| AEEC and GEC Tutors and Administrative Assistant | 135,000 |
| **Total:** | **156,000** |

B.2 The Broome Remote Area Diploma of Teaching (RADOT)

| Unit Teaching and Maintenance | 3,000 |
| Administrative Assistant | 2,307 |
| Tutorial Support | 6,000 |
| **Total:** | **11,307** |

C. TOTAL OF ALL FUNDS FROM

| Commonwealth Dept of Aboriginal Affairs (DAA) | 184,789 |
| Commonwealth Dept of Education and Your Affairs (CDEYA) | 167,307 |
| **Total:** | **$352,096** |
APPENDIX VII

ORIENTATION WEEK PROGRAMME

Monday 23rd January

9.30am Introductions: Coordinators, Tutors, Counsellor, Head of School, Head of Department and Staff Members.

Weeks events.

Accommodation.

12.30pm LUNCH: Staff member, Aboriginal Advisory Committee and current students.

1.30pm Lecture/Notetaking procedure with Simon Forrest.

2.30pm Assignment work - Paulina Garrett
- Diane Valli
- Heather Kemp
- Jacqui Parkhurst.

Tuesday 24th January

ABORIGINAL ORGANIZATIONS:
- Aboriginal Medical Service
- Aboriginal Legal Service
- Aboriginal Accommodation
- Commonwealth Department of Education & Youth Affairs (Adrian Colley)
- Department of Employment and Youth Affairs (Jim Morrison)
- Department of Social Security.

2.30pm Assignment work completion.

Wednesday 25th January

10.00am Leave for Jarrabdale campsite.

12.30pm LUNCH.

1.45pm Group Introductions: 10-12 people per group.

"How to Make Friends" - with Robert Hayward.

Afternoon Tea.

3.00pm Session One.

FREE TIME.

6.30pm DINNER.

8.00pm Quiz Night.
APPENDIX VII

**Thursday 26th January**

- 9.00am Drama Exercise with Mingli.
- 10.30am Morning Tea.
- 11.00am Session Two.
- 12.30pm LUNCH.
- 1.30pm Session Three.
- 3.30pm Afternoon Tea.
  - Free time.
- 6.30pm BBQ Dinner.
- 8.00pm Film Night.

**Friday 27th January**

- 9.00am Family Trees with Barry Pickett.
- 10.30am Morning Tea.
- 11.00am Free time / Clean up.
- 12.30pm LUNCH.
- 2.00pm Leave the campsite for Mount Lawley Campus.
APPENDIX VIII

FEDERATION OF COLLEGE ACADEMICS ABORIGINAL EDUCATION POLICY

This policy was passed at the August Annual General Meeting.

NB: reference to Aborigines in this document includes Torres Strait Islanders.

M.N.B. Underlinings have been made by the report writer.

1. General Principles

FCA recognises the existence of a common identity amongst Aboriginal people and their communities based on:

- A common cultural heritage.
- Prior ownership and occupancy of the Australian continent before its seizure and colonisation.
- The common experience of alienation from the land.
- Continued economic and cultural oppression which limits the extent to which Aboriginal people benefit from the economic and social development of Australia.

The recognition of this identity implies a recognition of the legitimate claim by Aboriginal people for self-determination and control over their own affairs, including land rights and the preservation of Aboriginal culture.

The development and implementation of Aboriginal education should therefore be based on the aspirations and stated objectives of Aboriginal people themselves. Consequently FCA will seek close liaison and consultation with representatives of Aboriginal people particularly the National Aboriginal Education Committee (NAEC), regarding priorities and action in Aboriginal education.
2. ABOONIGINAL SCHOOLING

FCA is committed to increasing the participation rate of Aboriginal people in higher education and to ensuring that Aboriginal culture and history are important components in assessing course design and delivery. However, FCA recognises that any programme for increasing Aboriginal access to higher education must be accompanied by measures at the primary and secondary levels to be successful. These measures should include:

- Adequate financial support by State and Federal Governments for the provision of Aboriginal schools which meet the wishes of Aboriginal people in particular States, Territories and communities.

- The incorporation of Aboriginal studies into the general school curriculum as a core component.

- The Aboriginalisation of Aboriginal schooling through a programme of significantly increasing the number of qualified Aboriginal teachers as well as recognition of the value and importance of traditional Aboriginal teachers.

These, and other measures, can play a crucial role in increasing the retention rate of Aboriginal people in the schooling system and maintaining Aboriginal culture and identity within it. In FCA's view these are important pre-requisites for subsequently enhancing the position of Aboriginal people in higher education.

3. ABOONIGINAL PARTICIPATION IN HIGHER EDUCATION

FCA is concerned that the participation rate of Aboriginal people in higher education is appalling low and notes, as an example, that in 1980 only 0.3 percent of the Aboriginal population were involved in study at the higher education level, a level some eight times below that of the general population.

As a basis for changing these participation rates FCA supports:
The establishment by institutions in consultation with NAEC, State Aboriginal Education Consultative Groups and CTEC, of uniform special entry arrangements for Aboriginal people together with the development of bridging courses designed specifically to meet the needs of Aborigines. These should be arranged wherever possible in conjunction with enclave programmes.

A thorough examination of financial support for Aboriginal students with a view to increasing both the number and level of grants provided under the Aboriginal Study Grants Scheme. In this respect PCA fully supports the recommendation of the Auchmuty Inquiry that these grants should be raised to the level of the minimum wage.

The development of external studies, extramural and outreach programmes to cater for Aboriginal communities distant from major population centres.

4. ABORIGINAL TEACHER EDUCATION

As a step toward both increasing the participation rate of Aboriginal people in higher education and ensuring that an adequate number of Aboriginal teachers is available PCA believes that it is necessary to achieve the NTE target of 1,000 Aboriginal teachers by 1990.

The importance of this target is underlined by the fact that, in 1979, for example, there were only 72 Aboriginal teachers to service an indigenous population of 53,384 - but on the basis of present teacher numbers servicing the non-indigenous population a minimum of 2,964 Aboriginal teachers is necessary to provide the same level of resources for Aboriginal people. The target therefore, while being highly conservative, must be met as soon as possible.

An approach to achieving the target should be based on:

- Encouraging Aboriginal people to enrol in existing teacher education programmes, particularly through mature-age entry.

- Developing an inservice model of training to enable Aboriginal teacher aides to upgrade their qualifications and professional status.
Maintaining and extending Aboriginal enclaves within existing teacher education programmes.

5. ABORIGINAL ENCLAVE PROGRAMMES

FCA recognises that to encourage Aboriginal entry into teacher education courses, programmes and structures appropriate to the needs of Aboriginal people are required—courses and programmes which understand and respond to Aboriginal values, culture, language and lifestyle.

FCA believes that the establishment of enclave support programmes has been important in this respect, as they allow groups of Aboriginal people to study and mix together, drawing on group support and the services of support staff whose role is to assist in dealing with the educational environment and developing the skills necessary to graduate. There is considerable evidence that enclaves have played a role in increasing both the retention and graduation rates of Aboriginal higher education students.

Consequently FCA believes any serious approach to achieving the NITE target of 1,000 teachers must address the funding and administration of enclaves including:

- Establishing uniform funding arrangements for enclaves to replace the existing disparate responsibility which is divided between the Department of Aboriginal Affairs (DAA), State Governments and the Commonwealth Department of Education. In this respect FCA believes that CTEC, in consultation with the NAEC, should assume responsibility either through the provision of earmarked funding or adjustment to general recurrent levels to take account of the cost of these programmes.

- A commitment to fully maintain existing enclaves and the establishment of enclaves in States or Territories where they do not exist, or where need for them has been identified by the NAEC or State Aboriginal Education Consultative Groups.

- Ensuring that separate areas within institutions are set aside for exclusive enclave use.
6. ABORIGINAL CULTURE AND HISTORY COURSES

FCA fully supports the introduction into teacher education courses in Colleges of a core unit of at least one year's duration which focuses on Aboriginal culture and history. Such a measure is necessary to:

- Ensure that all trained teachers are able to teach Aboriginal students from a position of understanding the needs and experiences of Aboriginal people.

- Protect the integrity of Aboriginal culture by ensuring that the history, culture and language of Aboriginal people is not lost, and to promote the development of positive racial attitudes in non-Aboriginal students.

7. ABORIGINALISATION OF TEACHING AND COURSE DELIVERY

FCA is committed to the need for Aboriginal people to be responsible for teaching in Aboriginal schools; the staffing and operating of enclave programmes; and the teaching of College courses regarding Aboriginal history and culture. FCA also supports an expansion of Aboriginal staff members within Colleges at a general level. Action by Governments and institutions to encourage this should include:

- Guaranteeing Aboriginal students undertaking teacher education employment on graduation.

- Investigating modes of integrating DAA or DEIR funded training courses for Aboriginal people with the staffing requirements of institutions.

- The adoption of employment practices which guarantee a set number of qualified Aboriginal people positions within the academic staff establishment.

- Recognition that traditional Aboriginal people have a role to play in teaching culture and history.
8. ABORIGINAL PARTICIPATION IN DECISION-MAKING

Aboriginal people should be involved at all levels of educational decision-making to both overcome years of neglect of Aboriginal needs and opinions, and to ensure that Aboriginal views are effectively represented, and to this end FCA supports the establishment of a National Aboriginal Education Commission.

In the immediate future FCA is committed, as a minimum step, to:

• The nomination of an NAEC representative on CTEC.
• The presence of a nominated Aboriginal representative on the government councils of Colleges.

9. FCA ACTION

In order to promote its policy on Aboriginal education FCA will:

• Maintain regular liaison with the NAEC and state Aboriginal education consultative groups and ATP on appropriate action, interpretation and representation including, where appropriate, the preparation of research papers on submissions.
• Continue to participate as an observer member of the ATP Aboriginal Education Committee.
• Seek discussions with CTEC, DAA and state governments, after consultation with the NAEC regarding the funding and administration of programmes.
• Make urgent representations to the Commonwealth Minister for Education, and the Minister for Aboriginal Affairs.
• Take other steps as the Executive deems appropriate.
APPENDIX IX

WESTERN AUSTRALIAN - REGIONS

These districts are based on Department of Aboriginal Affairs (DAA) regional boundaries.

1. West Kimberleys
2. East Kimberleys
3. Pilbara
4. Central (the towns of Carnarvon, Geraldton and surrounding districts)
5. Eastern Goldfields
6. South-west and Great Southern regions
7. Perth metropolitan area
8. Wheatbelt.
A brief description of the regions follows:

Regions 1 and 2: The Kimberleys are remote tropical grasslands. The population mainly centres on the towns of Derby and Broome in the west. The eastern Kimberleys are more sparsely populated. Aborigines are 40 percent of the total population. They live in the main towns and in other smaller towns and communities. Many Aborigines away from the main towns still adhere to traditional lifestyles. Many communities have significant unemployment and social problems.

Region 3: The Pilbara was traditionally (in white terms) station country raising beef cattle over large semi-arid areas. In recent times, many new mining towns have been established. Aborigines are largely absent from these mining communities. They live in Hedland and other smaller towns and Aboriginal communities. Some Aboriginal groups such as the Nomads, own and run cattle stations.

Region 4: The Central area comprises the main towns of Carnarvon and Geraldton. The former town is largely self-contained. The southern end of this region includes the northern wheatbelt. Its eastern area is arid and fringes on traditional Aboriginal areas.

Region 5: The Eastern Goldfields. This is the largest region and has large dry farming cereal production in the southern parts, the old mining areas centred around Kalgoorlie, a number of Aboriginal communities based on old mining towns or former missions in the west. To the north and east it is arid desert and is part of the Central Reserve area for Aborigines which extends eastwards into South Australia and the Northern Territory.
Region 6: The South West and Great Southern regions are in the most fertile areas of the State. These terms were used because, like the wheatbelt, they are known to Western Australians. The area is characterized by numerous towns. The region around Bunbury 120 km from Perth is relatively buoyant and for Aborigines, employment is somewhat better. The Great Southern or the inland areas south to Albany is more depressed. There is less employment for Aborigines whose social conditions are correspondingly less promising.

Region 7: Perth metropolitan area. The capital city of Western Australia with a population of 950 000.

Region 8: The use of the term 'wheatbelt' occurred because -

a) it is a term known and understood by Western Australians; and

b) wheatbelt towns have many characteristics in common. They are small with small Aboriginal populations and, for Western Australia, they are quite close to each other. Aborigines who come from such towns are likely to have attended a small Government school as part of a minority group. They are also likely to have been subjected to various forms of white antagonism to a greater degree than in the other areas of the State.