The Aboriginal and Torres Strait Islander education since the colonisation has been limited access, largely based on the beliefs of Social Darwinism and the twin European policy agendas of ‘civilising’ and ‘Christianising’ the Indigenous population. From the time of the establishment of the Native Institution at Parramatta, New South Wales, by Governor Macquarie in 1814, Western education was used to negate the cultures, languages, knowledge and identity of Indigenous children and peoples. Access to education for Indigenous students past to the 1960s was limited by the recognized racism rooted in government policies such as the Aborigines Protection Acts, effective in all Australian States and Territories from 1909. The policies of human rights and humanity of Indigenous peoples was basically disregarded. Several Indigenous communities and peoples were exposed to segregation on government reserves where their capability to exercise self-rule and right to use normal societal resources, including employment, healthcare and education, was controlled by the system. Indigenous families were exposed to the mental suffering of having children forcibly removed from their care and placed in institutions where the delivery of education was limited to the progress of basic skills and knowledge reasoned by the main society as suitable for positions of native and rural slavery (Universities Australia 2011) National Best Practice Framework for Indigenous Cultural Competency in Australian Universities October 20