



## INDIGENOUS EDUCATION STATEMENT

### OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from Universities relating to the 2014 outcomes and future plans to meet 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 is 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 are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2014 ISP funds is included within this document.

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 who wish to report on a wider range of matters.

In accordance with the Guidelines, the final, certified Indigenous Education Statement is **due by latest 31 May 2014**. Please ensure to leave sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2014.

Please submit signed electronic documents by email to: [scholarships@pmc.gov.au](mailto:scholarships@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 2014 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.

Statistics and anecdotal information over the last three years show that these changes have had a noticeable impact on the recruitment, retention and completion rates for Aboriginal and Torres Strait Islander students at CQUniversity.

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, and then assist them 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 is provide relevant quality services to assist in improving outcomes for Aboriginal and Torres Strait Islander people.

Staff in the Office of Indigenous Engagement at CQUniversity are based in Rockhampton, Bundaberg, Mackay and Cairns. Throughout 2014, the Office of Indigenous Engagement worked with Aboriginal and Torres Strait Islander communities to ensure that they are recognised at their local CQUniversity campus.

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 **decision-making 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 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 involvement in decision-making at CQUniversity 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

In addition to this, Aboriginal and Torres Strait Islander staff are active participants in a range of other decision making activities at CQUniversity including:

- The Executive Officer's Network
- The Executive Assistant's Network
- Coordination of the Community of Practice for new staff
- Representation on Scholarship panels
- Representation on selection panels across the University
- Representation on the Workplace Health and Safety Committee, Rockhampton campus
- Representation on the National Tertiary Education Union

Aboriginal and Torres Strait Islander perspectives are increasingly being embedded in processes and structures at CQUniversity through the inclusion of Office of Indigenous Engagement staff in a wide range of committees and forums. All staff engaged by the Office of Indigenous Engagement have demonstrated an excellent understanding of issues affecting Aboriginal and Torres Strait Islander people and have the ability to communicate effectively and sensitively with Aboriginal and Torres Strait Islander people. This ensures that when non-Indigenous Office of Indigenous Engagement staff participate in committees and forums, they have an ability to advocate on behalf of Aboriginal and Torres Strait Islander people.

The Pro Vice-Chancellor (Indigenous Engagement) is an Aboriginal woman who holds the position of Professor, is Chair of Academic Board and a member of CQUniversity Council Central Queensland. The Pro Vice-Chancellor (Indigenous Engagement) reports to the Deputy Vice-Chancellor (Academic and Research) and is part of the senior management team at CQUniversity, which includes representing the University at key events, not just on Indigenous 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. In addition to this, 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.

Senior staff in the Office of Indigenous Engagement are Aboriginal and have a long history of working with, and advocating on behalf of, Aboriginal and Torres Strait Islander people.

The Executive Officer assists the Pro Vice-Chancellor (Indigenous Engagement) to build capacity and competency internally and externally to improve outcomes for Aboriginal and Torres Strait Islander people. This position has a vital role in maintaining relationships with key stakeholders, eg BHP Billiton Mitsubishi Alliance (BMA)

The Business Manager is responsible for staff, program and resource management within the Office of Indigenous Engagement. This includes the delivery of programs and services to increase recruitment, retention and completion of tertiary studies by Aboriginal and Torres Strait Islander people. The Business Manager oversees service delivery across multiple campuses.

The Executive Officer and Business Manager report to the Pro Vice-Chancellor (Indigenous Engagement).

**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 active **Aboriginal and Torres Strait Islander Employment Strategy** including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet. (please provide a current link)
- 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**

<b>Faculty/Institute/Section</b>	<b>Academic / Non-Academic</b>	<b>Position title</b>
International and Services Division Facilities Management Directorate	Non-Academic - Cleaner	Cleaner
Financial Services Division	Non- Academic HEW 4	Processing Officer, Purchasing and Payables
Financial Services Division	Non- Academic HEW 4	Processing Officer, Purchasing and Payables
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 8	Business Manager
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 5	Executive Assistant
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 8	Executive Officer
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 5	Indigenous Engagement Officer (Bundaberg)
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 5	Indigenous Engagement Officer (Rockhampton)
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 5	Indigenous Engagement Officer (Rockhampton)
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 5	Indigenous Engagement Officer (Rockhampton)
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 5	Indigenous Engagement Officer (Mackay)
Higher Education Division – Office of Indigenous Engagement	Non-Academic HEW 5	Indigenous Engagement Officer (Rockhampton)
Higher Education Division – Office of Indigenous Engagement	Non-Academic HEW 6	Project Officer

Higher Education Division – Office of Indigenous Engagement	Non-Academic HEW 4	Administration Officer
Higher Education Division – Office of Indigenous Engagement	Academic Academic salary package	Pro Vice Chancellor (Indigenous Engagement)
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 6	Project Officer
Higher Education Division – Office of Indigenous Engagement	Non- Academic HEW 6	Project Officer
Higher Education Division – Office of Indigenous Engagement	Academic Lecturer B	Lecturer
Higher Education Division – Office of Indigenous Engagement	Academic Lecturer B	Lecturer
Higher Education Division – School of Medical and Applied Science	Non- Academic HEW 5	Technical Officer (Science)
Industry, Vocational Training & Access Education Division. School of Vocational Business and Humanities	Non-Academic Leading Vocational Teacher	Leading Vocational Teacher
Industry, Vocational Training & Access Education Division. School of Vocational Business and Humanities	Non-Academic Teacher no qualifications	TAFE Teacher
Industry, Vocational Training & Access Education Division. School of Vocational Business and Humanities	Non-Academic Admin Officer LVL 7 TAFE PSA	Manager , Vocational Training
Industry, Vocational Training & Access Education Division School of Vocational Business and Humanities	Non-Academic TAFE Teacher	TAFE Teacher
Industry, Vocational Training & Access Education Division School of Vocational Business and Humanities	Non-Academic Administration Officer LVL 2 TAFE PSA	Administration Officer
International and Services Division Marketing Directorate	Non-Academic HEW 4	Administration Officer
International and Services Division. Information and Technology Directorate	Non-Academic Management Salary Package	Manager, Client Support
Higher Education Division School of Medical & Applied Sciences	Non-Academic HEW 6	Work Integrated Learning Officer
Student Experience and Governance Division Student Experience and Communications Directorate	Professional HEW 9	Program Manager, Widening Participation

Student Experience and Governance Division Student Experience and Communications Directorate	Professional HEW 7	Indigenous Widening Participation Officer (Rton)
<b>TOTALS</b>	<b>30</b>	

**Table 2 – Casual positions**

<b>Faculty/Institute/Section</b>	<b>Academic / Non-Academic</b>	<b>Position title</b>
Higher Education Division, Office of Indigenous Engagement	Any other Academic activity	Academic Casual
Higher Education Division, Office of Indigenous Engagement	Any other Academic activity	Academic Casual
Higher Education Division, Office of Indigenous Engagement	Research Worker Level 4	Research Worker
Higher Education Division, School of Business and Law	Tutorial	Academic Casual
International Services Division, Facilities Management Directorate	Non-Academic HEW 3	Security Officer
International Services Division, People and Culture	Non Academic HEW 3	Administration Assistant
<b>TOTALS</b>	<b>6</b>	

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

Of the 36 Aboriginal and Torres Strait Islander staff employed at CQUniversity, 19 work in the Office of Indigenous Engagement. CQUniversity currently does not have Aboriginal and Torres Strait Islander identified positions.

CQUniversity has an Aboriginal and Torres Strait Islander Employment and Career Development Strategy 2011 – 2012. This policy is currently under renewal in the 2015 committee process. 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](http://policy.cqu.edu.au/Policy/policy_file.do?policyid=2005)

CQUniversity has an Indigenous Employment Reference Group (IERG). The IERG shall uphold 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 advertise all vacancies in mainstream and Indigenous media and in addition to this, use 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

- 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 (eg short term appointments, development plans, etc.).
- Continued work across the University in regard to developing cultural understanding and competence.
- Encourage self-identification within the staff population during other times of personal information checking eg group certificate time.
- Work with People and Culture (Human Resources) and the wider University to increase the number of fixed term vacancies offered externally.
- Finalise the revision of the Aboriginal and Torres Strait Islander Employment and Career Development Strategy 2011 – 2012.

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 2014 (access rate) as compared to 2013 (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, including and 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.
- **Indigenous Education / Support Unit's role**.

**Commencing Aboriginal and Torres Strait Islander students**

<b>EFTSL student data</b>	<b>2013</b>	<b>2014</b>
Aboriginal and Torres Strait Islander students	113	121
Non Aboriginal and Torres Strait Islander students (Domestic students only):	3,813	5,123

<b>All student data</b>	<b>2013</b>	<b>2014</b>
Aboriginal and Torres Strait Islander students	201	234
Non Aboriginal and Torres Strait Islander students (Domestic Students only):	7,045	6,586

**Programs to improve access**

<b>Program Name</b>	<b>Target audience</b>	<b>Outline of Program</b>	<b>Outcome</b>
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**Tertiary Entry Program (TEP)**

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

Courses include: Culture & Learning, Independent Learning, Academic Communication, Numeracy Concepts and Applications, Intro Computing Skills and Indigenous Australians & Politics. Courses will change in 2015 following the 2014 review and renewal process, which was enacted via the standard accreditation process of Academic Board.

TEP is undertaken through distance education and five TEP residentials are held throughout the year. TEP is also delivered to Aboriginal and Torres Strait Islander students who reside in correctional centres around Australia.

On completion of TEP, entry is given to CQUniversity Australia's diploma or degree programs through the CQUniversity direct entry process for those programs where direct entry is available.

## **Skills for Tertiary Education Preparatory Studies (STEPS)**

The STEPS program is a mainstream enabling program, suitable for students who want to undertake tertiary study and may be:

- returning to work after some time away
- keen to meet prerequisite subjects for a desired degree and
- need some additional support to gain the confidence and skills to successfully enter and undertake university 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 can be completed in one term (12 weeks) or over an extended period of up to six terms (2 years). This will depend on the student's personal career aspirations and the number of courses required. On completion of STEPS, entry is given to CQUniversity Australia's diploma or degree programs through the CQUniversity direct entry process for those programs where direct entry is available. Often Indigenous students will undertake a combination of TEP and STEPS courses, dependent upon individual needs and career aspirations.

## **Start Uni Now (SUN)**

The University supports multiple pathways and entry and exit points. 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. On completion of four courses students can obtain their Queensland Certificate of Education and may also be accredited to further university studies.

## **Widening Participation Projects**

CQUniversity has received grant funding through the Higher Education Participation and Partnerships Program (HEPPP). The Office of Indigenous Engagement is managing one of the Widening Participation projects, which includes distinct components. These are:

- Community Aspirations Program (CAP-ED)
- Correctional Centres Undergraduate Pathways (CUPS)

Community Aspirations Program (CAP-ED) is focussed on improving educational outcomes for Aboriginal and Torres Strait Islander people in the central Queensland region (and other areas). The program aims to build the aspirations of Aboriginal and Torres Strait Islander people to undertake tertiary study. CAP-ED delivers one week sessions consisting of five community workshops and networking lunches with high profile speakers. CAP-ED has been conducted in Rockhampton, Woorabinda, Gladstone, Biloela, Blackwater, Mackay and Mt Morgan. Of the 155 participants, there have been 14 TEP enrolments, 1 re-admission and 2 learning advisor applications.

Correctional Centres Undergraduate Pathways (CUPS) aims to provide clear and accessible pathways for Aboriginal and Torres Strait Islander students residing in Australian correctional centres to complete university based education qualifications. Providing programs in an alternative delivery format will address access issues faced by Aboriginal and Torres Strait Islander students residing in correctional centres and will improve their participation, retention and completion rates in tertiary study.

The CUPS project has been challenged with delivery mode of online education that is entirely dependent on internet access. Some of those issues include that resources in the course teaching interface called Moodle, are accessible to students on a staggered basis and not all resources are available at the beginning of the semester. The original project was scaled back to deliver the Bachelor of Arts with three majors.

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

The Office of Indigenous Engagement has been engaging with Aboriginal and Torres Strait Islander communities across CQUniversity's footprint. In addition to this, 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.

In 2014 Central Queensland TAFE merged with CQUniversity, thereby enabling students to access pathways from VET to higher education. Some Diplomas undertaken in the VET sector now have accreditation into Undergraduate degree courses.

## Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
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The Office of Indigenous Engagement works with Marketing and other sections of CQUniversity to ensure that recruitment activities target Aboriginal and Torres Strait Islander people

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 and Adelaide. Promotion uses all forms of national, state and regional media including ABC Regional Radio, community radio stations, and Indigenous radio networks (e.g. National Indigenous Radio), newspapers including Indigenous specific education supplements. 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 must report on the following:

- Number of marketing strategies targeting prospective Aboriginal and Torres Strait Islander students.

The Office of Indigenous Engagement actively supports programs such as the Aboriginal and Torres Strait Islander Tertiary Aspirations Program, the Indigenous Youth Sports Program, the NAIDOC expos in Rockhampton, Mt Morgan and Brisbane, the Pormpuraaw Youth Summit (Cape York), the Reconciliation Carnival and Former Origin Greats (FOGs) events. This is imperative in supporting and promoting equitable access to tertiary education for Aboriginal and Torres Strait Islander people.

Importantly, CQUniversity Marketing and Office of Indigenous Engagement staff work collaboratively in the external recruitment and promotional activities. This ensures that the capacity of both teams is built in developing and delivering programs and activities targeting prospective students who identify as Aboriginal or Torres Strait Islander.

The Australian Indigenous Mentoring Program (AIME) Outreach Program employed a full-time program coordinator and expanded it's program to 4 secondary schools in Rockhampton and Yeppoon. More than 73 Aboriginal and Torres Strait Islander Year 7 to 12 students participated in workshops and mentoring sessions held on four AIME days at the Rockhampton campus. 12 mentors joined the program to provide group support and run the homework program. 45 Year 7 and 8 students from 2 additional secondary schools in Yeppoon attended the newly introduced experience day programme which was deemed a great success. A student from Yeppoon State High School also won the National AIME's Got Game competition.

Office of Indigenous Engagement staff have been leading the development of CQUniversity's Reconciliation Action Plan. Through this, university students and staff and the wider community have been engaged and have participated in consultation activities. Follow up information and support has been provided to individuals and community organisations, when requested.

## Scholarships details

Scholarship details	Government/ Private/ University	No. Allocated	Cost	No. Awarded	Comments
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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. In addition, Indigenous postgraduates have the opportunity to apply for the CQUniversity Indigenous Australian Postgraduate Research Award which is awarded through the Office of Research.

A full list of scholarships can be found at:

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

The take up rate of the Accommodation Scholarships is very low at CQUniversity due to many courses being delivered online and students being able to study in their own communities. Not all Aboriginal and Torres Strait Islander people live in areas where computer access and internet connections are available. In some regions internet is unreliable and sporadic. This coupled with difficulties accessing extra resources and tutors, makes 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 2013	Cost	No. Awarded 2013	Cost	No Allocated 2014	No. Awarded 2014
Indigenous Enabling Commonwealth Education Costs Scholarships	Government	40	\$ 2,469 pa	26	\$ 2,492 pa	40	14
Indigenous Enabling Commonwealth Accommodation Scholarships	Government	2	\$ 4,939 pa	2	\$ 4,985 pa	4	1
Indigenous Commonwealth Education Costs Scholarships	Government	20	\$ 2,469 pa	20	\$ 2,492 pa	36	29
Indigenous Commonwealth Accommodation Scholarships	Government	3	\$ 4,939 pa	1	\$ 4,985 pa		4
Indigenous Access Scholarships	Government	20	\$ 4,659	16	\$ 4,702	28	21
Continuing Indigenous Commonwealth Education Costs Scholarships	Government				\$ 2,492 pa	74	29
Continuing Indigenous Commonwealth Accommodation Scholarships	Government				\$ 4,985 pa	9	5

Arrow Energy Indigenous Scholarship	Private	6	\$ 10,000 pa	5	\$ 10,000 pa	5	5
Arrow Energy Engineering Co-Op Program Indigenous Scholarship	Private	2	\$ 10,000 pa	1	\$ 10,000 pa	2	2
Arrow Energy Resources Sector Indigenous Scholarship	Private	2	\$ 10,000 pa	1	\$ 10,000 pa	1	1
BMA Indigenous Scholarship	Private	5	\$ 5,000 pa	3	\$ 5,000 pa	6	6

### Scholarships awarded to indigenous students not offered exclusively to indigenous scholarships 2014

Scholarship details	Government/ Private/University	Cost	No. of Indigenous Recipients
Equity Study Supplement	Government	\$3,000.00/Year	8
Accommodation Scholarship	Government	\$9,000.00/Year	1

#### Constraints on CQUniversity's ability to achieve this goal in 2014

- A range of issues (financial, housing, personal relationships, etc...) impact on Aboriginal and Torres Strait Islander people undertaking tertiary study.
- School staff, guidance officers/counsellors and others, whose perception is that university is not attainable or appropriate for Aboriginal and Torres Strait Islander students and refer Aboriginal and Torres Strait Islander people to TAFE. This was noted at the Queensland Indigenous Higher Education Network (QIHEN) Meeting (May 2012) and discussed with the Queensland Widening Participation Committee.
- The cycle of debt experienced by Aboriginal and Torres Strait Islander students (both HECS and other debt) is problematic and a deterrent to completing.
- The increased employability of Aboriginal and Torres Strait Islander people who have completed at least one year of their degree. This is particularly of concern in geographical locations such as Central Queensland where there is increased employment opportunities for Aboriginal and Torres Strait Islander people in the resources sector, although this landscape is changing.

#### 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.
- Developing and implementing a post-graduate enabling program for both coursework and research degrees.
- Modify the TEP Program in line of the review and make it more responsive to Aboriginal and Torres Strait Islander people.
- Increase access to the TEP program by flexible delivery and in correctional centres in Queensland and beyond.
- Implementation of the CAP-ED and CUPS programs.
- Target large urban Aboriginal and Torres Strait Islander populations where CQUniversity has opened up its metropolitan campuses to domestic students.

## Role of the Indigenous Education/ Support Unit

The Office of Indigenous Engagement, CQUniversity provides teaching, research and support activities to improve outcomes for Aboriginal and Torres Strait Islander people and communities.

In addition to teaching enabling, undergraduate and post graduate courses that increase knowledge and understanding of the history of Aboriginal and Torres Strait Islander people and the issues affecting them in contemporary society, the Office of Indigenous Engagement provides support to other Schools within CQUniversity to increase their accessibility to Aboriginal and Torres Strait Islander people.

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 2014, compared to 2013 (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 for 2013 and 2014 is as follows:

EFTSL student data	2013	2014
Aboriginal and Torres Strait Islander students:	217	248
Non Aboriginal and Torres Strait Islander students (Domestic students only):	8,096	8,602

All student data	2013	2014
Aboriginal and Torres Strait Islander students:	378	457
Non Aboriginal and Torres Strait Islander students (Domestic students only):	14,260	14,655

### Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
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CQUniversity offers Indigenous specific and general scholarships from the Commonwealth government and other donors. Additionally, Aboriginal and Torres Strait Islander postgraduate students have the opportunity to apply for the CQUniversity Indigenous Australian Postgraduate Research Award which is awarded through the Office of Research. A full list of scholarships can be found at:

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

Indigenous students are encouraged to apply for all scholarships, not just Indigenous scholarships to improve their chances of success. In 2014 a final year Oral Health student was successful in achieving the CQUniversity Summer Research Scholarship and undertook a literature review on traditional Aboriginal oral health practices and identify what can be learnt and integrated into broader oral health maintenance and treatment.

The Office of Indigenous Engagement work collaboratively with various areas of the university including the Student Participation and Wellbeing Centre, the Student Contact Centre and Schools.

Students who are identified as at-risk are referred to appropriate services early in their studies. The First Year Experience (FYE) is a major focus for all of CQUniversity students. Office of Indigenous Engagement staff participate in FYE activities.

The Office of Indigenous Engagement also 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 Office of Indigenous Engagement.

This information is also provided to the Student Participation and Wellbeing Centre.

The Indigenous Tutorial Assistance Support (ITAS) Program is available to all eligible students. This is available and administered through the Office of Indigenous Engagement. Continual promotion of this service is needed to ensure that students are aware of this support. All ITAS Learning Advisors (tutors) engaged by the Office of Indigenous Engagement have an undergraduate degree. Over half of the Learning Advisors have completed postgraduate programs. Where possible, students are matched with a Learning Advisor from their field of education.

Aboriginal and Torres Strait Islander students are actively encouraged and supported to apply for external scholarships, awards and exchange programs. This includes senior Office of Indigenous Engagement staff working with individual students to support them through the selection process, when needed. CQUniversity student as awarded the Aurora Indigenous scholarship, which saw her travel to Cambridge, Oxford and Harvard Universities as part of a delegation of Indigenous Australian students and emerging leaders.

All Aboriginal and Torres Strait Islander higher degree research students are given a Research Training Scheme funded place. One CQUniversity Postgraduate Aboriginal and Torres Strait Islander Scholarship is offered.

The Office of Indigenous Engagement continues to operate a 24/7 lab with broadband capability on both the Rockhampton and Bundaberg campuses. In 2014 the Office of Indigenous Engagement undertook a long overdue upgrade of computers and equipment in both labs.

All CQUniversity staff inductions now include training in policies and procedures and the university Code of Conduct which addresses non-racist, harassment and bullying behaviours. In addition to this, wording to enable staff to deliver an Acknowledgement of Country has been developed and is used by staff across the university.

Office of Indigenous Engagement staff have been leading the development of CQUniversity's Reconciliation Action Plan. Through this, university students and staff and the wider community have been engaged and have participated in consultation activities.

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 the term. These emails provide information regarding the following:

- Available scholarships
- How to access the Indigenous Tutorial Assistance Scheme
- How and where to access academic and personal support at CQUniversity
- Centrelink contact details
- Office of Indigenous staff and services
- Meet and greet opportunities are also provided at some campuses

#### Constraints on CQUniversity's ability to achieve this goal in 2014

- A range of issues (financial, housing, personal relationships, etc...) impact on Aboriginal and Torres Strait Islander people continuing tertiary study.
- CQUniversity like all universities is governed by a market-driven curriculum and this impacts on the range of programs that are offered by the university. There may be programs that interest Aboriginal and Torres Strait Islander students that CQUniversity does not provide.
- The requirement for a student to be on three-quarter load minimum to be eligible for Abstudy Living Allowance can encourage students to enrol in more courses than they are capable of managing in order to gain full Abstudy Living Allowance.
- The increase in employment opportunities for Aboriginal and Torres Strait Islander people in the resources sector in Central Queensland has had impacts on students deferring university to take up employment, however this trend is changing.
- Interstate students enrolled in TEP are not covered by ABSTUDY to cover their travel, accommodation and meal costs.

- Increased pressure has been placed on staff to support and assist Indigenous VET level students following the 2014 merger between Central Queensland Institute of TAFE and CQUniversity. At this time we are not able to support these students due to funding limitations.

#### 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 continuing tertiary study.
- Continue to send emails to students from the Pro Vice-Chancellor (Indigenous Engagement)
- Work through QIHEN and NATSIHEC with the Government to consider flexible study loads for Abstudy Living Allowance (eg a minimum of 6 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.
- Promotion of students who are taking up studies in areas where there has been little opportunity for Indigenous peoples in the past and which assist in meeting community needs and priorities, e.g. Allied Health, Science, Engineering and specific areas in disciplines e.g. land management in Environmental Science and corporate governance within Business.
- Continue to strengthen partnerships with sponsors to maintain scholarships and funding opportunities.

#### Role of the Indigenous Education/ Support Unit

The Office of Indigenous Engagement, CQUniversity provides teaching, research and support activities to improve outcomes for Aboriginal and Torres Strait Islander people and communities.

In addition to teaching enabling, undergraduate and post graduate courses that increase knowledge and understanding of the history of Aboriginal and Torres Strait Islander people and the issues affecting them in contemporary society, the Office of Indigenous Engagement provides support to other Schools within CQUniversity to increase their accessibility to Aboriginal and Torres Strait Islander people.

5. **Enable Aboriginal and Torres Strait Islander students to attain the same graduation 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 2014, compared to 2013 (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.**

	2013	2014
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	2	4
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	156	135
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	4	4
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	472	485
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	15	24
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	1205	1508

### Support mechanisms

Support mechanisms	Description	Constraints	Outcome
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The Office of Indigenous Engagement work collaboratively with various areas of the university including the Student Participation and Wellbeing Centre, the Student Contact Centre and Schools.

Students who are identified as at-risk are referred to appropriate services early in their studies. The First Year Experience (FYE) is a major focus for all of CQUniversity students. Office of Indigenous Engagement staff participates in FYE activities.

The Office of Indigenous Engagement also 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 Office of Indigenous Engagement. This information is also provided to the Student Participation and Wellbeing Centre.

The Indigenous Tutorial Assistance Support (ITAS) Program is available to all eligible students. This is available and administered through the Office of Indigenous Engagement. Continual promotion of this service is needed to ensure that students are aware of this support. All ITAS Learning Advisors (tutors) engaged by the Office of Indigenous Engagement have an undergraduate degree. Over half of the Learning Advisors have completed postgraduate programs. Where possible, students are matched with a Learning Advisor from their field of education.

The Office of Indigenous Engagement continues to operate a 24/7 lab with broadband capability on both the Rockhampton and Bundaberg campuses. CQUniversity has offered postgraduate scholarships since 2003. Cadetships have also proven to be successful in supporting students to successfully complete their studies.

Graduates who identify as Aboriginal or Torres Strait Islander are recognised with the presentation of a cultural sash. 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 mailed 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 (eg media articles, testimonials, etc...) to showcase their achievements.

### Constraints on CQUniversity's ability to achieve this goal in 2013

- The increase in employment opportunities for Aboriginal and Torres Strait Islander people in the resources sector in Central Queensland has had impacts on students deferring university to take up employment.
- 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. The Office of Indigenous Engagement modifies its delivery for inmates in order for them to be able to enrol in TEP or undergraduate courses. It is also problematic in some families and communities due to resource issues and sporadic internet access.

### Plans to improve outcomes in this area

- Contact students who have deferred to encourage them to continue their studies.
- The Office of Indigenous Engagement should continue to be proactive in communicating 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 Participation 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.

### Role of the Indigenous Education/ Support Unit

The Office of Indigenous Engagement, CQUniversity provides teaching, research and support activities to improve outcomes for Aboriginal and Torres Strait Islander people and communities.

In addition to teaching enabling, undergraduate and post graduate courses that increase knowledge and understanding of the history of Aboriginal and Torres Strait Islander people and the issues affecting them in contemporary society, the Office of Indigenous Engagement provides support to other Schools within CQUniversity to increase their accessibility to Aboriginal and Torres Strait Islander people.

**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 2015-2020 outlines broad principles and values relevant to Aboriginal and Torres Strait Islander students. The focus of the University plan is on a great student experience, great research, being inclusive, providing distance education and social innovation. The teaching and learning strategies are student-centred with the needs of each student being paramount. The University is striving for cultural competence for both students and staff. The University believes that in a multicultural university and international, intercultural and indigenous perspectives should be incorporated into student's study experiences.

The University's Strategic Plan is explicit in its intention towards Aboriginal and Torres Strait Islander students, staff and communities. There is support clearly stated in the Strategy for Aboriginal and Torres Strait Islander access, participation and success at CQUniversity.

Statements from the strategy include:

Develop and Implement Cultural Intelligence and Inclusiveness Training;  
Build on current mandatory Equal Employment Opportunity training that builds staff capacity and competency when engaging with and responding to people who are from under-represented, Indigenous and culturally diverse backgrounds.

The Tertiary Entry Program (TEP) is an enabling program which is delivered by the Office of Indigenous Engagement 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.

CQUniversity delivers courses in the Arts, Health, Allied Health and Education program areas 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.

In addition to this, Office of Indigenous Engagement staff teaches courses that are part of undergraduate programs such as Social Work, Psychology, Arts, etc... The Aboriginal and Torres Strait Islander Plan within the Bachelor of Arts have now been offered since 2010.

Staff from the Office of Indigenous Engagement continues to offer incidental lectures across CQUniversity. Courses run by the Office of Indigenous Engagement and hosted by Schools continue to attract domestic and international students.

In 2014, 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 universities and also from New Zealand. These were open to all university staff and community members and were video linked to CQUniversity campuses across Australia. These were also recorded and emailed to interested people to allow for greater access to the seminars.

The Office of Indigenous Engagement is committed to working with other 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 Office of Indigenous Engagement 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 in September 2014 and supported students to attend. 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 and NAIDOC activities, developing Acknowledgement to Country statements, coordinating smoking ceremonies for cleansing or opening of a new area and seminars on key issues.

Office of Indigenous Engagement staff has been leading the development of CQUniversity's Reconciliation Action Plan. Through this, university students and staff and the wider community have been engaged and have participated in consultation activities.

#### Plans to improve outcomes in this area

- Continue to deliver Aboriginal and Torres Strait Islander research seminars and events.
- Continue to develop the university's Reconciliation Action Plan (RAP).
- CQUniversity has committed to Indigenisation of the curriculum. All new and reviewed courses in the university that seek approval 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.

#### Role of the Indigenous Education/ Support Unit

The Office of Indigenous Engagement, CQUniversity provides teaching, research and support activities to improve outcomes for Aboriginal and Torres Strait Islander people and communities.

In addition to teaching enabling, undergraduate and post graduate courses that increase knowledge and understanding of the history of Aboriginal and Torres Strait Islander people and the issues affecting them in contemporary society, the Office of Indigenous Engagement provides support to other Schools within CQUniversity to increase their accessibility to Aboriginal and Torres Strait Islander people.

## 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 2014, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2014 provided under section 19-10 of *Higher Education Support Act 2003*, please provide a 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.

<b>University Officer</b>	<b>Indigenous Education Support Unit Officer</b>
Name: Professor Hillary Winchester	Name: Professor Bronwyn Fredericks
Position Title: DVC (Academic and Research)	Position Title: PVC (Indigenous Engagement)
Phone Number: 07 4930 9369	Phone Number: 07 4923 2045
Email: h.winchester@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. Please provide PM&C with a link to the statement.

CQUniversity's previous two Indigenous Education Statements can be found here:

[www.cqu.edu.au/engage/office-of-indigenous-engagement/indigenous-education-statement](http://www.cqu.edu.au/engage/office-of-indigenous-engagement/indigenous-education-statement)



Australian Government

Department of the Prime Minister and Cabinet

## FINANCIAL ACQUITTAL

Organisation	<input type="text"/>			
Postal Address	<input type="text"/>			
Contact Person	<input type="text"/>	Title	<input type="text"/>	
Phone	<input type="text"/>	Fax	<input type="text"/>	E-mail <input type="text"/>

Financial Acquittal		
This financial acquittal proforma is designed to acquit all ISP Funds provided in 2014, including all interest or royalties/income derived from ISP Funds during 2014.		
Attachment		Checklist
1	Indigenous Support Program (ISP)	<input type="checkbox"/>
For each Attachment:		
<ul style="list-style-type: none"><li>Part A seeks information on the GST component of funding provided to you under that element, if applicable.<ul style="list-style-type: none"><li>If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.</li><li>If GST is <i>not</i> paid to you, <i>do not complete Part A</i>.</li></ul></li><li>Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.</li></ul>		

## Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2014 and after you have entered all relevant information in the Assets Register.

### ISP FUNDING RECIPIENT'S CERTIFICATION

I,

(print name of chief officer or equivalent)

(print position title)

certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

- (i) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (i) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Signed:

Date:

#### Privacy Notice

The Department of the Prime Minister and Cabinet (PM&C) collects your personal information (including your name, organisation and contact details) for the purposes of administering Indigenous Education Programmes. PM&C will not otherwise use or disclose your personal information without your consent unless required or authorised by or under law.

## ATTACHMENT 1 - Indigenous Support Program

**Provider Name:**

*For the 2014 funding year (1 January - 31 December 2014).*

### **PART A – If applicable, Goods and Services Tax (GST) paid under the Agreement:**

1. If applicable, GST received by you in 2014 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /
	Amount remitted: \$ Date remitted: / /

### **PART B - Acquittal Summary Details (excluding GST):**

#### **INCOME**

1. Unexpended Indigenous Support Programme funds from 2013 which were committed for expenditure prior to 31/12/2013.	\$
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.	\$
(+) 3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	\$
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2014.	\$

#### **EXPENDITURE**

6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .	\$
(+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	\$
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2014 – written approval date /.../2014. <sup>1</sup>	\$
(=) 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	\$
10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.	\$
11. Balance of Funds for 2014 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$
<b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.</b>	<b>\$</b>

<sup>1</sup> The Department will only approve the rollover of unspent funds in exceptional circumstances.

