



INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2016 outcomes and future plans to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the [National Aboriginal and Torres Strait Islander Education Policy](#).

The Indigenous Education Statement has, in the past, been used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding during 2016 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2016 ISP funds is included within this document. Please provide as much information as possible.

The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted and accepted by the Department **on or before 31 May 2017**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any possible delay to 2017 ISSP progress payments.

Please note that from 2017, the ISP will be included in the Indigenous Student Success Program (ISSP). ISSP reporting for 2017 funding will occur in 2018 via a similar reporting process as the ISP Indigenous Education Statement. Further information will be circulated during 2017.

Please submit signed electronic documents by email to: ISSP@pmc.gov.au

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FORMAT FOR INDIGENOUS EDUCATION STATEMENT

While it is recommended that this format is followed to ensure Universities report against all relevant criteria, Universities are invited to comment on a wider range of matters.

CQUniversity Australia

Office of Indigenous Engagement

SECTION 1 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2016 AND PLANS FOR FUTURE YEARS

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

The AEP goals (paraphrased) relating to higher education are to:

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

General Information

In late 2012, led by the Pro Vice-Chancellor (Indigenous Engagement), the Indigenous Support Unit (formerly known as Nulloo Yumbah) at CQUniversity was restructured with a vision of providing high quality services to Aboriginal and Torres Strait Islander people.

In developing the new structure, CQUniversity drew from the recommendations found in the Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People (Behrendt Report). Additionally, an expectation was created and continues with regard to the provision of services internally and externally, to improve outcomes for Aboriginal and Torres Strait Islander people.

In October 2015 a new support structure for Aboriginal and Torres Strait Islander students across Higher Education and Vocational Education was proposed. It reflected the University's aim to make Indigenous engagement a core business through a whole of university approach.

Building on the foundations of the Centre for Aboriginal and Islander Tertiary Education Centre (CAITEC), Nulloo Yumbah and the current Office of Indigenous Engagement (OIE), this period was seen as an opportune time to make changes. At that time CQUniversity restructured the staff base in order to merge the functions of the Office of Indigenous Engagement into the wider University and create a truly comprehensive University (dual-sector university). At the end of 2015, a change proposal was developed to realign the functions of the OIE with other areas of the University which performed a similar or identical function.

A smaller Office of Indigenous Engagement was retained and located in the Engagement and Campuses Division. Its current purpose is to provide strategic direction, research and engagement in both a national and international context, and to manage the HEPPP funded Australian Indigenous Mentoring Experience Program (AIME). The amalgamation of the Indigenous Student Support Team into the wider Student Experience Directorate, provides a direct link between the provision of general student support services and Indigenous specific support services. The Tertiary Entrance Program (TEP) was integrated into the new School of Access Education, which also houses the enabling program, Skills for Tertiary Education Preparatory Studies (STEPS). The academic staff who taught units for other schools were realigned to the School of Education and the Arts. Two HEPPP funded projects, the Community Aspirations Program (CAP-ED) and the Indigenisation of the Curriculum project, transferred to the Professor of Learning, Equity, Access and Participation within the School of Education and the Arts.

These changes took effect on 4 January 2016.

In addition to changes to its own processes and practices, Office of Indigenous Engagement staff work with:

- Aboriginal and Torres Strait Islander communities to identify ways to build their capacity in education, employment and general equality of opportunity, followed by assistance to achieve this.
- Schools and Directorates within CQUniversity to build their capacity to provide high quality services to Aboriginal and Torres Strait Islander people.
- Internal and external stakeholders, including other universities, to ensure that CQUniversity provides relevant quality services to improve outcomes for Aboriginal and Torres Strait Islander people.

The Indigenous Student Support Team located within the Student Life and Wellbeing Centre, provides support to all Aboriginal and Torres Strait Islander students within each school at CQUniversity. Indigenous Student Support Officers provide advice about a number of services on offer to Aboriginal and Torres Strait Islander students including: Indigenous Advancement Strategy (IAS) – tutoring support, scholarships, cadetships and basic program information. The staff participate in open days, events such as NAIDOC week and are members of recruitment and scholarship panels. Each Indigenous Student Support Officer is aligned to a school within the university and has built a close relationship with academics in order to provide advice to support Indigenous students.

While all staff specifically focused on supporting the achievement of the National Aboriginal and Torres Strait Islander Education goals at CQUniversity are based in Rockhampton, Bundaberg, Mackay and Cairns, all staff have a responsibility to all students, including Indigenous students.

Statistics and anecdotal information over the last five years (2012-2016) show that the changes over this time have had a noticeable positive impact on the recruitment, retention and completion rates for Aboriginal and Torres Strait Islander students at CQUniversity.

CQUniversity confirms that it complies with the conditions for funding by:

- Having strategies for improving the access, participation, retention and success of Aboriginal and Torres Strait Islander students in higher education;
- Having increased participation of Aboriginal and Torres Strait Islander peoples in CQUniversity's decision-making processes; and
- Having an Aboriginal and Torres Strait Islander employment strategy.

1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.

Your response to this goal needs to address but is not limited to the following points:

- The number of Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes and the nature of their involvement, i.e. memberships on boards, committees etc.
- If there is **no** Aboriginal and Torres Strait Islander membership on key governance and decision making bodies, please **provide an explanation**.
- The **roles and responsibilities** of Aboriginal and Torres Strait Islander leaders within your institution.

Aboriginal and Torres Strait Islander peoples via the Office of Indigenous Engagement have involvement in a range of decision-making at CQUniversity which includes:

- Chair of Academic Board (and hence all sub-committees of Academic Board)
- Member of the CQUniversity Council
- Vice-Chancellor's Advisory Committee (VCAC)
- Learning and Teaching Committee
- Higher Education Coursework Committee
- Research Committee of Academic Board (with full rights of audience and debate)
- Human Research Ethics Committee
- Indigenous Employment Reference Group (IERG)
- Joint Consultative Committee
- Chair of the Commonwealth Indigenous Scholarships panel
- Chair of the BMA Community and Indigenous Scholarships
- Member of the Cairns Regional Engagement Committee
- Social Innovation Engagement Committee

Additionally, Aboriginal and Torres Strait Islander staff from within the Office of Indigenous Engagement and throughout the University are active participants in a range of other decision making activities at CQUniversity including:

- Representation on scholarship panels
- Representation on recruitment selection panels across the University
- Representation on the Workplace Health and Safety Committee, Rockhampton campus
- Representation and lead role in CQUniversity's Centre for Tourism and Regional Opportunity (CTRO)
- Representation and lead role in CQUniversity's Centre for Learning, Education, Access and Participation (LEAP)
- Representation in lead roles in the CQUniversity's Centre for Indigenous Health Equity Research Centre (CIHER)
- Support for activities associated with representation within the National Tertiary Education Union (NTEU)
- Campus Life Committees for several CQUniversity campuses
- Member of the Townsville Regional Engagement Committee (REC)

CQUniversity has established twelve Region Engagement Committees (REC) comprising industry, business, government, community and university members, for the purpose of advancing community-identified opportunities and working with stakeholders to support the development of sustainable regions. Committee members also contribute to the University's annual review of its strategic plan and provide input into the University's strategic directions, as these directly relate to communities within the region. Each committee has a minimum of one Indigenous representative whose role it is to represent the diverse interests and views of the region's Aboriginal and Torres Strait Islander people. Within 2017, the Office of Indigenous Engagement, in collaboration with the Engagement and Campuses Division, plans to bring all of the Indigenous REC representatives together, which represents the CQUniversity national footprint.

CQUniversity continues to focus effort on embedding Aboriginal and Torres Strait Islander peoples' perspectives and considerations into University processes and structures through the inclusion of Indigenous staff and changes to a policies and procedures. This is demonstrated in a wide range of committees, forums and formalised University documents. These two actions assist to increase the number of CQUniversity staff to improve their understanding of issues affecting Aboriginal and Torres Strait Islander people and their ability to communicate effectively and sensitively with Aboriginal and Torres Strait Islander people. This results in a greater number of non-Indigenous staff members having skills in considering Indigenous issues when participating in committees and forums, and advocating on behalf of Aboriginal and Torres Strait Islander people in line with a broader strengths-based Aboriginal and Torres Strait Islander peoples education agenda.

Professor Bronwyn Fredericks is the Pro Vice-Chancellor (Indigenous Engagement) and is an Aboriginal woman from South-east Queensland who has resided in the Central Queensland region off and on for more than 25 years. In 2012, she was appointed as CQUniversity's Chair of Academic Board and is a member of CQUniversity Council. On becoming the Chair of Academic Board, she became the first Indigenous Australian to be appointed as the Chair of an Academic Board or Academic Senate in an Australian university. This also reflects the gains made at CQUniversity.

The Pro Vice-Chancellor (Indigenous Engagement) reports to the Deputy Vice-Chancellor Engagement and Campuses Division. This Division includes all Associate Vice-Chancellors (AVC) along with the Engagement and the Social Innovation Engagement team. This enables broader engagement across CQUniversity's national footprint. The Pro Vice-Chancellor is part of the senior management team at CQUniversity, which includes the representation of the University at key events for both non-Indigenous and Indigenous specific matters.

The Pro Vice-Chancellor (Indigenous Engagement) provides leadership and advice to the Vice-Chancellor and President on strategies to advance CQUniversity's Indigenous engagement agenda and improve educational outcomes for CQUniversity's Aboriginal and Torres Strait Islander student cohort; past, present and future. The Pro Vice-Chancellor (Indigenous Engagement) and Office of Indigenous Engagement staff work with Indigenous communities to identify ways to build their capacity in education, employment and general equality of opportunity, and then assist them to achieve this.

Associate Professor in Indigenous Engagement, Henrietta Marrie is a Gimuy Walubara Yidinji Traditional Owner and works from the Cairns campus. She is a senior staff member in the Office of Indigenous Engagement and reports to the Pro Vice-Chancellor (Indigenous Engagement). Associate Professor Marrie has a long history of working with, and advocating on behalf of, Aboriginal and Torres Strait Islander people, regionally, nationally and internationally. A/Prof Henrietta Marrie has undertaken the role of Pro Vice-Chancellor (Indigenous Engagement) when Prof Fredericks has been on leave and has undertaken the role of Head of Campus at the Cairns Campus when the incumbent AVC has been on leave. This also reflects recognition of A/Prof Henrietta Marrie's breadth of skills and abilities and their application within the broader CQUniversity context.

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

Your response to this goal needs to address but is not limited to the following points:

- An outline of your current **Aboriginal and Torres Strait Islander Employment Strategy** including details on its current status, who has responsibility for its implementation, how is progress measured, how and when is progress reviewed or evaluated.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. (Please provide a link to your Employment statement).
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level.
- The **current number of Aboriginal and Torres Strait Islander staff at your University** and their roles across the University (including numbers in academic and non-academic roles, and by level).

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Student Experience Directorate	Professional - HEW Level 5	Indigenous Student Support Officer
School of Engineering and Technology	Professional - HEW Level 9	Discipline Manager - Construction
Marketing Directorate	Professional - HEW Level 5	Executive Assistant
School of Health Medical and Applied Sciences	Professional - HEW Level 6	School Administration Team Leader
Student Experience Directorate	Professional - HEW Level 5	Indigenous Student Support Officer
School of Access Education	Educational - Teacher (With approved Teaching Qual.)	Teacher - Learning, Literacy & Numeracy
Finance and Planning Division	Professional - HEW Level 4	Processing Officer - Purchasing and Payables
Student Experience Directorate	Professional - HEW Level 5	Indigenous Student Support Officer
Facilities Management Directorate	Professional - HEW Level 2	Facilities Assistant
School of Education and the Arts	Educational - Teacher	Teacher - Childcare
Student Experience Directorate	Professional - HEW Level 7	Coordinator - Student Admissions
Student Experience Directorate	Professional - HEW Level 8	Coordinator - Schools Outreach & Student Mentor Program
School of Education and the Arts	Professional - HEW Level 2	Resource Officer - Hospitality
School of Access Education	Academic - Academic Level A	Associate Lecturer
Student Experience Directorate	Professional - HEW Level 5	VETiS Officer
School of Health Medical and Applied Sciences	Educational - Teacher	Teacher - Paramedic Science
Finance and Planning Division	Professional - HEW Level 4	Processing Officer - Treasury
School of Education and the Arts	Professional - HEW Level 6	Project Officer
Student Experience Directorate	Professional - HEW Level 4	Student Adviser
School of Education and the Arts	Academic - Academic Level B	Lecturer
School of Education and the Arts	Academic - Academic Level B	Lecturer - Education
Office of Indigenous Engagement	Academic - Academic Salary Package	Pro Vice Chancellor (Indigenous Engagement)
School of Health Medical and Applied Sciences	Professional - HEW Level 5	School Administration Officer
Student Experience Directorate	Professional - HEW Level 7	Indigenous Widening Participation Officer

Student Experience Directorate	Professional - HEW Level 5	Indigenous Student Support Officer
Governance Directorate	Professional - HEW Level 4	Student Governance Support Officer
Student Experience Directorate	Professional - HEW Level 3	Student Success Assistant - Projects
School of Education and the Arts	Educational - Leading Vocational Teacher	Leading Vocational Teacher - Education Support
Student Experience Directorate	Professional - HEW Level 6	Indigenous Student Support Team Leader
School of Vocational Business and Humanities	Educational - Teacher	TAFE Teacher - Business Studies
School of Education and the Arts	Professional - HEW Level 4	Administration Officer - Projects and Support
School of Health Medical and Applied Sciences	Professional - HEW Level 6	Lab Supv/Instruct (Allied Health/Science)
School of Access Education	Academic - Academic Level B	Lecturer
Student Experience Directorate	Professional - HEW Level 5	Indigenous Student Support Officer
Office of Indigenous Engagement	Academic - Academic Level D	Associate Prof (Indigenous Engagement)
School of Health Medical and Applied Sciences	Professional - HEW Level 6	Work Integrated Learning Officer
Finance and Planning Division	Professional - HEW Level 3	Accounts Processing Officer
School of Health Medical and Applied Sciences	Educational - Teacher	Teacher - Beauty
Student Experience Directorate	Professional - HEW Level 5	Community Development Support Officer
Total: 39	Total Academic: 6 Total Non-Academic: 33	

Table 2 - Casual positions

Faculty/Institute/Section	Academic / Non-Academic by level	Position title
Student Experience Directorate	Academic - Casual Academic	Academic Casual
Student Experience Directorate	Academic - Casual Academic	Academic Casual
School of Nursing, Midwifery & Social Futures	Academic - Casual Academic	Academic Casual
Student Experience Directorate	Academic - Casual Academic	Academic Casual
Office of Indigenous Engagement	Professional - Research Worker Level 4	Research Worker
Total: 5	Total Academic: 4 Total Non-Academic: 1	

* Please note that positions listed in this section also include those positions that are fixed term appointments.

Of the 44 Aboriginal and Torres Strait Islander staff employed at CQUniversity, two work in the Office of Indigenous Engagement (out of a staff of five). This is due to a restructure which has resulted in Aboriginal and Torres Strait Islander staff working in areas throughout the University. CQUniversity does not have Aboriginal and Torres Strait Islander identified positions.

CQUniversity has an Aboriginal and Torres Strait Islander Employment and Career Development Strategy 2015 – 2018. This policy was renewed in 2015 and reaffirms CQUniversity’s commitment to the attraction and professional development of Indigenous staff. The Strategy is available on the CQUniversity website and is publicly accessible on the internet. It can be found at:

http://policy.cqu.edu.au/Policy/policy_file.do?policyid=2005

CQUniversity has an Indigenous Employment Reference Group (IERG). The IERG upholds the principles of reconciliation through its commitment to the responsibilities proposed under the CQUniversity reconciliation statement to:

- Redress disadvantage through education, and employment of Aboriginal and Torres Strait Islander people;
- Encourage research for Aboriginal and Torres Strait Islander people by Aboriginal and Torres Strait Islander people;
- Overcome prejudice by educating staff and students about the culture and experience of Aboriginal and Torres Strait Islander people; and
- Be a lead agency in addressing issues of social justice for Aboriginal and Torres Strait Islander people.

The Office of Indigenous Engagement advertises all vacancies in mainstream and Indigenous media, social media and local Indigenous networks to ensure that information is provided to prospective employees.

Additionally, under the 2014-16 Mission-based Compact, CQUniversity must report on the following:

- Number of staff recruitment processes that target Aboriginal and Torres Strait Islander people
- Number of all Aboriginal and Torres Strait Islander professional/general staff.

Plans to improve outcomes in this area

- The 2015 Office of Indigenous Engagement change proposal has ensured that staff benefit through increased knowledge sharing, professional development and career opportunities within the broader service provisions and academic schools. The effects of the change proposal will continue into 2017.
- Continue to work with schools to increase the number of Aboriginal and Torres Strait Islander people employed across the University in both academic, research and professional areas.
- Support existing Aboriginal and Torres Strait Islander staff to increase participation and success rates to gain promotions.
- Increasing flexible and innovative ways to engage Aboriginal and Torres Strait Islander people in academic roles (i.e. short term appointments, development plans, etc.).
- Continue to work across the University to developing cultural understanding and competence through offering staff the opportunity of undertaking Indigenous Cultural Competency training.
- Encourage self-identification within the staff population at recruitment and other times of personal information checking i.e. group certificate time or staff induction refresher.
- Work with People and Culture (Human Resources) and the wider University to increase the number of fixed term vacancies offered externally.

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

Your response to this goal needs to address but is not limited to the following points:

- **Commencing Aboriginal and Torres Strait Islander student** numbers for 2016 (access rate) as compared to 2015 (please provide an all student comparison).
- **Programmes run**, by the University, to **improve access** by Aboriginal and Torres Strait Islander students.
- Details on **outreach activities** and their effectiveness, in attracting Aboriginal and Torres Strait Islander students. (See table below).
- Details of Indigenous-specific and other **scholarships offered by your University**. (See table below).
- **Promotion of scholarships** to Aboriginal and Torres Strait Islander students and take-up rates, including reasons for low take-up of available scholarships.
- **Indigenous Education / Support Unit's role.**

Commencing Aboriginal and Torres Strait Islander students

EFTSL student data	2015	2016
Aboriginal and Torres Strait Islander students	204	102
Non Aboriginal and Torres Strait Islander students (Domestic students only):	4668	4222
All student data	2015	2016
Aboriginal and Torres Strait Islander students	190	186
Non Aboriginal and Torres Strait Islander students (Domestic students only):	7901	6926

There has been high growth in commencing numbers due to the Australian Quality Framework changes made in Term 1 2015, that generated a significant number of changes to programs. Whilst the number of Aboriginal and Torres Strait Islander students in 2016 has reduced when compared to 2015 numbers, a focus is being made on the retention and graduation of students.

Programs to Improve Access

Tertiary Entry Program (TEP)

TEP is an enabling program which is delivered by the School of Access Education to Aboriginal and Torres Strait Islander students to assist them to gain the skills, knowledge and confidence to undertake university study.

TEP Courses offered in 2016 include: Culture & Learning, Independent Learning, Indigenous Australians and Education, Indigenous Australians and Health, Indigenous Australians: Business & Economy, Indigenous Australians: The Arts, Humanities & Social Sciences and Introduction to Law in Australia.

TEP is undertaken through distance education, with three TEP residential schools held throughout the year. TEP is also delivered to Aboriginal and Torres Strait Islander students who reside in correctional centres around Australia. On successful completion of TEP, a student is able to gain entry to CQUniversity Australia's diploma or degree programs through the University's direct entry process (for those programs where direct entry is available).

Skills for Tertiary Education Preparatory Studies (STEPS)

STEPS is an enabling course provided by the School of Access Education. STEPS provides a pathway for people wishing to gain entry to and excel at university and is suitable for people who may be:

- Returning to work after some time away
- Required to meet prerequisite subjects for a desired diploma or degree and
- Desiring additional support to gain the knowledge, skills and confidence to successfully enter and undertake further study.

Courses include: Preparation Skills for University, Essay Writing for University, Technical Writing for University, Fundamental Mathematics for University, Intermediate Mathematics for University, Technical Mathematics for University, Computing Skills for University, Positive Learning for University, Introductory Physics, Introductory Biology, Introductory Chemistry and Foundation Science.

STEPS requires between one and six terms to complete, with two terms, the average time frame. Each term is approximately four months in duration. Completion time depends on the results of the student's diagnostic testing (literacy, numeracy and computing competence), the time available for study and the requirements of the diploma or degree in which the student wishes to enrol. Upon successful completion of STEPS, students can apply for admission to a CQUniversity's diploma or degree course through the University's direct entry process (for courses where direct entry is available). Often Indigenous students will enrol in TEP but also cross-enrol in some STEPS units that match individual needs and career aspirations.

The Indigenous Assistance Scheme (IAS) is offered to students enrolled in specific TEP and STEPS enabling courses, which develop the students' academic subject knowledge to the level required for admission to undergraduate programs. The delivery of these programs has resulted in an increase in student confidence, as well as retention and graduation rates.

Undergraduate enrolment is also possible through the 'Recognition of Prior Learning' (RPL) processes, or after a successful completion of one of CQUniversity's enabling programs (which includes the Aboriginal and Torres Strait Islander Tertiary Entry Program (TEP)).

Widening Participation Projects

CQUniversity has received grant funding through the Higher Education Participation and Partnerships Program (HEPPP) ensuring that Australians from disadvantaged backgrounds, who have the ability to study at university, have the opportunity to do so. In 2016, CQUniversity used HEPPP funding to implement 19 projects across the University focused on supporting students from disadvantaged backgrounds and all of these projects impacted positively upon Indigenous students. In particular the following programs had a specific focus on Indigenous students:

Community Aspirations Program (CAP-ED)

Community Aspirations Program (CAP-ED) sits within the School of Education and the Arts and is focussed on improving educational outcomes for Aboriginal and Torres Strait Islander people in central, north and far north Queensland. The program aims to build the aspirations of Aboriginal and Torres Strait Islander people to undertake tertiary study and demystify university. CAP-ED provides short sessions that are practical, inspiring and focus on identity and culture. By developing a relationship with participants, CAP-ED builds participant's self-confidence to achieve personal goals and further develop opportunities to access tertiary education or employment. The Program consists of a series of a three day community workshop, information sessions and network lunches with high profile speakers, encouraging discussion amongst members of Aboriginal and Torres Strait Islander communities. CAP-ED has been conducted in Rockhampton, Woorabinda, Gladstone, Biloela, Blackwater, Mackay, Gracemere, Moranbah, Cairns, Townsville, Charters Towers, Yarrabah, Mareeba Atherton Innisfail, Mt Morgan Mt Isa, Bowen, Coen, Hopevale and Lockhart River. Of the 328 participants, there have been six TEP, five STEPS and two CQUniversity enrolments. It is unknown if CAP-ED has resulted in enrolments in other universities or TAFE enrolments, which would also be an outcome of CAP-ED.

Indigenisation of the Curriculum

Indigenisation of the Curriculum aims to create change within the tertiary education landscape by embedding Aboriginal and Torres Strait Islander knowledge, issues and perspectives into the curriculum and teaching practices. This enables Indigenous students to feel that their knowledge systems are valued and give university education direct relevance.

The Project is designed to:

- Develop and undertake a University-wide strategy that incorporates Aboriginal and Torres Strait Islander knowledge within CQUniversity's course design framework, accreditation and evaluation process, according to the 'both-ways' pedagogical framework;
- Train academic staff in Indigenous cultural competency, supporting the development of appropriate learning resources, teaching methods and assessment strategies; and
- Provide advice on incorporating Indigenous methodologies and 'ways of knowing' into research methodology.

In 2016, the *Great Guide to Indigenisation of the Curriculum* was launched. The project was located within the School of Education and the Arts, however advice was provided by the Pro Vice-Chancellor (Indigenous Engagement) in addition to three staff members from within the Office of Indigenous Engagement, who contributed to the document in both in 2015 and the first half of 2016. Other CQUniversity staff had the opportunity to contribute via authorship and to provide feedback. The document, as it appears below, is available to all staff in the University via the CQUniversity Intranet.

- Al-Natour, Ryan, Fredericks, Bronwyn, Bargallie, Debbie, Marrie, Henrietta and Bond, Clare. 2016. *Great Guide to Indigenisation of the Curriculum*. Office of Indigenous Engagement, CQUniversity: Rockhampton, Australia.

AIME (Australian Indigenous Mentoring Experience)

The Australian Indigenous Mentoring Experience (AIME) is a successful national outreach program, managed within the OIE that assists Aboriginal and Torres Strait Islander students to progress to higher education. The program is designed to build self-confidence and pride in being Indigenous, to develop student aspirations to graduate from Year 12 and continue to further education or employment. AIME engages with high school students from Years 7–12 in Rockhampton, Yeppoon, Gladstone and Mackay. Students learn about higher education and career opportunities and access free tutoring support. The project also engages with university students who are trained as mentors. They receive focussed leadership, cultural training, and a unique opportunity to engage with Aboriginal and Torres Strait Islander students. In 2016, the program continued to grow with its introduction to Mackay. More than 683 Aboriginal and Torres Strait Islander Year 7 to 12 students from 18 schools participated in workshops and mentoring sessions held on five AIME days at the Rockhampton campus. Overall, some 750 students were engaged in AIME at CQUniversity in 2016.

Additional external funding enabled 20 Woorabinda High School students to attend a two day session split between Woorabinda and at the CQUniversity Rockhampton North Campus.

In addition to the 750 Aboriginal and Torres Strait Islander students engaged in AIME at CQUniversity in 2016, there were 64 CQUniversity students and community members engaged as mentors with AIME at CQUniversity. The mentors include both Indigenous and non-Indigenous people who support the goals of AIME as committed volunteers. The mentors worked with the students on program days and helped run the homework program at two schools. The numbers of mentors in 2017 will exceed the number in 2016 with an increasing number of students who want to give time, assistance and to work with empowering young Indigenous people to achieve their goals.

The Schools Outreach, Student Experience Directorate provides the following suite of programs aimed at improving access to University by Aboriginal and Torres Strait Islander students.

Start Uni Now (SUN)

The University supports multiple pathways and entry and exit points. High performing Aboriginal and Torres Strait Islander students in years 10 – 12 are able to commence undergraduate studies while still at secondary school as part of the SUN program. Students can study on campus, face-to-face or by distance education. Students may be eligible to apply for direct entry into an undergraduate degree at CQUniversity as long as they:

- Pass at least one SUN unit from the undergraduate degree you are applying for,
- Meet all the prerequisites of the undergraduate degree you are applying for, and
- Show evidence of Year 12 completion (QCE).

Aboriginal and Torres Strait Islander Self-Awareness Program (ATSISAP)

ATSISAP is customised to suit Aboriginal and Torres Strait Islander students (Years 5 – 12). The program is delivered in schools and engages students through cultural conversations about the value of Indigenous identity; the relevance of cultural knowledge in today's world; matters relating to cultural identity and the effects of negative perceptions on education pathways.

Indigenous Youth Sports Program (IYSP)

IYSP has been successfully held in Rockhampton since 2011, running for one week during a school holidays. The program is offered to students aged 10-15 demonstrating good school attendance and excellent behaviour. IYSP includes coaching and the playing of various sports and Indigenous games; music and dance; health promotion; team building; culture and language; yarning and reflection and immersion in various university courses.

Indigenous Land and Sea Education Program (ILSEP)

ILSEP was successfully launched in Rockhampton in 2015 to provide a specialised learning experience for Aboriginal and Torres Strait Islander school students in Years 10-12. ILSEP features CQUniversity's Indigenous staff, students and graduates and a host of partner organisations including Queensland Parks and Wildlife Service, the Fitzroy River Coastal Catchments, the Indigenous Reef Advisory Committee and Traditional Owners. ILSEP aims to raise tertiary education aspirations through activities that explore Indigenous peoples' relationships and connections to the land and sea. Similarly to the IYSP, ILSEP is held for one week during school holidays.

Office of Indigenous Engagement

The Office of Indigenous Engagement is engaged with Aboriginal and Torres Strait Islander communities across CQUniversity's growing footprint. It has developed and maintained a high media profile locally and nationally to ensure that CQUniversity is promoted as an accessible and supportive environment for prospective Aboriginal and Torres Strait Islander students.

The 2014 Central Queensland TAFE merger with CQUniversity, continues to enable students to access pathways from VET to higher education. Some Diplomas undertaken in the VET sector now have accreditation into Undergraduate degree courses.

Numerous comments have been made throughout this document in regards to the Office of Indigenous Engagement and the broad role the office provides throughout CQUniversity.

Outreach activities

The Office of Indigenous Engagement, the Indigenous Student Support team and staff providing widening participation in programs, work with marketing and other sections of CQUniversity to ensure that recruitment activities target Aboriginal and Torres Strait Islander peoples. Recruitment activities cover major centres as well as rural and remote areas including the Torres Strait Islands, regional and remote QLD, NSW and city areas such as Brisbane, Sydney, Melbourne, Adelaide and Perth. Promotion uses all forms of national, state and regional media including ABC Regional Radio, community radio stations, Indigenous radio networks (e.g. National Indigenous Radio), newspapers including Indigenous specific education supplements, and various social media platforms. Aboriginal and Torres Strait Islander specific marketing resources are developed and used to promote various programs and services at CQUniversity, including postcards (which have proven to be very popular). Additionally, under the 2014-17 Mission-based Compact, CQUniversity is required to report on the number of marketing strategies targeting prospective Aboriginal and Torres Strait Islander students.

University staff actively support programs including the Aboriginal and Torres Strait Islander Tertiary Aspirations Program (TEP), the Indigenous Youth Sports Program, the NAIDOC Expos in Rockhampton, Cairns, Mackay and Brisbane, and the Reconciliation Carnival event. This is imperative in supporting and promoting equitable access to tertiary education for Aboriginal and Torres Strait Islander people.

The CQUniversity Reconciliation Action Plan (RAP) has received initial endorsement from Reconciliation Australia and will be launched in 2017. CQUniversity is one of the few universities that has undertaken the formal endorsement process with Reconciliation Australia, which will witness the University undertake external monitoring of the delivery of its RAP. This reflects CQUniversity's commitment to reconciliation and its RAP, along with its values of engagement, a can do approach, openness, leadership and transparency.

Scholarship Details

CQUniversity offers the full range of Commonwealth Government scholarships for Indigenous and non-Indigenous students. This includes the Indigenous Enabling, Indigenous Access, Commonwealth Accommodation and Commonwealth Education Scholarships. Indigenous postgraduates have the opportunity to apply for the CQUniversity Indigenous Australian Postgraduate Research Award which is awarded through the Office of Research.

For a full list of scholarships visit : www.cqu.edu.au/scholarships

The take up rate of the Accommodation Scholarships is low at CQUniversity due to the fact that many courses are delivered online providing students with the opportunity to study in their communities. Not all Aboriginal and Torres Strait Islander people live in areas where computer access and internet connections are available. It is not about having access to an internet connection, rather the lack of digital platform availability in the region in which they live makes it impossible to connect or undertake study, communication or business on line. In some regions internet is unreliable and sporadic. This coupled with difficulties accessing extra resources and tutors, creates circumstances for undertaking education on line extremely difficult for some students.

The following table lists scholarships specifically targeting Aboriginal or Torres Strait Islander students.

Scholarship details	Government Private University	No. Allocated 2016	Value per annum	No. Awarded 2016
Indigenous Enabling Commonwealth Education Costs Scholarships	Government	52	\$ 1,299.50	15
Indigenous Enabling Commonwealth Accommodation Scholarships	Government	3	\$ 5,199	1
Indigenous Commonwealth Education Costs Scholarships	Government	35	\$1,299.50	33
Indigenous Commonwealth Accommodation Scholarships	Government	9	\$ 5,199	6
Indigenous Access Scholarships	Government	31	\$ 4,904	15
Continuing Indigenous Commonwealth Education Costs Scholarships	Government	54	\$2,637	29
Continuing Indigenous Commonwealth Accommodation Scholarships	Government	10	\$ 5,276	6
Arrow Energy Go Further Indigenous Scholarship	Private	5	\$ 10,000	5
BMA Indigenous Scholarship	Private	5	\$ 5,000	5

Constraints on CQUniversity's ability to achieve this goal in 2016

- A range of issues (financial, housing, personal relationships, etc.) impact on Aboriginal and Torres Strait Islander people undertaking tertiary study.
- The cycle of debt experienced by Aboriginal and Torres Strait Islander students (both HELP and other debt) is problematic and a deterrent to completion of studies.
- The increased employability of Aboriginal and Torres Strait Islander people who have completed at least one year of their degree.
- Often Indigenous students studying full-time find it necessary to reduce to part-time studies, due to work or personal circumstances. Many scholarship recipients are at risk of losing their scholarship due to reducing their study load and therefore failing to meet scholarship criteria.
- Many Indigenous students tend to apply for Indigenous-only scholarships and do not tend to apply for scholarships that are available to all students, which limits their chances of getting a scholarship.

Plans to improve outcomes in this area

- Continue to work with local organisations, State and Commonwealth governments and the higher education sector to identify and minimise issues that impact on Aboriginal and Torres Strait Islander people undertaking tertiary study.
- Continue to review the modifications made to the TEP Program to ensure that it remains responsive to Aboriginal and Torres Strait Islander people.
- Explore new methods to improve scholarship uptake and encourage Indigenous students to apply for all scholarships available to all students.

- Monitor the implementation of digital infrastructure in regions where there is a lack of or limited digital platforms to assist communities in the uptake of education options.
- Undertake research into the impact of scholarships on Indigenous students
- Renegotiate scholarship criteria to allow for part-time study.

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

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **enrolments** for 2016, compared to 2015 (please provide an all student comparison).
- Details of your Universities' **strategies to address** Aboriginal and Torres Strait Islander student participation.
- **Indigenous Education / Support Unit's role.**

The total number of Aboriginal and Torres Strait Islander student enrolments is as follows:

EFTSL student data	2015	2016
Aboriginal and Torres Strait Islander students:	335	329
Non Aboriginal and Torres Strait Islander students (Domestic students only):	8996	9668
All student data	2015	2016
Aboriginal and Torres Strait Islander students:	467	583
Non Aboriginal and Torres Strait Islander students (Domestic students only):	15175	15783

Statistics show that there has been an increase in the total number of enrolled Aboriginal and Torres Strait Islander students, however EFTSL numbers have dropped slightly. This reflects the nature of how students are studying and type of course in which they are enrolled.

Strategies to address participation

In 2016 a final year student was successful in achieving the CQUniversity Summer Research Scholarship and undertook a research project in collaboration with the Cairns Indigenous health research team.

The Office of Indigenous Engagement and the Indigenous Student Support Team worked collaboratively with various areas of the university including the Student Participation and Wellbeing Centre, the Student Contact Centre and Schools, to support the retention of Indigenous students. Students who are identified as at-risk are referred to appropriate services as early in their studies as appropriate and possible.

The Student Life and Wellbeing Centre refers students to external service providers in the community, when needed. This has included crisis or emergency housing support, emergency relief, and support for family and domestic violence. Promotional material is available from many community based agencies at the Student Participation and Wellbeing Centre.

The Indigenous Assistance Support (IAS) Program is available to all eligible students. This program is administered through the Indigenous Student Support Team, Student Experience Directorate. Continual promotion of this service is undertaken each term to ensure that students are aware of this support. All IAS Learning Advisors (tutors) have an undergraduate degree. More than half the Learning Advisors have completed postgraduate programs. Where possible, students are matched with a Learning Advisor from their field of study.

The Indigenous Student Support Team operates a 24/7 lab with broadband capability on both Rockhampton and Bundaberg campuses. At all campuses, Indigenous students utilise the facilities available to all students and participate as members of the CQUniversity community.

All Aboriginal and Torres Strait Islander higher degree research students are given a funded study place under the Research Training Scheme. CQUniversity is a partner organisation in the National Indigenous Research and Knowledge Network (NIRAKN) and encourages all Indigenous higher degree students to attend NIRAKN events, which focus on Indigenous research capacity building. The Office of Indigenous

Engagement has financially supported students to attend NIRAKN workshops and other events by organising travel, accommodation and meals where NIRAKN is unable to provide such support. This is in addition to support provided by the School in which their research studies are based.

All Aboriginal and Torres Strait Islander higher degree research students are notified of all other specific Indigenous research capacity building or research specific Indigenous events. For example, the Indigenous Research Summer School and Winter School conducted by the University of Melbourne. As a consequence, each year for the past four years, one CQUniversity Indigenous HDR student has undertaken the University of Melbourne Summer School, which is funded by the University of Melbourne.

CQUniversity offers Aboriginal and Torres Strait Islander postgraduate students the opportunity to apply for the CQUniversity, Office of Research Indigenous Australian Postgraduate Research Award. For a list of scholarships visit:

<http://www.cqu.edu.au/study/scholarships/search?StatusVar=Active> check link

All CQUniversity staff inductions include training in policies and procedures. The University Code of Conduct addresses non-racist, harassment and bullying behaviours. Wording that enables staff to deliver an Acknowledgement of Country at university events and meetings has been developed and is used by staff across the University.

An Indigenous Cultural Competency course was designed to provide staff with a better understanding of the experiences of the lives of Aboriginal and Torres Strait Islander peoples in Australia. Training included sessions on Aboriginal and Torres Strait Islander contemporary identities; the impacts of historical policies and practices from assimilation through to contemporary practices of reconciliation; resistance and activism; race and racism and embedding cultural competence across the CQUniversity footprint. The course was developed and delivered in 2015 to IAS tutors and then offered to CQUniversity employees as a one day face-to-face workshop and an online learning course (Moodle). In 2016 the course was re-written and will be rolled out on a regular basis by the Office of Indigenous Engagement in 2017.

All students undertaking study at CQUniversity who identify as Aboriginal or Torres Strait Islander receive regular emails from the Pro Vice-Chancellor (Indigenous Engagement) throughout study term. These emails provide information regarding the following:

- Available scholarships
- How and where to access academic and personal support at CQUniversity
- Office of Indigenous staff and services
- Meet and greet opportunities (provided at some campuses).

If there are initiative or opportunities available for specific cohorts of Indigenous students, the Pro Vice-Chancellor (Indigenous Engagement) sends out digital communication encouraging students to apply. As a result students have been offered opportunities such as Indigenous scholarships, International student exchanges, and cadetships. Students have reported that they appreciate and take notice of any emails originating from the Pro Vice-Chancellor (Indigenous Engagement).

In 2016, CQUniversity's Development and Alumni Relations Directorate secured a donation from the Dalrymple Bay Coal Terminal of \$5000 for Indigenous students who have a Mackay residential address. Thirty-nine students received a 93.83% discount on their Term 1 2016 Student Amenities fees.

Constraints on CQUniversity's ability to achieve this goal in 2016

- A range of issues (financial, housing, personal relationships, etc.) impact on Aboriginal and Torres Strait Islander people continuing tertiary study.
- CQUniversity (as all universities) is governed by a market-driven curriculum and this impacts on the range of programs offered by the university. There may be programs of interest to Aboriginal and Torres Strait Islander students not provided by CQUniversity.
- To gain full Abstudy Living Allowance, a student is required to be on three-quarter study load minimum and this can encourage students to enrol in more courses than they are capable of managing.

- The increase in employment opportunities for Aboriginal and Torres Strait Islander people in the Central Queensland resources sector has had impacts on students deferring university to take up employment. This trend is changing due to the slowdown in the resources sector in Central Queensland and Western Australia.
- Interstate students enrolled in TEP are not covered by ABSTUDY to cover their travel, accommodation and meal costs.
- Staff are under increased pressure to support and assist Indigenous VET level students following the 2014 merger of Central Queensland Institute of TAFE and CQUniversity. Due to funding limitations, the full extent of student and teacher demands could not be supported. A Community Development Support Officer position was created in 2015 to help identify funding opportunities and to identify cadetships, apprenticeship and work placement opportunities for Indigenous students.

Plans to improve outcomes in this area

- The Office of Indigenous Engagement Change Proposal which took effect in January 2016, enabled the OIE to focus on external engagement at local, state national and international levels and on research that benefits Aboriginal and Torres Strait Islander people and communities.
- The change proposal has enhanced the student experience by providing aligned student services and a more holistic approach to the way Aboriginal and Torres Strait Islander students are supported in their education aspirations.
- The realignment of academic staff, the HEPPP funded CAP-ED and Indigenisation of the Curriculum projects with the School of Education and the Arts has implanted the teaching and equity and access functions into the wider university to create a truly comprehensive university.
- Continue to work with local organisations, State and Commonwealth governments and the higher education sector to identify and minimise issues that impact Aboriginal and Torres Strait Islander people who persist with tertiary study.
- Maintain communication with students through emails from the Pro Vice-Chancellor (Indigenous Engagement)
- Work through QIHEN and NATSIHEC with the Government to consider flexible study loads for Abstudy Living Allowance (i.e. a minimum of six courses in total across the three CQUniversity terms – not just Term 1 and Term 2).
- Contact students who have completed the CAP-ED program and have not enrolled in TEP/STEPS or enrolled in university studies.
- Contact students who have completed the TEP program and not gone onto university studies and encourage them to return to study.
- Contact students who have deferred their study program to encourage them to continue their studies.
- Promote students who are taking up studies in areas where there has been little opportunity for Indigenous peoples in the past and assist them in meeting community needs and priorities, i.e. Allied Health, Science, Engineering and specific areas in the disciplines land management in Environmental Science and corporate governance within Business degree.
- Continue to strengthen partnerships with sponsors to maintain scholarships and funding opportunities.

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

Your response to this goal needs to address but is not limited to the following points:

- The **total number** of Aboriginal and Torres Strait Islander student **completions** at Bachelor level and above in 2016, compared to 2015 (please provide an all student comparison).
- **Support mechanisms** you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.
- **Indigenous Education / Support Unit's role.**

	2015	2016
Aboriginal and Torres Strait Islander students: (Higher Degree) Doctorate by coursework or research	5	1
Non Aboriginal and Torres Strait Islander students: (Higher Degree) Doctorate by coursework or research	34	12
Aboriginal and Torres Strait Islander students: (Other postgraduate)	3	6
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	618	433
Aboriginal and Torres Strait Islander students: (Bachelor degree)	26	30
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	1494	1456

Statistics show that there has been an increase in Aboriginal and Torres Strait Islander student completion rates for Bachelor degrees and other post graduate degrees. By comparison graduation numbers for non-Aboriginal and Torres Strait Islander students have decreased. Higher degree student numbers have decreased for both student cohorts.

Support Mechanisms

Students are provided tutoring support through the Indigenous Assistance scheme, scholarships, student counselling and referral services to assist them throughout their studies in order to graduate. Post graduate research students receive Indigenous research capacity building opportunities through NIRAKN workshops and seminars.

The Office of Indigenous Engagement supported an Indigenous student in her final year of law to attend the Ron Hinze Memorial Lecture in Townsville on 12 August and three Indigenous higher degree research students to attend the North QLD Indigenous Research Workshop on 2 August.

The student who graduated with a Bachelor of Arts Hons (1st Class) has travelled to Cambridge, UK to undertake her PhD. Prof Bronwyn Fredericks, Pro Vice-Chancellor (Indigenous Engagement) has assisted her with numerous references for a range of scholarships and opportunities to talk to stakeholders with regards to sponsorship.

Students are encouraged to attend presentations to meet leading Indigenous academics and professionals. For instance, the School of Education and The Arts, the Office of Indigenous Engagement and the Gladstone Campus teamed up to offer a Community Breakfast and a 'Here for Childcare Workshop' to early childcare workers, students and community members on 23 July. Guest speaker, Professor Chris Sarra of the University of Canberra and the Stronger Smarter Institute, was awarded the 2016 National NAIDOC Person of the Year for his work in education and is recognised nationally as a leading Australian educator.

Graduates who identify as Aboriginal or Torres Strait Islander are recognised with the presentation of a cultural sash at the graduation ceremony. Cultural sashes are presented to all TEP, undergraduate and postgraduate students who identify as Aboriginal or Torres Strait Islander. This is presented at a sashing ceremony prior to the main graduation or posted to the graduate. Family (including children) and friends of the graduate are encouraged to attend the ceremony. Graduates are encouraged to participate in promotional activities (i.e. media articles, testimonials etc.) to showcase their achievements.

Constraints on CQUniversity's ability to achieve this goal in 2016

- The increase in employment opportunities for Aboriginal and Torres Strait Islander people in the resources sector in Central Queensland, and further afield, has had impacts on students deferring university to take up employment in Central Queensland, across the State and in other localities. This is regardless of the downturn in the resources industry as a whole. (The resource industry is still offering opportunities via their Indigenous employment strategies and commitments to Native Title organisations).
- Compulsory residential schools in some undergraduate courses can cause difficulties for students.
- Isolation and loneliness experienced by distant education students.
- The dependency on technology to deliver the learning packages to students. For students in correctional centres this is problematic. Many correctional centres do not have internet access or email. Delivery of teaching materials for inmates is modified to facilitate enrolment in TEP or undergraduate courses. Course delivery is problematic for some families and in communities due to resource issues and sporadic internet access.

Plans to improve outcomes in this area

- The new 2016 service delivery method has integrated the support mechanisms for Aboriginal and Torres Strait Islander students and provided a more holistic approach to the way the University offers support and nurtures individual education journeys.
- Contact students who have deferred and encourage them to continue their studies.
- The Office of Indigenous Engagement will continue with proactive communication of the support and opportunities available to Aboriginal and Torres Strait Islander students at CQUniversity.
- Continue to strengthen the relationship between the Office of Indigenous Engagement and other areas of CQUniversity including the Schools and the Student Life and Wellbeing Centre, to ensure Aboriginal and Torres Strait Islander students are aware of and are encouraged to take up services available to all CQUniversity students.

6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

Your response to this goal needs to address but is not limited to the following points:

- Details of how and to what extent **Indigenous perspectives are reflected in curriculum at your University.**
- How the University addresses the **cultural competency** of its staff and students.
- The **University's involvement with Indigenous community** members in working toward this goal.
- **Indigenous Education / Support Unit's role.**

CQUniversity's Strategic Plan 2016-2021 outlines broad principles and values relevant to Aboriginal and Torres Strait Islander students. The focus of the University plan is on growing our engagement and reputation; growing higher education and vocational education and training; providing a great student experience; undertaking great research and expanding our presence and reach. This strategy is underpinned by the following values of engagement, leadership, a can-do approach, inclusiveness and openness.

The teaching and learning strategies are student-centred, with the needs of each student paramount. The University strives for cultural competence in both students and staff. The University believes that in a multicultural university, international, intercultural and Indigenous perspectives should be incorporated into the student study experiences.

Indigenisation of the curriculum

Through the Indigenisation of the Curriculum project, yarning circles were established with the Schools of Nursing and Midwifery, Health, Medical and Applied Sciences (Environmental Science) and Engineering and Technology. Presentations were given to the School of Business and Law, and Education and the Arts. The project culminated in the launch of the *Great Guide to Indigenisation of the Curriculum*. The document, details as below, is now available to all staff via the CQUniversity intranet.

- Al-Natour, Ryan, Fredericks, Bronwyn, Bargallie, Debbie, Marrie, Henrietta and Bond, Clare. 2016. *Great Guide to Indigenisation of the Curriculum*. Office of Indigenous Engagement, CQUniversity: Rockhampton, Australia.

Cross Cultural Competency Training

Mandatory Equal Employment Opportunity training builds staff capacity and competency for engaging with and responding to people from under-represented, Indigenous and culturally diverse backgrounds is conducted for all new staff, with refresher training mandatory every two years.

The Tertiary Entry Program (TEP)

TEP is an enabling program which is delivered by the School of Access Education to Aboriginal and Torres Strait Islander students to assist them to gain the skills, knowledge and confidence to undertake university study. TEP's content and delivery has been developed for Aboriginal and Torres Strait Islander students as the intended users.

Indigenous Content

CQUniversity delivers courses in the Arts, Health, Allied Health and Education program areas that contain Aboriginal and Torres Strait Islander content. CQUniversity teachings in the field of Indigenous Studies draw upon an array of disciplines including history, literature, anthropology, politics, education and sociology. These have been developed to build an understanding of past and contemporary issues affecting Aboriginal and Torres Strait Islander people. The Aboriginal and Torres Strait Islander Plan within the Bachelor of Arts have now been offered since 2010.

Office of Indigenous Engagement

In 2016, the Office of Indigenous Engagement organised a number of seminars, delivered by Aboriginal and Torres Strait Islander researchers. These seminars shared knowledges with Indigenous academics from other Australian and overseas universities. These were open to all University staff and community

members and video linked to CQUniversity campuses across Australia. These sessions were recorded and emailed to interested people to provide unmitigated access. The Office of Indigenous Engagement partnered with Recognise Australia to raise awareness about Recognition of Aboriginal and Torres Strait Islanders as first Australians in the Australian Constitution. In conjunction with CQUniversity Cairns and the Cairns Tropical Writers Festival, the Office of Indigenous Engagement hosted a public lecture led by journalist, Mr Stan Grant entitled, 'Unfinished business: Indigenous people and the Australian Constitution'.

The Office of Indigenous Engagement facilitated a seminar by Mr Sam Johnston from the United Nations, a Workshop on the Paris Agreement and how it will affect climate change policy and practice in Australia, and affect Indigenous Australians.

CQUniversity is committed for all areas across the university to build their capacity to better meet the needs of Aboriginal and Torres Strait Islander students. Activities undertaken to achieve this include:

- Participation in Open Days and Orientation Week by the Student Support team and Widening Participation staff
- Inviting staff from across the university to participate in scholarship panels for Indigenous students
- Inviting staff from across the university and community members to participate in recruitment and selection panels for new Office of Indigenous Engagement staff
- Providing advice to other sections of the university regarding their engagement with Aboriginal and Torres Strait Islander communities
- Providing advice regarding Welcome to Country, Acknowledgement of Country and cultural ceremonies to university staff
- Working with community organisations and university staff to build long term partnerships in relation to a variety of activities such as work integrated learning, attendance at conferences, research projects, etc.

The Office of Indigenous Engagement attended the National Indigenous Research and Knowledges Network (NIRAKN) annual Symposium and supported five research students to attend. A research student also attend the one week NIRAKN research masterclass workshop series. The National Indigenous Research and Knowledges Network (NIRAKN) is a national, inclusive, multidisciplinary hub and spokes model network, committed to facilitating and establishing Indigenous-led research. CQUniversity is a partner institution.

The Office of Indigenous Engagement coordinated and participated in a range of activities to raise the understanding of and respect for Aboriginal and Torres Strait Islander cultures. Activities included National Reconciliation Week, NAIDOC activities and promoting the use of an Acknowledgement to Country statements, and seminars on key issues.

- Membership of The Lowitja Institute – Australia's national institute for Aboriginal and Torres Strait Islander health research. Through the membership, the University continues to grow its capability in Indigenous health research aimed at forming a designated Indigenous health research centre in 2017 to provide research expertise and innovation with First Nations populations around the world.
- The Office of Indigenous Engagement collaborated with other directorates within the University to ensure research opportunities included Indigenous people. This resulted in several applications being developed between CQUniversity's researchers from schools, directorates and community organisation partners in the fields of aged care, housing community development and retention and attrition of CQUniversity's existing student cohort.
- The Student Experience Directorate was a platinum sponsors of the Rockhampton NAIDOC Ball held on 2 July 2016. As part of the sponsorship, Professor Bronwyn Fredericks delivered an address on Indigenous engagement at CQUniversity.
- Initiated by the Office of the Vice-Chancellor and President, the Office of Indigenous Engagement hosted the first meeting of the Campus Canvass Project which will result in the creation of Indigenous Art that will be installed on the Rockhampton North campus.

Plans to improve outcomes in this area

- Continue to deliver Aboriginal and Torres Strait Islander research seminars and events.
- Adopt and launch CQUniversity's Reconciliation Action Plan (RAP).
- CQUniversity has committed to Indigenisation of the curriculum. All new and reviewed university courses for which approval is sought will need to provide evidence of Indigenisation of the curriculum.
- Increase the recognition of Aboriginal and Torres Strait Islander people and communities on all campuses.

SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2016, noting that a breakdown of expenditure is required (eg salary and travel breakdown). Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2016 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

This ISP report is a legislated requirement, under the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008*.

SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

Where your Indigenous Education Unit has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant staff member.

University Officer	Office of Indigenous Engagement
Name: Prof. Pierre Viljoen	Name: Prof. Bronwyn Fredericks
Position Title: DVC Engagement and Campuses Division	Position Title: PVC (Indigenous Engagement)
Phone Number: (07) 4940 7404	Phone Number: (07) 4923 2379
Email: p.viljoen@cqu.edu.au	Email: b.fredericks@cqu.edu.au

SECTION 4 PUBLICATION OF THE STATEMENT

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.

