



# Indigenous Education Statement

For year end 31 December 2012

Never Stand Still

## Provider Name:

The University of New South Wales (UNSW)

## Indigenous Education Unit Name:

Nura Gili Indigenous Programs Unit (Nura Gili)

## SECTION I: OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

UNSW is committed to improving higher education outcomes for Indigenous Australians. The vision of its Indigenous Programs Unit, Nura Gili, is to be recognised nationally and internationally as a leader in achieving academic excellence in Indigenous higher education programs, research and student support services.

UNSW has formal agreements set down in a Compact with the Australian Government to increase Indigenous enrolments to 500, up from a base in 2010 of 211 students. It is a commitment to a concerted university-wide effort, and an undertaking of close collaborations between Faculties, Centres and Units across UNSW. This aspiration was also included in the UNSW Goals for 2012 approved by the UNSW Council.

To support this important objective for a larger Indigenous student cohort, Nura Gili's 3 sites were consolidated in 2012 to a single location at the centre of the main Kensington campus. The new space is known as Balnaves Place – Home of Nura Gili and includes study space for up to 100 students simultaneously, including a 24/7 access study area, as well as space for research students and ITAS tutoring. Nura Gili's work in 2012 focused on consolidating its new learning support approach, student recruitment activities, and relocation of the Unit.

Nura Gili's mission is to enrich Australia professionally as well as culturally, and to enhance more particularly the capacity of Indigenous people to engage in all aspects of Australian society, through:

Enrolling and successfully graduating significant numbers of Australian Indigenous students;

- Creating an inspiring and supportive intellectual environment that celebrates Indigenous heritage, diversity and the achievement of social justice;
- Leading and contributing to high quality research, scholarship, and teaching and learning areas; and
- Striving for academic excellence.

Nura Gili's focus of activities includes:

1. **Academic pathways** – providing clear pathways to postgraduate and undergraduate learning opportunities;
2. **Market leading curricula** – setting progressive curriculum that enables students to reflect and engage critically with disciplines and their knowledge bases;
3. **Creative & impactful teaching & learning** – conducting teaching and learning engagements that provide opportunities for students to develop their full potential;
4. **Student support & development** – developing high quality, tailored learning support programs and services for Indigenous students that enhance their capacity to successfully and sustainably participate in University life;
5. **Research & scholarship** – undertaking high quality research and scholarship that benefits the Indigenous community and the core functions of Nura Gili;
6. **Leadership, service and communications** – contributing to University and community activities and informing community debate in areas where Nura Gili staff have skills and interest.

## SECTION 2: ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2012 AND PLANS FOR FUTURE YEARS

### **I: Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.**

The three Indigenous centres at UNSW are overseen by senior Indigenous Directors, each of whom is involved in decision-making bodies within the respective Faculty or Division and external committees:

- Nura Gili – Professor Martin Nakata
- Indigenous Law Centre (ILC) –Professor Megan Davis
- Muru Marri Indigenous Health Unit (MMIHU) – Professor Lisa Jackson Pulver

The Director of Nura Gili reports to the Deputy Vice-Chancellor (Academic) and provides high level advice and counsel to members of the University's Executive Management Team on all matters affecting the University's key objectives for Indigenous Australian higher education, and contributes at a high level to policy and organisational direction. The Director plays a key leadership role in developing and implementing the University's overall Indigenous Education strategies and outcomes and is involved in university-wide agendas to achieve these goals. He is represented on the following UNSW board and committees:

- Academic Board
- Divisional Management Group for the Division of the Deputy Vice-Chancellor (Academic)
- Division of the Deputy Vice-Chancellor (Academic) Board of Studies
- Pre-University and Alternative Education Committee
- Faculty of Arts and Social Sciences Faculty Board
- Nura Gili Steering Committee
- Indigenous Legal Education Committee
- Indigenous Law Centre Management Committee

Various members of our Indigenous staff at Nura Gili are also represented on the Student Centre Managers Group, Gender Equity Steering Committee, and Faculty of Arts and Social Sciences Standing Committee, and Faculty of Arts and Social Sciences Standing Postgraduate Coursework Committee.

Other key Indigenous leadership roles for the University include those within the Faculties, where for example, Professor Megan Davis, Dr Kyllie Cripps and Professor Lisa Jackson Pulver sit on a number of committees within the Faculty and the University. They, along with Prof Nakata, also participate as members of a range of external committees, for example, AHRMC, the UN Permanent Forum on Indigenous matters, and the International Research Advisory Panel of the Maori Centre of Excellence

An Indigenous Staff Network provides opportunities for all Indigenous Staff from across the university to come together on a regular basis to support each other, progress career aspirations, and engage on capacity building activities to further their professional areas.

## **2: Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.**

UNSW and Nura Gili's Indigenous employment strategy aims to increase the number of Indigenous staff employed at UNSW, particularly academic staff, as well as to increase Indigenous applicants generally for positions at UNSW. A particular emphasis of the Strategy is to ensure Indigenous staff have professional development and career opportunities beyond the Indigenous Program areas. Another is to ensure the broader university effort goes toward supporting and retaining existing Indigenous staff wherever they are employed.

Our focus for the employment Strategy is also on opportunities for students to develop their capacities to be future leaders within the workforce. We recruit students in roles where they can be mentored (in the workplace), where they can exercise some leadership (Ambassador roles), and where they have charge or responsibility for supervising school students in our Winter programs. The motivation behind this aspect of the strategy is to not just prepare graduates for the workplace but also for recruiting future Indigenous employees. Strategies for increasing Indigenous employment also include utilising Indigenous students for casual roles on campus, assisting students with internship arrangements and cadetship opportunities in the industry sector, and short-term employment on our student recruitment programs. To increase our pool of academic staff, we actively encourage Indigenous students to consider further studies and to work on research projects. Nura Gili's new facilities include identified spaces for research students for this specific purpose. We also promote employment opportunities on campus and take expressions of interest from members of the community via our website. Our community engagement agenda actively promotes UNSW as an employer of choice.

UNSW has a range of identified Indigenous positions. These include the Directors of Nura Gili, the Indigenous Law Centre and Muru Marri (Level E), two Lecturers (Level B), Aboriginal Access Worker (Level 6), Student Services Manager (Level 9), Indigenous Employment Coordinator (Level 8), Student Recruitment Officer (Level 6), and two Student Support Officers (Levels 6 and 8).

**Table 1: Permanent Positions**

Faculty/Institute/Section	Academic / Non Academic	Level	Role
College of Fine Arts	Academic	B	Lecturer
Faculty of Arts & Social Sciences	Academic	B	Research Fellow
Faculty of Medicine	Academic	B	Lecturer
UNSW Canberra at ADFA	Academic	B	Lecturer
Division DVC (Academic)	Academic	B (4 staff)	Lecturer
College of Fine Arts	Academic	C	Senior Research Fellow
Faculty of Law	Academic	C	Senior Lecturer
Faculty of Arts & Social Sciences	Academic	D	Associate Professor
Division DVC (Academic)	Academic	E	Professor & Director
Faculty of Law	Academic	E	Professor & Director
Faculty of Medicine	Academic	E	Professor & Director
<b>TOTAL</b>	<b>15 Academic Staff</b>		
Division DVC (Academic)	Non Academic	3	Administration
Division University Services	Non Academic	3	Childcare Worker
Division of Advancement	Non Academic	4	Administration
Faculty of Arts & Social Sciences	Non Academic	4	Administration
Division DVC (Academic)	Non Academic	4 (2 staff)	Administration
Division DVC (Academic)	Non Academic	5	Administration
Faculty of Arts & Social Sciences	Non Academic	5	Research Assistant
Faculty of Arts & Social Sciences	Non Academic	5	Research Officer
Faculty of Medicine	Non Academic	5	Administration
Faculty of Arts & Social Sciences	Non Academic	5	Administration
Faculty of Engineering	Non Academic	5	Stores Supervisor
Faculty of Science	Non Academic	5	Technical Officer
Faculty of Science	Non Academic	6	Stores Supervisor
Division DVC (Academic)	Non Academic	6	Administration
Faculty of Arts & Social Sciences	Non Academic	6	Research Officer
Faculty of Law	Non Academic	6	Aboriginal Access Worker
Faculty of Medicine	Non Academic	6	Project Officer
Division DVC (Academic)	Non Academic	7	Administration
Faculty of Medicine	Non Academic	7	Research Officer
Faculty of Science	Non Academic	7	Systems Officer
Faculty of Engineering	Non Academic	8	Administration Manager
Faculty of Medicine	Non Academic	8	Project Manager
Division DVC (Academic)	Non Academic	8 (2 staff)	Administration Manager
Division DVC (Academic)	Non Academic	9	Administration Manager
<b>TOTAL</b>	<b>26 Non Academic Staff</b>		

Source: IARO

**Table 2: Casual Positions**

<b>Faculty/Institute/Section</b>	<b>Academic / Non Academic</b>	<b>Number of Staff</b>	<b>Role</b>
Australian School of Business	Academic	1	Casual Academic
Faculty of Built Environment	Academic	1	Casual Academic
Faculty of Engineering	Academic	1	Casual Academic
Faculty of Medicine	Academic	1	Casual Academic
College of Fine Arts	Academic	2	Casual Academic
Faculty of Arts & Social Sciences	Academic	2	Research Assistant
Faculty of Law	Academic	2	Research Assistant
Faculty of Science	Academic	2	Casual Academic
Faculty of Law	Academic	4	Casual Academic
Division DVC (Academic)	Academic	15	Casual Academic
Faculty of Arts & Social Sciences	Non Academic	1	Student Assistant
Faculty of Built Environment	Non Academic	1	Student Assistant
Division University Services	Non Academic	1	Casual Employment
Faculty of Engineering	Non Academic	2	Student Assistant
Division DVC (Academic)	Non Academic	37	Student Assistant
Faculty of Law	Non Academic	1	Student Assistant
Australian School of Business	Non Academic	5	Student Assistant
<b>TOTAL</b>	<b>79 Casual Staff</b>		

Source: Nura Gili

### 3: Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

Nura Gili coordinates a number of specific programs to increase access of Indigenous students to UNSW. In 2012 Nura Gili implemented a number of significant changes to our aspiration and entry programs, for example, improved selection procedures for Winter School. These programs have resulted in an increase in commencing students and enrolments for 2012.

#### Commencing Aboriginal and Torres Strait Islander students

	2011	2012
Aboriginal and Torres Strait Islander students	98	118
Non Aboriginal and Torres Strait Islander students	18996	18278

Source: IARO (HEIMS)

#### Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
UNSW Indigenous Admissions Scheme	Indigenous applicants for all Faculties excluding ADFA and Pre-Program cohorts	Flexible entry pathway for students who may not have required ATAR or high school education for standard admission	60 applicants, of which 47 accepted places in UNSW programs and 2 deferred commencement to 2014
Pre-Programs	Indigenous applicants in the areas of Law, Medicine, Social Work and Business	Four week program for students seeking admission to undergraduate degrees or enabling programs	53 participants, of which 37 accepted places in UNSW programs and 3 deferred commencement to 2014
Enabling Programs	Law, Arts & Social Sciences, Science & Engineering	One year program for students not yet ready for admission to bachelor studies	18 students enrolled - 6 continuing study in 2013, 8 completed studies for progression to an undergraduate program
Winter School	School students in years 10, 11 and 12	Tertiary aspiration program	150 students attended one week camp on campus
Spring Forum	3 day program for potential applicants 18+	Tertiary aspiration program	9 students attended, 4 enrolled at UNSW in 2013
School, TAFE and community visits	Potential applicants, school and TAFE staff, community members	Roadshows, site visits and market stalls promoting Nura Gili programs	Communications to potential students, communities, and key contacts in schools and TAFEs
ASB Community Forum – 1000 Indigenous Accounts in a Decade	Potential students and community	Demystify the study and practice of accounting and showcase role models	Workshops, panel discussions, new partnerships

## Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Science and Engineering Program	Students in Years 7 and 9	Designed to interest students in continuing studies in the sciences and maths and see tangible career paths	26 students participated in the program
Walama Muru	University students	University students raise funds and visit a remote community and assist in community development activities	Students gain an insight into Indigenous matters
School, TAFE and community visits	School and TAFE staff, community members	Roadshows, site visits and market stalls promoting Nura Gili programs	Developing relationships
ASPIRE Program	Equity Initiative	Aspiration program for LSES school students	Long term initiative - Workshops with students, Nura Gili and Faculties to raise awareness and aspiration of higher education with Indigenous primary & high school students in specific schools/areas

Nura Gili works closely with the UNSW Scholarships Unit to actively promote its scholarships to Indigenous students. A small number of scholarships were not awarded in 2012, primarily due to nature of the scholarship criteria. Nura Gili is undertaking to review these scholarships in 2013.

In addition to the scholarships below, the Shalom Gamarada Scholarship Program established by Professor Lisa Jackson Pulver with Shalom College has now supported over 50 UNSW students with residential scholarships and in 2012 has 22 residents complete their exams at part of the program.

## Scholarships details – Scholarships offered in 2012

Name	Funding	No. Allocated	Cost p/a	No. Awarded
ABC Indigenous Engineering Scholarship	UNSW Foundation	1	\$10,000	0
Balnaves Foundation Indigenous Medical ILP Award	UNSW Foundation	1	\$2,500	1
Balnaves Foundation Indigenous Medical Scholarships	UNSW Foundation	1	\$25,000	2
Burbangana Indigenous Social Work Award	UNSW Foundation	1	\$2,500	1
Chris Mumbulla, Alumni and Supporters Indigenous Performing Arts Scholarship	UNSW Foundation	1	\$1,500	1
COFA Indigenous student award	Faculty	4	\$2,000	0
COFA Postgraduate Aboriginal Art Scholarship	Faculty	1	\$10,000	0



COFA Undergraduate Aboriginal Art Scholarship	Faculty	2	\$10,000	2
Commonwealth Accommodation Indigenous Scholarship (CAS-Indigenous) from 2010 only	Commonwealth Government	5	\$4,754	2
Commonwealth Education Indigenous Scholarships (ICECS) from 2010	Commonwealth Government	16	\$2,377	4
Commonwealth Indigenous Access Scholarship (IAS)	Commonwealth Government	7	\$4,485	4
Commonwealth Indigenous Enabling CAS Scholarship	Commonwealth Government	5	\$4,754	2
Commonwealth Indigenous Enabling CECS Scholarship	Commonwealth Government	10	\$2,377	1
Dorothy Hughes Memorial Scholarship	UNSW Foundation	1	\$1,500	1
Faculty of Engineering Aboriginal and Torres Strait Islander Scholarship	Faculty	1	\$9,000	1
Indigenous Australian Engineering Scholarship	UNSW Foundation	1	\$9,500	0
Juris Doctor Scholarship for Indigenous Students	UNSW Foundation	1	\$10,000	1
Luxottica Indigenous Scholarship in Optometry and Vision Science	UNSW Foundation	1	\$6,000	0
Malcolm Cole Aboriginal and Torres Strait Islander Performing Arts Scholarship	UNSW Foundation	1	\$1,000	0
Paul Doneley Memorial Scholarship	UNSW Foundation	2	\$1,800	1
Skilled Medical Award for the Advancement of Indigenous Health	UNSW Foundation	1	\$5,000	1
Soukup Memorial Scholarship Foundation Indigenous Award	UNSW Foundation	1	\$5,000	1
St Michael's Uniting Church Arts for Rights and Global Concerns Indigenous Medicine Student Resource Award	UNSW Foundation	1	\$1,500	0
Una and Harley Wood Award for Indigenous Medical Students	UNSW Foundation	1	\$5,000	1
Wavelength International Indigenous Travel Award	UNSW Foundation	2	\$2,500	0
Access Assist	UNSW	3	\$10,000	3
CEW/AGSM Women in Leadership	Faculty & Foundation	2	\$10,000	2
Accommodation Scholarships / ASB & New College	Faculty	1	\$16,000	1
Accommodation Scholarships / ASB & New College	Faculty	2	\$8,000	2

Source: Scholarships Unit/Nura Gili

### Scholarships details – Continuing Scholarships offered prior to 2012

Name	Funding	No. Allocated	Cost p.a.	No. Awarded
Australian Rotary Health Indigenous Health Scholarships	UNSW Foundation	4	\$5,000	4
Balnaves Foundation Indigenous Medical Scholarships	UNSW Foundation	1	\$25,000	4
Ena and Jack Russell Scholarship For Indigenous Students	UNSW Foundation	1	\$20,000	1
Faculty of Engineering Aboriginal and Torres Strait Islander Scholarship	Faculty	1	\$9,000	1
Landon-Smith Family Scholarship	UNSW Foundation	1	\$10,000	1
Paul and Mabs George Memorial Scholarship	UNSW Foundation	1	\$14,000	1
Qantas Business Scholarship For Indigenous Students	UNSW Foundation	1	\$20,000	1
Ryan Family Scholarship	UNSW Foundation	1	\$7,500	1

Source: Scholarships Unit

#### 4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of other Australians.

Nura Gili implemented a number of key activities in 2012 to support participation of Indigenous students in university studies. These include:

- Clearly defining staff roles to distinguish personal and academic support focus;
- Introduction of diagnostic tools in the assessment of student capacity;
- Improved procedures for Pre-Programs and Access Admissions to ensure the right fit between capacity and course selection;
- Extending the information of student capacity from assessment activities into specific ITAS tasks and schedules and the development of learning support plans for individual students; and
- A review of learning support options to better support learning needs.

The **total** number of Aboriginal and Torres Strait Islander enrolments for 2011 and 2012 is as follows:

	2011	2012
Aboriginal and Torres Strait Islander students:	248	304
Non Aboriginal and Torres Strait Islander students:	50364	50534

Source: IARO (HEIMS)

#### Strategies to address participation

Strategies	Outline	Constraints	Outcome
Recruitment and Outreach activities	Promotion of tertiary study and options	Costs, Staff Resources, Limited to NSW focus	Increased enrolments at UNSW
Tertiary Aspiration programs	Promotion of tertiary study and options	Costs, Staff Resources, Limited university and corporate funding	Increased awareness of study options and UNSW offerings
Admissions programs	Flexible entry options for Indigenous students	Gaps in education and prerequisite knowledge, limited time and funding for extended assessment	Identified support needs and activities for individual students
Mentoring and support services	Personal and Academic support for students enrolled	Staff Resources	Retention, engagement and reduced attrition
Financial support including scholarships, employment	Support to address "whole of student" needs while undertaking university studies	Costs, Scholarship criteria, time on studies impacted by work commitments	Retention, engagement and reduced attrition and student stress
Enabling programs	Extended introduction to university studies to support transition to university and address gaps in education or knowledge	Staff resources, additional study time for students (0.5-1 years)	Improved transition for students and confidence to continue with Bachelor studies

## 5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.

Nura Gili's focus in 2011 and 2012 has been to improve academic support for enrolled students to support their progress through their degree programs and on to graduation. The student support team has further developed its learning support strategy and activities to focus on transition and retention by, for example, utilising academic support and ITAS more effectively.

**The total number of award course completions at Bachelor level and above in 2011 and 2012 are as follows:**

	2011	2012
Aboriginal and Torres Strait Islander students: (Higher Degree)	8	8
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	5179	5134
Aboriginal and Torres Strait Islander students: (Other postgraduate)	3	3
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	532	482
Aboriginal and Torres Strait Islander students: (Bachelor degree)	6	15
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	5159	6028

Source: IARO (HEIMS)

### Support mechanisms

Support mechanisms	Description	Constraints	Outcome
Ngurra Orientation Program	Orientation program for commencing Indigenous students	Optional attendance	Students provided with information to assist them in their studies including wellbeing and academic support services on campus
Utilisation of ITAS	Supplementary tuition	Complex to administer, funding	Increased academic support
Utilisation of Faculty and Central Learning Support Units eg. ASB EDU and Learning Centre College tuition	Supplementary tuition	Uptake by students	Increased academic support
Nura Gili Student Support Staff	Academic and personal support	Staff resources	Retention and engagement
Learning Support Strategy	Monitoring and support of academic progress and needs	Staff resources, systems	Improved academic performance and increased support in targeted areas
Emergency fund	Financial support for students in times of crisis	Funding	Assistance for students in financial crisis
Cadetships and Employment Opportunities	Financial support for students while at university	Balancing need for work with time on studies	Retention, engagement and reduced attrition and student stress

Scholarships, including residential scholarships	Financial support for students while at university	Funding, criteria	Retention, engagement and reduced attrition and student stress
Industry relationship building	Building links that support students and may lead to career or work opportunities	Staff resources	Assistance for students
Faculty initiatives	Specialised staff and activities discipline specific	Costs, Staff Resources	High enrolments in Law, Medicine and increasing in other Faculties; Proactive support for enrolled students where dedicated staff are involved in academic progress

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

- Nura Gili offers a Major and Minor in Indigenous Studies. Courses at Levels 1 and 2 are open to all undergraduate students as general education offerings and free electives. Enrolments in these courses increased in 2012.
- Nura Gili also offers postgraduate courses and a Master of Indigenous Studies.
- Indigenous perspectives have been embedded in selected courses across Faculties including those in Business, Law, Medicine and in the Arts and Social Sciences particularly Social Work, and Social Science and Policy.
- New ITAS tutors attend a cultural awareness session and other work units have provided cultural training for their staff.
- Indigenous staff are actively involved in activities across campus with other units such as the Hub and ARC for events such as Sorry Day, NAIDOC Week and Walama Muru.

## SECTION 3: EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

### INCOME for Indigenous Support Program for 2012

1	2012 ISP grant	\$871 000
2	Unspent 2012 ISP funds, to be carried over to 2013 – as reported in your providers audited annual financial statements. <b>(Report expenditure separately)</b>	\$ 0
3	<b>TOTAL ISP income for 2012</b>	<b>\$871 000</b>

4	<b>EXPENDITURE of Indigenous Support Program (ISP) 2012 (from Item 1)</b>	
4a	Operating costs, including salaries, for Indigenous support services. <b>(Itemise each line item please)</b> Towards salaries for Indigenous Student Support staff - \$871 000	\$871 000
4b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. <b>New computers in the ISU</b> ).	\$0
4c	Higher education provider overheads.	\$0
4d	Other Indigenous Support Program expenditure <b>(list major items conferences, school visits, publications and program costs)</b> .	\$0
4e	<b>Total Indigenous higher education ISP expenditure for 2012</b>	<b>\$871 000</b>

5	<b>EXPENDITURE of Indigenous Support Program carry over funds 2012 (from Item 2)</b>	
5a	Operating costs, including salaries, for Indigenous support services. <b>(Itemise each line item please)</b>	\$0
5b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (e.g. <b>New computers in the ISU</b> ).	\$0
5c	Higher education provider overheads.	\$0
5d	Other Indigenous Support Program expenditure <b>(list major items conferences, school visits, publications and program costs)</b> .	\$0
5e	<b>Total expenditure of carry over funds.</b>	<b>\$0</b>

## SECTION 4: HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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## SECTION 5: PUBLICATION OF THE STATEMENT

This statement will be published on Nura Gili's website: <http://www.nuragili.unsw.edu.au>

