



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 2015**. 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 2015.

Please submit signed electronic documents by email to: 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.

University of Southern Queensland

College for Indigenous Studies, Education and Research (previously named Centre for Australian Indigenous Studies)

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.

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.

Effective Arrangements for the Participation of Aboriginal and Torres Strait Islander Peoples in Educational Decision-Making

The University of Southern Queensland has implemented a set of arrangements ensuring the representation of Aboriginal and Torres Strait Islander peoples on key committees. Representation and participation within the key committee structures of the University has resulted in a transformed operational landscape. As a result of a substantive and strategic engagement with the advice provided by Aboriginal and Torres Strait Islander peoples, there has been a further strengthening of Aboriginal and Torres Strait Islander education across the University. For example, the University's Office of Research and Higher Degrees, via the Human Research Ethics Committee, is working to develop an application process that is cognisant of the research needs of Aboriginal and Torres Strait Islander communities, to set in place rigorous ethical procedures that work to safeguard Aboriginal and Torres Strait Islander peoples and communities in the research process. These arrangements are coupled with the formulation of key documents in research, cultural protocols and reconciliation that work to underpin and further develop Aboriginal and Torres Strait Islander higher education activity within the University.

Key USQ Aboriginal and Torres Strait Islander Documents

The **USQ Reconciliation Action (Draft) Plan (RAP)** represents a commitment by the University to improving higher education and employment for Aboriginal and Torres Strait Islander people s. The Draft RAP has involved a wide stakeholder consultation process and has been informed by the recommendations of the 'Behrendt' Report (2012) and the Universities Australia Indigenous Cultural Competency Framework. At the end of 2014 the RAP advanced from Draft to Final document stage and was forwarded to Reconciliation Australia for ratification.

The **Indigenous Research Strategy** draft document was disseminated for wide consultation within the University in 2014 with the Office of Research and Higher Degrees engaging intensively with the Indigenous academic leadership and staff of the College for Indigenous Studies, Education and Research. Once finalised, the Indigenous Research Strategy is to be implemented in 2015.

The draft guidelines for **Cultural Protocols for Working with Aboriginal and Torres Strait Islander Peoples** were developed in consultation with the Vice Chancellor's Elders and Valued Persons Advisory Group, Indigenous academic and professional staff of the University. The next draft of the guidelines is now being put to the wider University community for consultation, with ratification of the final document planned to occur in 2015.

Each of the abovementioned key documents have synergies with each other and provide clear structural and operational foundation for the University in continuing its work in the area of Aboriginal and Torres Strait Islander higher education.

Roles and Responsibilities of Head and Professor, College for Australian Indigenous Studies

The College for Indigenous Studies, Education and Research (CISER) – formerly known as the Centre for Australian Indigenous Knowledges (CAIK) - is critical to the University's structural and operational work for Aboriginal and Torres Strait Islander higher education. In late 2013, the University commenced a review of CAIK, which involved the restructuring and realignment of the unit via a three-stage process.

Two stages were completed in 2014 (including the renaming of the unit to the College for Indigenous Studies, Education and Research) with the final stage of the realignment scheduled for the first half of 2015.

One key component of the review and realignment of CISER during 2014 was the appointment of a senior, Indigenous academic to the position of Head of the College and a senior, Indigenous professional staff member to the position of Operational Support Manager. Both positions are seen as critical to the academic and operational leadership of the College. As Head of the College, Professor Tracey Bunda works collaboratively with the Senior Deputy Vice-Chancellor, senior staff of the Academic Division, and other University academic and administrative units to achieve agreed outcomes consistent with the University's Vision, Mission and Values, strategic objectives and priorities. During 2014, the Head of the College and the Operational Support Manager Phillip Dreise, focused on ensuring that the College adheres to USQ policies, has consistent interface with processes with respect to Indigenous, academic and operational matters, and has pursued optimal collaboration and cooperation with the faculties and other work areas of USQ.

The leadership team at the College are responsible for quality and performance with respect to Indigenous matters and curriculum development, teaching and learning, research, professional activities, outreach and community engagement; the viability and quality of academic offerings and associated student experience; and for planning and aligning College resources and staffing with Academic Division and University strategic objectives. As the key site for Indigenous higher education activity within the University, the College along with other Indigenous staff of the University contributes to decision-making and the provision of advice in multiple fora.

Key Decision Making Bodies

A list of key committees which include the representation and participation of Aboriginal and Torres Strait Islander peoples' is as follows:

- The Vice Chancellor's **Elders and Valued Persons Advisory Group (EVPAG)** continues to provide high-level strategic advice to the Vice-Chancellor to assist her in positioning the University to pursue reconciliation and the improvement of outcomes for Aboriginal and Torres Strait Islander peoples through the activities of the University. The Elders and Valued Persons Advisory Board (EVPAB) is the principle source of high level advice to the Vice-Chancellor on Aboriginal and Torres Strait Islander/First Nations higher education issues and affairs. The EVPAB meets with the Vice-Chancellor up to three times per year with the College for Indigenous Studies, Education and Research providing the secretarial support for the EVPAG.
- **Academic Board**, which is the University's principal advisory committee to University Council on academic matters, includes an Indigenous academic staff member, elected by the academic staff of the University. The Head of the College also has representation to the Divisional academic committees where focus is given to implementation of quality University-wide standards for adaptations to existing courses, new courses and the synergies between courses and programs.
- The Head of the College for Indigenous Studies, Education and Research is an *ex officio* member of a number of University committees, boards and management groups, including the **Social Justice Strategy Board; Aboriginal and Torres Strait Islander Career Development and Employment Strategy Committee**; Senior Operational Committees such as the **Academic Division Heads Group**. Additionally, the Head of the College meets regularly with the Deputy Vice-Chancellor (Students and Communities) to discuss matters such as the development and strategic implementation of the USQ Cultural Protocols for Working with Aboriginal and Torres Strait Islander peoples.
- Indigenous academic and professional staff leadership within the University contribute to operationalising matters through a range of committees, management groups and working parties, including **Academic Division operational Committees**; the **Reconciliation Action Plan Working Group**; and the **Human Research Ethics Committee**.

- **Buallum Jarl-Bah Aboriginal and Torres Strait Islander Engagement Committee** has been operating as an effective advisory body to the USQ Fraser Coast campus for many years and has active Indigenous community participation.

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).

Aboriginal and Torres Strait Islander Employment Strategy

USQ's commitment to increase the educational, employment, training and career development opportunities for Aboriginal and Torres Strait Islander people is conveyed through the USQ Enterprise Agreement 2014-2017, the employment strategy and the Aboriginal and Torres Strait Islander Career Development and Employment Strategy Steering Committee.

As an outcome of enterprise bargaining negotiations in 2005, the Vice-Chancellor announced the establishment of a Representative Steering Committee to oversee the development and implementation of an Indigenous Employment Strategy. The Committee includes representatives from University senior management, academic and professional employees, staff within the College for Indigenous Studies, Education and Research, the NTEU and USQ Human Resources. The original USQ Aboriginal and Torres Strait Islander Career Development and Employment Strategy was approved for implementation by USQ Council in November 2005.

The Employment Strategy was revised in 2011, and again in 2013, to incorporate the status of the 2006 strategies and [USQ's Enterprise Bargaining Agreement 2014 – 2017](#) principles, and include operational strategies for which the Indigenous Employment Strategy Coordinator would be responsible. The 2013 update also addressed some content inaccuracies. The revised [Strategy document](#) is located within the USQ Aboriginal and Torres Strait Islander Employment Policy and Procedure – both documents are publically available at <http://policy.usq.edu.au/documents.php?id=13342PL>.

The Policy document itself was revised in late 2013 to reflect USQ cultural protocols and update committee membership. The Strategy document is continually evolving as USQ continues to align the employment strategy to the *Guiding Principles for developing Indigenous Cultural Competencies in Australian Universities* (Best Practice Framework), the *Review of Higher Education Access and Outcomes for Aboriginal and Torres Strait Islander People* (Behrendt Report September 2012), the *National Indigenous Higher Education Workforce Strategy* and USQ's Strategic Plan.

USQ's '3-year HR Recruitment Strategy' was endorsed by the Aboriginal and Torres Strait Islander Career Development and Employment Strategy Steering Committee in 2013 and approved initiatives are now included in the revised Aboriginal and Torres Strait Islander Career Development and Employment Strategy. This strategy provides an overview of the career and development initiatives that USQ aims to implement over 2013-2015 to increase its number of Aboriginal and Torres Strait Islander employees.

In March 2011, USQ's Human Resources appointed an Indigenous Employment Strategy Coordinator, a position which was established in the Staff Equity and Diversity section of Human Resources. In 2013 USQ's restructure saw the position retitled to Human Resource Officer (Indigenous Employment) within Human Resources. During 2014, the Human Resource Officer (Indigenous Employment) continued to build public awareness of USQ's Employment strategies through networking, communication and collaborative strategies such as promoting USQ activities at various Indigenous employment events in Toowoomba and Brisbane, and attending local Indigenous community meetings.

Strategies for Increasing Numbers of Aboriginal and Torres Strait Islander Staff

Since the appointment of the Human Resource Officer (Indigenous Employment), USQ has actively progressed a range of strategies for increasing the numbers of Aboriginal and Torres Strait Islander Australians employed at USQ. These have included implementation of the Aboriginal and Torres Strait Islander traineeship program and continuation of the Aboriginal and Torres Strait Islander Cultural Awareness program. The Aboriginal and Torres Strait Islander Cultural Awareness program is aimed at increasing USQ employee (academic and professional) awareness of history, culture, protocols and communication styles to develop individual and organisational culture awareness and inclusive practices. In 2014, two generic training sessions were provided and one On-Country workshop was held in the Toowoomba region and was facilitated for USQ employees.

Other activities have included the review, development and implementation strategies to promote the Aboriginal and Torres Strait Islander career development and employment strategies (eg HR website updated, promotional brochures and pamphlets developed, attendance at employment Expos, community meetings, USQ news articles and executive invites to launch events) is an integral component of continuity and seeks to achieve quality standards as benchmarked at national levels in other similar universities. Further Information is located on the [USQ Aboriginal and Torres Strait Islander Employment website](#)

Table 1 – Permanent Indigenous (Continuing) and Fixed term Positions

There are currently 18 Aboriginal and Torres Strait Islander identified positions at USQ. Details are provided in Table 1 below:

Table 1 – Aboriginal and Torres Strait Islander Identified positions

Faculty/Division	Occupation	Level
College for Indigenous Studies, Education and Research	Head	Executive Package
College for Indigenous Studies, Education and Research	Lecturer (2 positions)	Academic Level B
Faculty of Health, Nursing and Midwifery	Lecturer (Indigenous Nursing)	Academic Level B
College for Indigenous Studies, Education and Research	Indigenous Research Fellow	Academic Level A
College for Indigenous Studies, Education and Research	Senior Indigenous Engagement Officer	HEW 7
Students and Communities	Indigenous Marketing Officer	HEW 6
College for Indigenous Studies, Education and Research	Indigenous Engagement Officer	HEW 5
College for Indigenous Studies, Education and Research	Associate Indigenous Liaison Officer	HEW 5
College for Indigenous Studies, Education and Research	Associate Indigenous Student Liaison Officer (2 positions)	HEW 5
Human Resources	Indigenous Employment Strategy Coordinator	HEW 5
Academic Services	Administration Officer	HEW 4
Human Resources	Business/Business Administration Trainee/s (5 positions)	Trainee

- **The current number of Aboriginal and Torres Strait Islander staff at your institution and their roles across the university (including numbers in academic and non-academic roles, and by level).**

The number of Aboriginal and Torres Strait Islander employees within USQ currently is provided in the Tables below:

Table 2 – Continuing and Fixed term positions

Faculty/Division	Total Employees	Academic	Professional
College for Indigenous Studies, Education and Research	11	3	8
Faculty of Business, Education, Law and Arts	3	2	1
Faculty of Health, Engineering and Sciences	5	3	2
Fraser Coast	1		1
Academic Services Division	1		1
Human Resources	2		2
Financial Services	1		1
Students and Communities Division	3		3
Sustainable Business Management and Improvement	1		1
Totals:	28	8	20

Table 3 – Traineeships (full time fixed-term)

USQ currently employs five (5) Aboriginal and Torres Strait Islander trainees, dispersed across the below campus locations and working in the following work units as per the following table. Two trainees are studying the Certificate III in Business, two are studying the Certificate III in Business Administration and one is studying a Certificate III in Media.

Faculty/Division	Total Employees	Professional
Stanthorpe Location: Queensland College of Wine Tourism	1	1
Toowoomba Location		
Learning Environments and Media - Media Services	1	1
Finance and People Capability - Financial Services	1	1
Business, Education, Law and Arts - Operational Support	1	1
Sustainable Business Management and Improvement - Corporate Records	1	1
Totals:	5	5

Table 4 – Casual positions

Faculty/Division	Total Employees	Academic	Professional
College for Indigenous Studies, Education and Research	3	3	
Faculty of Business, Education, Law and Arts	2		2
Fraser Coast Campus	1		1
Academic Services	1		1
Corporate Projects	5		5
Office of Research	1	1	
Students and Communities Division	2		2
Campus Services	1		1
Totals:	16	4	12

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

	2013	2014
Aboriginal and Torres Strait Islander students	224	274
Non Aboriginal and Torres Strait Islander students (Domestic students only):	10384	11916

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Indigenous Higher Education Pathways Program (IHEPP)	Aboriginal and Torres Strait Islander young people who did not matriculate and mature age people who have been absent from the education system for many years	IHEPP is a 6 month mixed mode delivery "foundation" program that operates in Semester 1 and 2 with a compulsory 2 week Residential Program at the commencement of each semester. Supplementary Away From Base funding provides for expenses associated with students' attendance and participation at the on-campus Residential Program. The Program is administered and delivered by CISER. Students engage in academic writing skills, maths, and study skills courses at the preparatory level. Successful completion of four IHEPP courses normally permits the student to enrol in an undergraduate program of choice at USQ (enrolment in Engineering and some Sciences programs require additional assessments to be completed).	In 2014 CISER enrolled 54.75 FTE Students. To address the attrition rate of the Program, the previous schedule of multiple residential schools has been reduced to 1 and the assessment schedule has been re-organised as weekly submissions. The total number of students completing IHEPP in 2014 was 24 with 19 students articulating into Bachelor programs within the University.
Dream Aspire Reach and Experience (DARE) Program	Young Indigenous people in targeted schools of rural and remote communities located in the footprint of the university. The program is a key educational	An educational and aspirational Program that focuses attention on cultural leadership for Year 10-12 students. The DARE	420 Aboriginal and Torres Strait Islander students participated in the DARE Program and were drawn from secondary schools

	aspirations initiative for Indigenous students within the university's suite of projects funded by the Higher Education Participation Program.	Program commenced in 2012 and completed in 2014. Key events within the DARE program included a Cultural Camp and Indigenous Student games, Cultural competency Training and in school mentoring and an Awards evening.	located within the footprint of the University.
USQ Indigenous Connections	Young Indigenous people in rural and remote communities within the footprint of the university.	The Indigenous Connections Project aims to provide greater understanding of opportunities available at the USQ. The Project also aims to encourage, support and motivate young Indigenous people to take up and sustain tertiary study. Additionally it aims to improve the education outcomes for Indigenous young people in regional communities in southern Queensland	Greater awareness and knowledge of opportunities available in post-school study and careers

Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Dream Aspire Reach and Experience (DARE) Program	Young Indigenous people in targeted schools of rural and remote communities located in the footprint of the university. The program is a key educational aspirations initiative for Indigenous students within the university's suite of projects funded by the Higher Education Participation Program	The DARE Project team conducted an extensive schools outreach program. A range of outreach initiatives and activities aimed at Indigenous secondary students and communities included School visits; Marketing Events; Careers Days and Expos and Community Information Days.	Continued close cooperation with the local communities and targeted schools (up to 30 schools with 22 targeted for the DARE Project) with a shared objective of improving educational outcomes.
Community Engagement- - Reconciliation Week, Harmony Day, NAIDOC, Indigenous Inter-agency Committee Meetings (Toowoomba)	Local communities connected to each of the USQ campuses	The College has a continuing commitment to and involvement in, the Indigenous communities of the region.	Continued close cooperation with the local communities in pursuing improved educational outcomes.

Scholarships details

Scholarship details	Government/ Private/University	No. Allocated	Cost	No. Awarded	Comments
Arrow Energy Indigenous Student Scholarship	Private	2	\$14000	2	
Bursary for Indigenous Psychology Students	USQ funded	1	\$750	1	
USQ Indigenous Student Scholarship	USQ funded	5	\$6000	4	2 students took up the offer of the scholarships
Indigenous Access Scholarship	Commonwealth	52	\$4823	52	
Indigenous Commonwealth Education Costs Scholarship	Commonwealth	19	\$1271.50 @ 2 payments	18	
Indigenous Commonwealth Accommodation Scholarship	Commonwealth	10	\$2543.50 @ 2 payments per year	3	
Indigenous Enabling Commonwealth Education Costs Scholarship	Commonwealth	40	\$1271.50 @ 2 payments per year	36	
Indigenous Enabling Commonwealth Accommodation Scholarship	Commonwealth	5	\$2543.50 @ 2 payments per year	0	
Australian Postgraduate Award for an Indigenous Research Higher Degree student	Commonwealth	1	\$25000 stipend + \$5000 support	1	

The following activities are undertaken to promote Scholarships at USQ to both current and prospective students:

- Scholarship campaign button – this is placed on the USQ Home page approximately 4 weeks prior to each closing date;
- Announcements are made on UConnect – USQ’s student login screen, approximately 6 weeks prior to the closing dates;
- Direct emails to students. The first email is a general email to students 4 weeks prior to closing date. The second email is a directed to those students in targeted students for specific scholarship categories;
- Promotion through each Faculty;
- Promotion through USQ Residential Colleges;
- Posters are pinned up around the campuses.

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:

	2013	2014
Aboriginal and Torres Strait Islander students:	479	546
Non Aboriginal and Torres Strait Islander students (Domestic students only):	25200	25984

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
College for Indigenous Studies, Education and Research (CISER)	The College is dedicated to encouraging and assisting the further education of Aboriginal and Torres Strait Islander peoples. The College provides programs that are designed to promote Indigenous culture, and assist community members to achieve higher levels of education. The College has a continuing commitment to, and involvement in, the Indigenous communities located within the footprint of the University. The College engages in community-based events, such as NAIDOC Week and facilitates events and activities to involve community members, especially community Elders, when the College, eg, public lectures and graduation ceremonies. The College maintains an active role through participation in community-based initiatives wherever possible.	Staff from the College are involved in the strategies detailed. The restructure and realignment of the College, conducted throughout 2014 shall be completed by mid-2015. The restructure and realignment has taken significant effort from staff of the College, but once completed the College shall refocus on implementing strategies that are broad in addressing Aboriginal and Torres Strait Islander student participation.	Communication between the College and other areas of the Academic Division and the University has shown significant improvement, and this will help in the development of further strategies to address participation. Inclusive of future initiatives is the establishment of Indigenous Liaison Networks within each of the Schools of the University to mirror the well-established and highly-successful Helping Hands Program in the School of Nursing Midwifery (see details below). The Networks will enable close consultation between the Schools and the College and will enable more intensive engagement in the support of Aboriginal and Torres Strait Islander students.
Helping Hands	Helping Hands is an intense, Indigenised student support model which aims to orientate, retain and graduate Indigenous students. This model has	One key constraint of Helping Hands is that it operates only for those Indigenous students studying Nursing. A future agenda of the College is	Since it was implemented in 2007, Helping Hands has contributed to a large growth in enrolments and graduations of Indigenous students in the Nursing

	been developed by Indigenous academics for Indigenous university students, to provide the necessary cultural and academic support in order for them to be successful in navigating the university environment	to replicate the Helping hands initiative in each of the Schools.	and Midwifery discipline areas.
Murri Meet Up (Student Services)	The Murri Meet Up Program is a peer mentoring program facilitated by the University's Student Services unit, aimed at assisting 1 st year students to familiarise with to the University. The mentoring is undertaken by 3 rd and 4 th year students	The uptake of mentoring by Indigenous students, whilst critical to Indigenous student confidence and success needs to be balanced against the demands of University study.	In 2014, two Indigenous students undertook mentoring roles for other commencing Indigenous students. 2014 was the first year that the program was specifically designed to encourage Aboriginal and Torres Strait Islander mentors.
Indigenous Research Strategy	The DVC (Research & Innovation) has led a process to develop USQ's first formally articulated Indigenous Research Strategy as a basis for providing strategies to support both Indigenous research and Indigenous researchers at the University.	The Indigenous Research Strategy will be implemented as a one year strategy for 2015. At the end of 2015 the Strategy will be refreshed in order to align its planning period with the University's next three year strategic planning cycle from 2016-19.	The Strategy will be implemented in 2015

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: (Higher Degree)	8	0
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	63	68
Aboriginal and Torres Strait Islander students: (Other postgraduate)	17	12
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	1994	1986
Aboriginal and Torres Strait Islander students: (Bachelor degree)	24	29
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	2400	2407

Support mechanisms

Role of Indigenous Education/Support Unit

The College for Indigenous Studies, Education and Research (CISER) sits within the Academic Division, which is led by the Senior Deputy Vice-Chancellor and also encompasses the University's two faculties, its Open Access College and the Queensland College of Wine Tourism. The mission and focus of CISER focuses on:

- the provision of services that assist in the participation retention and graduation of Indigenous students;
- the development of Indigenous studies and knowledges in teaching and the implementation of Indigenous pedagogies in learning;
- engagement in research relevant to the needs of Indigenous communities and the building of capacity for indigenous staff; and
- engagement with Indigenous communities (including international Indigenous communities) to strategically determine relationships with the University and for the University to strengthen its capacity to respond to Indigenous education matters.

Support mechanisms	Description	Constraints	Outcome
Indigenous Student Support	Indigenous Tutorial Assistance Scheme (ITAS) Student Relationship Officers	It is important that support services to students are well advertised thus keeping Aboriginal and Torres Strait Islander students informed of opportunities available.	The College, as part of the review of its processes and mechanisms for ITAS, will undertake strategies to provide all student and tutor forms online and include rigorous assessment of matching tutors and students by Indigenous academic staff in 2015. As a result of the restructure/realignment process, the Student Relationship Officers will be re-titled as Indigenous Student Liaison Officers and will be strategically engaged with Indigenous students through the Indigenous School Network which will also be rolled out in 2015.

<p>Indigenous Studies: Knowledges and Indigenous Education</p>	<p>IHEPP Indigenous Studies at the Bachelor level</p>	<p>It is important that the College work with the relevant stakeholders (in community and the university) to be able to achieve the nominated changes</p>	<p>The recasting of IHEPP as a one Residential School Program with a revised assessment schedule has been completed. The College has undertaken a review of its current offerings in Indigenous Studies and will undertake a redevelopment of this suite in 2015</p>
<p>Indigenous Research</p>	<p>Indigenous Research Strategy Indigenous APA Award Research and Scholarship capacity building of Indigenous academic staff International Indigenous research engagements</p>	<p>There are a number of matters that underpin the development of Indigenous research- what counts as ethical practice; what are Indigenous community needs; capacities of individuals and organisations; research outcomes. These matters should be at the forefront of research purpose and design.</p>	<p>The Indigenous Research Strategy will be implemented in 2015. USQ has been successful in selecting an Indigenous candidate for the Indigenous APA Award for 2015. Indigenous academic staff trained in the field of education have participated in the Australian Association for Research in Education conference (12.14) to strengthen knowledge in current Indigenous research and develop scholarship. The College has engaged with a Maori academic colleague to participate in a research application (in Canada) to contribute to a project that addresses Resilience within Indigenous communities.</p>
<p>Community Engagement and Outreach</p>	<p>International Indigenous engagements Engagements internal to the university Engagements and Outreach external to the university</p>	<p>The College and University are committed to open and sustained engagement with Indigenous communities, and there is an acknowledgement that this engagement is dependent upon appropriate and sustained financial and human resources.</p>	<p>Community Engagement and Outreach activities have been previously outlined in this document. The further dimension of international engagement is highlighted in this section. Additionally the College has hosted International Cherokee academic Professor John Lowe (Miami University) to commence shared dialogues of Indigenous health and nurse education.</p>

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**.

Indigenous Perspectives in the Curriculum

The College for Indigenous Studies education and Research (CISER) currently offers five undergraduate courses – Indigenous Cultural Studies; Indigenous Cultural Identity; Indigenous Knowledge and Australian Heritage; On Country Learning: Indigenous Knowledge through Butchulla Culture; and Indigenous Australian Cultures and Communities - that can be taken as electives by students in both Faculties. CAIS also delivers EDC2200 Indigenous Perspectives (details of which may be viewed in the University Handbook at <http://www.usq.edu.au/course/synopses/2015/EDC2200.html>) which a core course for all pre-service teaching students.

USQ's School of Nursing and Midwifery has had an Indigenous nursing academic lecturing position within the nursing program on a continuing basis for over a decade. In addition to lecturing, this position encompasses a support role to provide academic and cultural support for Indigenous nursing students enrolled in the nursing programs. The lecturing component of this position is to teach an Indigenous Health & Cross Cultural Care Course for all undergraduate nursing students enrolled in the Bachelor of Nursing program at USQ.

Addressing Cultural Competency

As part of the development of the USQ Reconciliation Plan, the University has pursued the development of a formal set of Indigenous Cultural Protocols based on accepted and agreed practice. The Protocols aim to ensure that USQ acts appropriately in relation to acknowledging and respecting the place of Aboriginal and Torres Strait Islander peoples as the original custodians of this land. Again, this development has involved as a first stage in the process Indigenous staff of the university have been consulted with an edited draft document to be disseminated more broadly within the university in 2015.

Once finalised and approved, the Indigenous Cultural Protocols will be made widely available online and via a hard copy booklet and will be embedded into USQ policy and procedures and so subject to regular review and refreshment, and will constitute the first element of the broader development of a USQ cultural competency framework that is aligned with Universities Australia's Indigenous Cultural Competency Framework.

Involvement with Indigenous Community

The School of Arts and Communication supports CISER in the conduct of an Indigenous Art Exhibition every two years to promote Indigenous cultures and form part of the USQ and local community NAIDOC program.

Building on the precedent set by the long established Olga Miller Memorial Garden at USQ Fraser Coast, the establishment of the Gumbi Gumbi Cultural Gardens in 2013 at USQ Toowoomba has boosted USQ's capacity to effectively engage with local Indigenous communities. The Gumbi Gumbi Cultural Gardens were designed in close partnership with respected Elders from Toowoomba and Elders of the Jarowair People, Traditional Owners of the land on which the USQ Toowoomba campus resides.

The Gardens cover approximately 2.2 hectares of land adjacent to the main entrance at USQ Toowoomba. They include a number of small and large teaching and gathering spaces infused into the overall character of the development. The Gardens highlight local culture through more than 100 plantings of species used traditionally for food and medicinal purposes, as well as a yarning circle, fire pit,

grinding stones, an astro-archaeological area and featured artwork by local artists. A free app is available for download that offers a guided tour of the Gardens. In 2014, the Gumbi Gumbi gardens received state and local design awards.

The Olga Miller Memorial Gardens, the Gumbi Gumbi Cultural Gardens and other related developments – including the introduction of Indigenous elements into the landscaping at USQ Springfield campus currently underway - form one part of the University's commitment to developing a better understanding of local Indigenous heritage, and acknowledging the culture and contribution they have and continue to make to these lands.

College for Indigenous Studies, Education and Research

The staff of CISER consists of a team of academic and professional staff who are actively involved in all of the projects listed above. Academic staff from CISER are involved in teaching five Indigenous studies courses which are offered to students from both of the University's faculties. CISER staff have also had significant involvement in the development of USQ's Indigenous Cultural Protocols and Indigenous Research Strategy, and will have ongoing input into the take-up of these across the University. There are strong and deep links between CISER and the local Indigenous communities at USQ Toowoomba, Fraser Coast, Springfield and Ipswich, which promotes and supports respect and understanding of both traditional and contemporary Aboriginal and Torres Strait Islander cultures, histories and contemporary agendas for education.

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.

University Officer	Indigenous Education Support Unit Officer
Name: Professor Janet Verbyla	Name: Professor Tracey Bunda
Position Title: Senior Deputy Vice Chancellor	Position Title: Head of College for Indigenous Studies, Education and Research
Phone Number: 07 46311160	Phone Number: 07 46311991
Email: sdvc@usq.edu.au	Email: Tracey.Bunda@usq.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.



Australian Government

Department of the Prime Minister and Cabinet

FINANCIAL ACQUITTAL

Organisation	University of Southern Queensland		
Postal Address	West Street Toowoomba 4350		
Contact Person	Professor Janet Verbyla	Title	Senior Deputy Vice Chancellor
Phone	0746315540	Fax	074631278
E-mail	sdvc@usq.edu.au		

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">Part A seeks information on the GST component of funding provided to you under that element, if applicable.<ul style="list-style-type: none">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.If GST is <i>not</i> paid to you, <i>do not complete Part A</i>.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.	

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 Program mes. 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: University of Southern Queensland

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: \$ / /	Amount remitted: \$ / /
Date 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.	\$1,060,000
(+ 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.	\$1,060,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .	\$1,060,000
(+ 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. ¹	\$
(=) 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	\$1,060,000
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).	\$0
12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2014.	\$0

¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

Section 7 – Breakdown of ISP Expenditure (excluding GST):

Salary expenditure	\$977,287.53
Operating costs	\$56,300.95
Capital expenditure	\$12,868.52
Program costs	\$6,677.36
Higher Education provider overheads	\$6,865.64
	\$
	\$
	\$
	\$
(=) Total 2014 ISP Program Expenditure	\$1,060,000.00

Optional Information – Breakdown of Non-ISP expenditure to support Aboriginal and Torres Strait Islander students.

	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
	\$
(=) Total of 2014 Non-ISP expenditure	\$