Attachment B1

Indigenous Student Success Program

2019 Performance Report

Organisation: **CQUniversity Australia**

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1. Enrolments (Access)

The CQUniversity's Strategic Plan 2019 – 2023 **Our Future is You**, aims to position the University as a leader in providing seamless, full spectrum education pathways and gives CQUni an unrivalled reputation for engagement and inclusivity. It is proud to have one of the highest ratios of students from low socio-economic, mature age, Aboriginal and Torres Strait Islander, and first-in-family backgrounds. Indigenous students EFTSL rate has progressively increased each year from 2015 to 2018, (NIAA, 2019) as a result of the strategies that have been put into place to increase the number of Aboriginal and Torres Strait Islander student enrolments.

1.1 Strategies to improve access to university for Aboriginal and Torres Strait Islander students.

1.1.1. Tertiary Entry Program (TEP)

The Tertiary Entry Program (TEP) is an enabling course, delivered by the School of Access Education to Aboriginal and Torres Strait Islander students. TEP assists students to gain the skills, knowledge and confidence to undertake university study and provides a pathway for entry into University.

TEP Courses offered in 2019 include Culture & Learning, Independent Learning, Indigenous Australians and Education, Indigenous Australians and Health, Indigenous Australians: Business & Economy, Indigenous Australians: The Arts, Humanities & Social Sciences and Introduction to Law in Australia. TEP is undertaken through online education with three TEP residential schools held over the three terms throughout the year. The program is also delivered to students who reside in correctional centres around Australia.

In 2019, 116 students were enrolled in TEP, with five (5) students graduating. The TEP staff worked in a collaborative partnership with the Indigenous Student Support Team, to promote TEP and tutorial and pastoral support in the wider CQUniversity footprint.

1.1.2. Skills for Tertiary Education Preparatory Studies (STEPS)

STEPS is an enabling course provided by the School of Access Education. STEPS provides a pathway for people wishing to gain entry to and succeed at university.

STEPS is suitable for people who may be returning to work after some time away; required to meet prerequisite subjects for a desired diploma or degree; or desiring additional support to gain the knowledge, skills, and confidence to successfully enter and undertake further study. Units 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 and Introductory Chemistry.

STEPS requires between one to six terms to complete. Students have the option to enrol in term one or term two and each term is approximately four months in duration.

In 2019, 141 Indigenous students were admitted to STEPS. This number equates to 6.8% of all STEPS students. Of these 141 students admitted, 20 withdrew prior to census in the term they commenced, 52 withdrew after census, 58 are still currently enrolled and 11 completed their studies. The split between online and on campus study for Aboriginal or Torres Strait Islander students is slightly skewed towards online study, with 69 students enrolling on campus and 72 studying online.

Completion time for both TEP and STEPS students also depend on the results of the student's diagnostic testing (rating literacy, numeracy and computing competence), the time available for study, and the requirements of the diploma or degree in which the student wishes to enrol. Often Indigenous students will enrol in TEP and cross-enrol in some STEPS units that match individual needs and career aspirations. These programs are university funded.

1.1.3. The Indigenous Assistance Scheme (IAS)

The ISSP funded IAS is a tutoring service offered to students enrolled in specific TEP and STEPS enabling units that develop the students' knowledge, skills and confidence to undertake undergraduate level study. The delivery of these courses has resulted in increased retention and graduation rates. On completion of TEP and STEPS, students are eligible for direct entry into their chosen undergraduate course (for those courses where direct entry is available). This facilitated pathway is advertised to potential students in the brochures for TEP and STEPS courses.

1.1.4. Career support

Unit coordinators and lecturers in STEPS have close ties with the Careers Team. The team's collaborative approach and their on-going commitment ensures that students undertaking enabling courses receive appropriate career guidance. The Clever Career Planning module, developed by the Careers Team, is customised to meet students' needs and is an important part of a core unit in the STEPS course, SKIL40025 Preparation Skills for University. The module encourages students to adopt a proactive, informed approach to their study and career planning. As part of the delivery of this material, one of the careers advisors regularly presents an ISL lecture. The team also monitors the relevant discussion forum on the SKIL40025 unit Moodle site Moodle site. Students benefit from direct access to the counsellors who are reassuring and respectful in their approach. This program is university funded.

1.1.5. The Woorabinda Education, Enterprise and Research Hubs

In 2019, CQUniversity signed a Memorandum of Understanding (MoU) with the Woorabinda Aboriginal Shire Council (WASC) to develop education, enterprise and research hubs at Woorabinda. The development of the hubs was informed by two research projects and motivated by discussions with members of the WASC, Yoonthalla Services, key stakeholders. A key milestone of the project, scheduled to commence in early 2020, is the development of an Office Centre for CQUniversity staff travelling regularly to Woorabinda. Future plans include a space for teaching and learning, where students can study and receive academic support, and an area for social enterprise development, where visiting services and stakeholders can provide information, mentorship and services to enterprise start-ups. Terms of reference for the three components of the hub were drafted in 2019, with the education and enterprise committees meeting regularly throughout the year. It is intended that the Woorabinda Hub model be modified for use by other Aboriginal and Torres Strait Islander communities to bring similar opportunities to their potential students, researchers and entrepreneurs.

1.1.6. Partnerships

The BHP and CQUniversity 5 year strategic community partnership is now in its second year. The purpose of the partnership is to address key challenges being faced by communities in the BHP footprint through the funding of four key complementary programs. These include; BHP Indigenous and BHP Community Scholarships, a BHP

Chair in Indigenous Engagement, delivery of the AIME program and Central Queensland Indigenous community-focussed research.

A partnership with Arrow Energy and CQUni was signed to create a pilot program for Indigenous entrepreneurs within the Arrow Energy footprint. The hyperflexible program will provide content to support participants whether they are in the start-up, growing or closing down phase of their business. The program is unique in that it also provides networks to support the participants, such as speed dating with mentors via LinkedIn. It is anticipated that the call for participants will occur in June 2020.

1.2 Scholarships, bridging/enabling support and outreach activities

1.2.1. Outreach activities

CQUniversity received grant funding through the Higher Education Participation and Partnerships Program (HEPPP), ensuring Australians from low socio-economic status (SES) backgrounds, who have the ability to study at university, have the opportunity to do so. In 2019, CQUniversity used HEPPP funding to implement and continue delivering a number of projects across the University; most of these projects impacted Indigenous students positively. The following programs specifically focus on Indigenous students:

a) **The Community Aspirations Program in Education (CAP-ED)**

CAP-ED aims to increase low socio-economic status (SES) Aboriginal and Torres Strait Islander peoples' participation in tertiary education. The program is delivered through outreach that aims to share knowledge and information regarding study pathways for mature age prospective students. The program consists of information and drop-in sessions. CAP-ED staff also attend and participate in cultural events such as NAIDOC, interagency meetings and careers expos to network and share information. The program assists prospective students in the preparation of Queensland Tertiary Admissions Centre (QTAC) applications. This has resulted in twelve prospective students that have applied to study undergraduate programs with CQUniversity.

In 2019, the CAP-ED program was active in Rockhampton, Woorabinda, Cairns, Townsville, Yarrabah, Coen, and Hopevale. As a result, 755 Indigenous people engaged with the program. Twenty-two people were assisted to enrol in TEP over Term 1 and 2.

The CAP-ED program commenced the face to face delivery of the Certificate I in Vocational Pathways to 15 students in Woorabinda, Yarrabah and Hopevale. This course, designed to support mature aged people from low SES backgrounds, improves numeracy and literacy skills with the aim of assisting participants to transition into higher education.

b) **Student Life and Well-being Centre; Student Experience Directorate**

The Student Life and Wellbeing Centre provides the following suite of programs aimed at improving access to University by Aboriginal and Torres Strait Islander students. These programmes are managed collectively through the CQUni Connect team.

CQUni Connect

CQUni Connect is the University's widening participation program that delivers career and education aspiration-raising programs to students from low SES backgrounds. In 2019, the team engaged with over 1700 Aboriginal and Torres Strait Islander students, which comprised approximately 17% of total student participation. Students from both primary and high schools in Cairns, Mackay, Rockhampton, Bundaberg and Western Queensland regions participated in a range of tailored programs. Furthermore, CQUni Connect supported Indigenous participants through partnerships with Department of Child Safety, Youth and Women; Project Booyah and QATSIF.

Start Uni Now (SUN)

SUN enables participation from high performing Aboriginal and Torres Strait Islander students in years 10–12, looking to commence undergraduate studies while still at secondary school. SUN units are available on-line and are supported by a dedicated SUN Project Officer and student support services, that includes the Indigenous Student Support team. Students may be eligible to apply for direct entry into undergraduate study at CQUniversity. The SUN program had 10 students identify as Aboriginal and/or Torres Strait Islander, which was an increase on 2018 numbers. The SUN team have conducted targeted outreach programs in partnership with Catholic Education Diocese of Rockhampton, as part of their Indigenous careers program for students in years 10–12. The SUN team has also engaged with students at careers expos, subject selection nights and school information sessions.

VET in Schools (VETiS)

The VETiS program enables students in years 10–12 to commence vocational education studies as part of their senior schooling education. Students are able to study VETiS courses on-campus, by distance or as part of a partnered school arrangement. Students who complete VETiS courses have a pathway into tertiary education and are encouraged to use their studies as credit towards a diploma or an undergraduate degree. The VETiS program had 180 Aboriginal and/or Torres Strait Islander students identify. This is a 50% increase of participants from 2018. A key objective was delivery of targeted programs to provide opportunities to disengaged Aboriginal and/or Torres Strait Islander students to attain qualifications including Certificate II in Hospitality, Certificate II in Automotive Vocational Work Preparation and Certificate II in Engineering Pathways.

BROLGA Program – (Believe, Respect, Openness, Learn, Grow, Achieve)

In 2019, the BROLGA program entered its ninth year, evolving from the original Indigenous Youth Sports Program model. BROLGA is made up of several programs. A preparatory program is delivered in schools engaging Aboriginal and Torres Strait Islander students in years 5–12. Cultural conversations about the value of Indigenous identity, the relevance of cultural knowledge in today's world, matters relating to cultural identity and the effects of negative perceptions on education pathways are held. In 2019, 60 primary and 181 high students participated from Wadja Wadja High School, The Cathedral College, St Brendan's College, North Rockhampton High School, Rockhampton High School, Emmaus College, and Lighthouse Christian School.

The BROLGA five-day program is held during the September school holidays on campus in Rockhampton. In 2019, 170 students aged 10–18 years participated. Abridged one day programs were also held in Baralaba and Slade Point State Schools.

In 2019, the inaugural BROLGA Junior Ranger Program commenced, attracting between 25 to 30 Junior Rangers who participated in 8 experience days. The program is underpinned by the essence of BROLGA and reinforces identity and connection to Country, Culture and community, thereby strengthening BROLGA's profile amongst the Rockhampton community.

Major partners included the Fitzroy Basin Association, Life Without Barriers, Darumbal Enterprises, Darumbal Community Youth Service and Energy Queensland. Students participated in a variety of activities aimed at building familiarity with university life and raising aspirations through experiential activities with an aim of strengthening their belief that university is an option for them in the future. CQUni Indigenous Student Support Staff provided mentorship to the students. Participants and community partners provided anecdotal and survey feedback aimed at improving the 2020 student experience. The growth and success of the program is due to the adoption of an Indigenous way of thinking for our Indigenous students. BROLGA was recognised as 'Indigenous good practice' and received this award at the Deputy Vice-Chancellors – Academic (DVC-A) group plenary meeting.

c)   The Australian Indigenous Mentoring Experience (AIME)

AIME is a successful national outreach program managed within the Office of Indigenous Engagement, which assists Aboriginal and Torres Strait Islander students to complete high school and progress to higher education. The program builds self-confidence and pride in being Indigenous in students from years 7-12 and develops student aspirations to graduate from year 12 and continue to further education or employment.   Students learn about higher education and career opportunities and access free mentoring support. The project also engages university students and community members trained as program mentors.   Mentors receive focussed leadership, cultural training, and have a unique opportunity to engage with Aboriginal and Torres Strait Islander students.

AIME completed its second year of a five-year sponsorship with BHP and has commenced discussions regarding opportunities for BHP staff to participate in AIME program days, attend graduations and act as mentors.

During 2019, the AIME team delivered a two-day program at Gladstone, Rockhampton, Mackay, and Townsville campuses. Collectively, 75 mentors interacted with a total of 944 students (mentees) across 11 days around activities such as goal setting, handling peer pressure, and strategies for improving school and personal lives. Year 12 mentees were also honoured with a celebratory graduation ceremony. Throughout the year, AIME also conducted its outreach program with over 100 students in Woorabinda, Emerald, Cairns, and Palm Island. Relationships are established in new communities through school leadership groups. Elders from Traditional Owners Groups are involved in the program, through invitation to give a Welcome to Country. Elders in Townsville also played a very active and invaluable role on program days.

Additionally, the AIME team undertook community engagement, mentor recruitment and training activities. Staff attended over 188 events including a number of school NAIDOC events and assemblies, student mentoring sessions, mentor training, prequipp program planning (a year Yr 10 industry and higher education career program) Gladstone, participated in the BROLGA program and mental health week at Glenmore State High School Rockhampton. Five Rockhampton staff and five mentors attended the Woorabinda passport to gain on-Country cultural competence training. This also provided an opportunity for staff to connect with parents and carers of school children to explain the AIME program.

Table 1 Scholarships (2019 breakdown)

Table 1	Scholarships - breakdown of 2019 payments							
	Education Costs		**Accommodation**		**Reward**		**Total[iv] [v]**	
	$	**No.**	**$**	**No.**	**$**	**No.**	**$**	**No.**
Enabling[vi]	2,727.00	2					2,727.00	2
Undergraduate[vii]	57,267.00	34	10,912.00	2			61,359.50	36
Post-graduate[viii]								
Other (metro)	2,727.00	2					2,727.00	2
Total	62,721.00	38	10,912.00	2			73,633.00	40

 Bursaries aimed at providing students with financial assistance for study requirements were also made available. Financial assistance supported students in their study by enabling for example, to enrol in First Aid CPR courses, obtain Australian Federal Police Checks and Working with Children (Blue Card, or meet vaccination requirements. A total of 202 bursaries to the value of $92,357.82 were distributed to students.

For a list of scholarships visit: List of current scholarships

In 2019, 77 Aboriginal and Torres Strait Islander students were in receipt of scholarships that are funded by industry, private trusts, government departments and CQUni.

2. Progression (access and outcomes)

2.1. Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students

Success and progression rates have decreased slightly, by two positions from 2015 to 2018. (NIAA, 2019). The following strategies have been put into place:

Undergraduate students

The Indigenous Student Support Team manage the IAS Tutoring Program. In 2019, 78 Casual Learning Advisors were employed and matched to 255 students. All IAS Learning Advisors (tutors) have an undergraduate degree. More than half the Learning Advisors have completed postgraduate programs. Where possible, students are matched with a Learning Advisor from their specific field of study.

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

CQUni staff directly contact students through the *Personalising the Student Experience to Improve Retention and Success* Project. The names of students identified as requiring additional support, and expressing a desire for contact, are forwarded to the Indigenous Student Support Team. Additional student support provided by Academic Liaison Officers from each of the schools, enables early student support intervention through their respective study programs, to facilitate retention and success. The Student Life and Wellbeing Centre refers students to CQUni's Indigenous Student Counsellor or external service providers in the community, when required. This includes crisis or emergency housing support, emergency relief, and support for family and domestic violence. Promotional material is available from community-based agencies at the Student Participation and Wellbeing Centre. The ISSP funded Indigenous Student Counsellor was appointed in late October 2019. The responsibilities of this position include short term counselling of Indigenous students, meeting local community Elders and liaising with health providers and counselling services. A Counselling Directory was created, containing information on external Indigenous and non-Indigenous counsellors for referral of students who require long term counselling. The directory also contains useful apps and websites that counsellors can access and share with students.

The ISSP funded Scholarship Officer has continued to enable a greater focus upon access to scholarships by Indigenous students and support to scholarship recipients. Students have also benefited from bookshop vouchers, reimbursement of professional registration and placement bursaries to cover costs such as vaccinations or the purchase of work-ready clothing.

In 2019 the Indigenous Scholarships Officer introduced 6 new bursaries to meet the current needs of Indigenous students. The role has also continued to administer the Commonwealth Scholarship Selection Policy that requires Indigenous recipients to provide evidence of their Indigenous heritage. This incorporates procedures such as the Confirmation of Identity documents, record keeping, and providing advice and referrals in the event the student is not able to provide this evidence. The Scholarships Officer identifies and is recognised as an Indigenous Darumbal person and Traditional Owner of the Rockhampton region. Regular consultation is undertaken with local Darumbal Elders and Board Members of local Aboriginal organisations. Further the Officer provides support and advice on Indigenous perspectives to the Scholarships team, seeks ongoing advice regarding student needs from the Indigenous Student Support team, consults with Research

Officers in the Office of Indigenous Engagement and builds relationships with staff members who play key roles in the advancement of Indigenous objectives and outcomes.

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

- Available scholarships, cadetships, and international student exchanges
- How and where to access academic and personal support at CQUniversity
- Meet and greet opportunities (provided at some campuses).
- Welcome to term letters

Strategies directly funded by ISSP include all programs and support provided by the Office of Indigenous Engagement and the Indigenous Student Support team as described above.

Additionally, students who identified as Aboriginal or Torres Strait Islander, and register as having a disability, receive disability support at CQUniversity. Each student receives the assistance of a disability adviser, who consults about reasonable accommodations to match the student's needs, and to develop an individualised accessibility plan outlining required adjustments. In 2019, 41Aboriginal and Torres Strait Islander students identified as having a disability. The Indigenous Student Support team work closely with the Inclusion and Accessibility Support team. Permission is sought from the student to share information with the Learning Advisors who are then able to incorporate any needs. Inclusion and Access support is HEPPP funded.

Indigenous students are encouraged to participate in the CQUGlobal Outbound program. In 2019, 10 Indigenous students studying Education, Nursing and Midwifery, Digital Media, Engineering, Business/Accounting, Paramedic Science, Psychology and Social Work participated in CQUGlobal international mobility experience. The diversity in the Indigenous student participation in 2019 is attributed to increased engagement activities on campus, with Schools and the PVC Indigenous Engagement working together to raise brand and scholarship/grant awareness and using social platforms. Of the ten students, 1 student experienced a semester exchange to Endicott College MA, USA and 1 participated in a practical placement on an international internship.

Postgraduate students

All Aboriginal and Torres Strait Islander Research Higher Degree (RHD) students receive a funded study place under the Commonwealth's Research Training Program. The School of Graduate Research (SGR), provides direct support for project costs ($6,000 for PhD students and $4,000 for Masters students) and for conference support ($4500 for PhD students and $3000 for masters students). Where necessary, the SGR will also contribute to salary costs for external supervisors to ensure that RHD scholars have access to appropriate expertise from their disciplinary domain as well as cultural context. ISSP funded CQUni bookshop vouchers were distributed to all Indigenous RHD candidates in mid-late 2019.

In 2019, CQUni celebrated two Indigenous RHD graduations, a PhD in Education and a Master of Applied Science.

The Research Division also awarded one Indigenous-specific Research Higher Degree Scholarship comprising of $35,000 living stipend per annum. An Indigenous-specific Summer Research Scholarship was made available in September, however no applications were received.

The School of Graduate Research developed the RHD Load Strategy that sets out the growth agenda from 2017 to 2021, with an Indigenous target minimum of 10 new Indigenous enrolments identified. This continues to be in place and is being actively pursued. Preparations commenced for a draft proposal for an Indigenous RHD Academy, anticipated to be established in the first half of 2020. A series of workshops were convened by the OIE, and including participation from the SGR and Academic Schools, to progress a concept around developing an Indigenous RHD Academy.

All Aboriginal and Torres Strait Islander RHD students are notified of all specific Indigenous research capacity building or research-specific Indigenous events by the Pro Vice-Chancellor (Indigenous Engagement) through the Office of Indigenous Engagement. A prestigious Advance Queensland Indigenous Scholarship was awarded to an Indigenous PhD student studying at CQUniversity.

The University has grown in Indigenous RHD supervisory capacity, with two new Indigenous academics joining the register. Professor Adrian Miller, PVC Indigenous Engagement, also conducted a cultural competency session during a week-long program of professional development for RHD supervisors in November 2019. Darumbal Elder, Uncle George James, was a special guest at the RHD Industry Partnerships dinner held in July 2019.

2.2. The rise or fall of success/progression rates

Success/progression rates have decreased slightly, by two position from 2015 to 2018 (NIAA 2019). The following strategies outlined below, have been implemented.

2.3. Tutorial assistance provided to Aboriginal and Torres Strait Islander students in 2019

Table 2a   Tutorial assistance provided in 2019

Level of study	Number of students assisted	Total hours of assistance	Expenditure ($)
Enabling	43	535	25,313
Undergraduate	182	3799	204,522
Postgraduate	3	44.50	2,597
Processed and Matched to Tutor – Student dropped out (2 hours on each application @ $45)	27	54	2,430
Total	255	4432.5	234,862

Table 2b   Indigenous Support Activities provided in 2019

Activity	Number of student participants	Expenditure ($)
Tutoring	255	$268,219
Scholarships	380	$165,991
Well-being Officers program costs *	1730	$41,183
Counsellor	1	$22,760
RHD Writing retreat	6	$10,821
Inaugural Indigenous Graduation dinner	8	$4990
BROLGA program	441	$43,398
NAIDOC	200	$44,702
Yarning circles/Cultural spaces	12	$8,714

2.4. The Indigenous Support Unit and other Indigenous student support activities

Indigenous student support is the responsibility of several units across the University. The following work units provide forms of support, assistance, advocacy and direction in relation to Indigenous students and matters.

Office of Indigenous Engagement (OIE)

The OIE Team

The Office of Indigenous Engagement team consists of sixteen staff members and is part of the Engagement and Campuses Division, with staff based on the Rockhampton North, Townsville and Cairns campuses. The team is headed by Prof Adrian Miller, Pro Vice-Chancellor Indigenous Engagement and BHP Chair in Indigenous Engagement.

Prof Miller's multi-skilled small team holds considerable experience in the areas of community engagement, research, strategic policy and program initiation and maintenance, governance, administration and communication.

The Office of Indigenous Engagement drives informed policy development to influence the way in which the University provides higher education, training, research opportunities and engagement and to manage the BHP funded Australian Indigenous Mentoring Experience Program (AIME).

The OIE has led the development of the CQUniversity Indigenous Leadership and Engagement Strategy (ILES). The Strategy is a socially innovative, whole-of-university approach to education, training, and research focused on Indigenous Australians. The ILES offers processes and possibilities for undertaking change maker research; expanding the University's presence and reach in communities; driving sustainable and responsive changes in training and leading excellence in higher education.

The OIE was also instrumental in CQUniversity public support of the Uluru Statement from the Heart, which proposes constitutional recognition for Australian First Nations people. In doing so, CQUniversity stands with First Nations people in support of the Uluru Statement from the Heart and aims to increase the organisational collaboration with First Nations People and engagement and partnership with Elders.

The OIE auspices a Research Centre and a Think Tank.

The Centre for Indigenous Health Equity Research

The **Centre for Indigenous Health Equity Research** (CIHER) conducts engaged research to inform better decisions for Aboriginal and Torres Strait Islander health and wellbeing. Directed by Pro Vice-Chancellor Indigenous Engagement, Professor Adrian Miller, CIHER boasts an impressive membership with a local, national and extended international focus through networks with research groups, communities, services, government and industry. CIHER has attracted significant grants from the ARC, NHMRC, government agencies and international funding organisations. CIHER members publish to journals nationally and internationally and supervise Indigenous and non-Indigenous PhD, masters and honours students.

CIHER is the first dedicated Indigenous Health Research Centre in Northern Queensland that combines expertise in health equity, health economics, public health and impact assessment with policy and governance experience. Using a hub and spokes model, CIHER is expanding the scope of our research to multiple CQUni campuses including Brisbane, Bundaberg, Rockhampton, Adelaide and beyond.

The five key integrated areas of research strength are:

1. The social and cultural determinants of Indigenous health across the lifespan
2. The social, health and economic impacts of Indigenous health programs and services
3. Research capacity strengthening
4. Reviews for synthesis of evidence of equity in Indigenous health
5. Research translation, implementation and advocacy for change

The First People's Think Tank

Following its implementation in 2018, the First People's Think Tank (FPTT) has continued to establish its presence and undertake activities throughout 2019, with developments in both research activities and it's public and community profile. The FPTT completed its draft report on Indigenous Coral Reef Tourism within the Great Barrier Reef and continued its research into the application of Indigenous Australian fire management in African nations through the International Savanna Fire Management initiative.

CQUniversity's First Peoples Think Tank (FPTT) team collaborated with Elders and Indigenous communities throughout 2019. In National Reconciliation Week, the FPTT co-hosted a community meeting regarding the establishment of a local Reconciliation Group for the Cairns regional area. A one-day seminar on Indigenous Planning was co-hosted by the FPTT in Cairns, with Professor of Maori and Indigenous Planning, Hirini Matunga as keynote speaker.

The Indigenous Student Support Team

The Indigenous Student Support Team functions within the Student Experience Directorate and provides a direct link between the provision of general student support services and Indigenous specific support services. The team, comprising ten staff members provides advice regarding the services available to Aboriginal and Torres Strait Islander students, including the Indigenous Advancement Strategy (IAS), tutoring support, scholarships, cadetships, basic program information, advocacy, pastoral care, and referrals. The referrals are internal to the counselling and inclusion and accessibility teams for those requiring additional support with studies.

Support is provided to students in all Schools at CQUniversity, with each Indigenous Student Support Officer aligned to a specific School. Close relationships with academics have been developed, building their capacity to support Indigenous students.

The staff members participate in open days and events such as NAIDOC week, and are members of recruitment and scholarship panels. Staff are based on CQUniversity Mackay, Cairns, and both Rockhampton, campuses.

ISSP funds partially subsidise salaries of OIE and Indigenous Student Support staff and pay for the scholarships and the tutorial assistance program.

2.5. The strategies to improve cultural competency of staff and/or to ensure the university offers a culturally safe and enriching environment.

Indigenous Wellbeing Officers

The Indigenous Wellbeing Project Officer has enabled the drafting of a 10-year Wellbeing Strategy, which will build on the University's current Mental Health Plan – *Mind Waves*. The strategy is aimed at improving the wellbeing of Aboriginal and Torres Strait Islander staff and students at CQUniversity, as well as the implementation of culturally safe places on campuses and hubs. These developments have occurred in consultation with Indigenous staff, non-Indigenous staff working in the Indigenous space, Traditional Custodians and community members. Outcomes have included the establishment of a Yarning Circle and Sensory Garden on the Rockhampton North campus and identification of culturally safe spaces on other campuses. Connections to support networks, both internally and within the wider community have been developed for Indigenous students.

The two newly created, ISSP funded Indigenous Wellbeing Officer positions in Townsville and Gladstone, have been well received by students and staff across the footprint of the university.

Indigenisation of the Curriculum

Indigenisation of the Curriculum is a policy and project aimed to create change within the tertiary education landscape by embedding Aboriginal and Torres Strait Islander knowledge, issues and perspectives into existing curriculum and teaching practices. This enables students and staff to develop an understanding that Indigenous cultural knowledge systems are valued and give direct relevance to university education. To continue the process of embedding Indigenous cultural knowledge systems, the Learning Design and Innovation Directorate (LDI) is working with the OIE on a series of workshops and the development of guides and checklists that provide staff with guidelines and hints for Indigenising their curriculum.

Indigenous Graduate Attributes

The Office of Indigenous Engagement and Learning and Teaching Services partnered to develop Aboriginal and Torres Strait Islander Cultures graduate attributes. These Graduate Attributes were approved at the Learning and Teaching Committee, a sub-committee of Academic Board, on 12th June 2019. The Graduate Attributes are currently being embedded into the various curriculum related documents via the Academic Information Management System (AIMS). Staff are required to map and describe how the Indigenous Graduate Attribute is embedded within courses and unit at either enabling, undergraduate and postgraduate levels.

Indigenising the Curriculum Community of Practice

An Indigenising the Curriculum Community of Practice commenced in 2018 to share best practice for Indigenising the curriculum and to increase awareness of the reasons for, and the value of Indigenising the curriculum. In 2019, seven meetings were held with 119 staff attending, which included a variety of discussions and speakers to share practice and knowledge. A repository of Resources for Indigenising the Curriculum has been collated on the Learning and Teaching Services StaffNet site. In February 2019, 40 staff travelled to North Keppel Island to attend the Woppaburra Cultural Training session. This training session provided an immersive cultural experience for staff and was funded by Learning and Teaching Services.

Indigenous Content

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

Engagement

CQUniversity is committed for all areas across the University to build capacity to meet the needs of Aboriginal and Torres Strait Islander students. Activities undertaken to achieve this include:
- Participating in Open Days and Orientation Week by the Indigenous Student Support team, CAP-ED, AIME and CQUni Connect staff
- Inviting staff from across the University to participate in scholarship panels for Indigenous students and in recruitment and selection panels.
- Providing advice to other sections of the University about 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.
- CQUniversity Mackay and Rockhampton campuses recently hosted the Year 12 graduate recipients of Queensland Aboriginal and Torres Strait Islander Foundation (QATSIF) Scholarships. Between the two locations, 17 State, Catholic and independent schools were represented, at

which 61 Year 12 Aboriginal and Torres Strait Islander QATSIF Scholarship recipients were awarded scholarships. Over 240 students, parents, teachers and community members attended across the two campuses. Work undertaken with QATSIF is partially ISSP and university funded.

Indigenous Cross-Cultural Competency training

John Briggs from John Briggs Consultancy has been appointed to develop Aboriginal and Torres Strait Islander Cultural Competency Training to staff. An on-line 1 hr induction program has been created that will be compulsory for all staff in 2020. Face to face cross-cultural competency training sessions have already commenced. In October, members of CQUniversity Council and Senior Executive, joined Region Engagement Committee (REC) Chairs and Deputy Chairs (47 representatives in total), for a cultural competency development session delivered on Brisbane campus by John Briggs Consultancy. John also led a session at the Townsville campus for 18 academic and professional staff.

In October, Townsville campus hosted an Indigenous art show and discussion by Elder Aunty Shereen Malamoo. The event, which also featured a yarning circle and music by an Indigenous student, attracted approximately 70 staff, student and community members.

Similarly, Sydney-based staff worked with their REC member, Jeffrey Bachi, a consultant with Sydney Aboriginal Family Support Service, to develop and deliver a cultural competency workshop for Sydney campus students and staff in December.

Mackay Campus staff were successful in securing a grant from the Office of the Prime Minister and Cabinet, which allowed approximately 20 CQUniversity and Mackay Regional Council staff to experience a cultural walk on Country with two local Elders, and learn about the history of Cape Hillsborough, The Leap, and Indigenous cultures in the region.

In partnership with Gidarjil Development Corporation and TECKnology, Bundaberg campus hosted a social innovation workshop with an Indigenous technology focus.

To enhance learning and collaboration with the Woorabinda community, staff from CQUniversity's Office of Indigenous Engagement (OIE), the Australian Indigenous Mentoring Experience (AIME) and from schools across the University, participated in the Woorabinda Passport program. Endorsed by Traditional Owners, Community Elders and elected members of the Woorabinda Aboriginal Shire Council, the locally developed program delivers an introduction to the local culture for government and non-government agencies wishing to work within the Woorabinda community.

Public events

CQUni has hosted a number of events at various campuses for staff, students and community members. A few examples of our public events include:
- To encourage University staff to host events promoting Aboriginal and Torres Strait Islander knowledges and culture, the 2019 Calendar of Significant Indigenous Dates was made available to all staff.
- CQU Creates Art competition and exhibition with an Indigenous Art category attracted increased entries in 2019.
- The [CQUni Yarning](#) Facebook page continued to promote CQUniversity's Aboriginal and Torres Strait Islander related activities, research and events. Membership has grown to 300 with 1418 posts in 2019.
- Bundaberg Campus also hosted a smoking ceremony for their Tertiary Entry Program (TEP) graduation, while Emerald Campus engaged Kairi Elder Darryl Black to do a smoking ceremony for the Vice-Chancellor's inaugural visit to Emerald.
- Indigenous inspired art, music, dance, stories, and food brought staff, students and community members together on many CQUniversity campuses during NAIDOC Week 2019. Off-campus events included staff and students attending a NAIDOC community breakfast in Townsville and a ball in

Bundaberg, while Emerald Campus staff supported the 'Many Mobs' festival, and the Gadigal Art Installation, Mahn. Staff and students from a number of campuses, participated in NAIDOC marches.

Indigenous Procurement

CQUniversity's Procurement Policy & Procedure was reviewed in 2019 and amended to include the following sections;

- "The University is committed to social and Indigenous focused procurement during all stages of the procurement process as part of its social innovation obligations" (Section 4.9) and
- "As part of a commitment to continuous improvement and better practice, the University will seek to progressively increase the proportion of procurement expenditure on goods and/or services that demonstrate improved sustainability, social and Indigenous focused procurement outcomes from year to year" (Section 4.10).

In 2019, the procurement team actively engaged with the OIE and the Office of Social Innovation to establish processes and support to encourage and influence buyers throughout CQU to purchase from social and / or Indigenous suppliers wherever possible.

An Indigenous supplier register has been created and the spend from Indigenous suppliers is being tracked. This is tied into a KPI in the CQUniversity Strategic Plan; Our Communities – Increasing social and Indigenous procurement activities of CQUniversity.

Policies and Procedures

All CQUniversity staff inductions include training in policies and procedures. The University Code of Conduct addresses non-racist, harassment and bullying behaviours.   Words that enable staff to deliver an Acknowledgement of Country at University events and meetings were developed. The Acknowledgement wording is available on printed palm cards distributed to staff, readily accessible from StaffNet and is also available for download on mobile phones.

Policies titled '*Engaging and Communicating with Aboriginal and Torres Strait Islander people*' and the '*Commonwealth Scholarship Selection Policy'* continue to be available.

At the October meeting, the University Council agreed to support the Uluru statement from the Heart in response to the invitation from First Nations people to support their pursuit of constitutional recognition. Public expression of this support will be made next year.

Cultural Sashes

VGET graduates, undergraduates and postgraduates who identify as Aboriginal or Torres Strait Islander can opt to receive recognition through the presentation of a cultural sash as they cross the stage at all graduation ceremonies. Family and friends of the graduate are invited to attend the ceremony. Graduates are encouraged to participate in promotional activities (i.e. media articles, testimonials etc.) to highlight their achievements.

Public space
- Initiated by the Office of the Vice-Chancellor and President, the Campus Canvass Project has resulted in the creation of over 30 art works painted on buildings on the Rockhampton North campus. A number of these reflect Indigenous themes. One of the murals, which has attracted plenty of community interest and pride, depicts Aunty Ollie Donald, custodian of the Darumbal people; and Malcolm Mann, a Darumbal Traditional Owner, CQUni Connect Officer and an alumnus of the University.

- Cairns, Townsville, Rockhampton, Brisbane and Perth campuses have signage that incorporates local Indigenous languages. The CQUni signage manual provides a guide for staff and contractors on the process of creating dual language signs.
- All campuses have either flagpoles where Aboriginal and Torres Strait Islander flags are flown, or Aboriginal and Torres Strait Islander flag banners permanently displayed in campus reception areas.
- Bundaberg campus created an accessible Yarning Circle featuring native plants and wheelchair access. The Rockhampton North campus Yarning Circle was also opened following a series of consultations with Traditional Owners to gain permission to construct the Yarning Circle, it's location, purpose and use. A set of guidelines were developed for participants. The Yarning Circle was ISSP funded.

The Community of Practice and other initiatives listed above are University funded.

3. Completions

3.1. Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

Completion rates have improved by 16 positions over the period 2015 to 2018, because of strategies and support provided to Aboriginal and Torres Strait Islander students as outlined above. A total of 72 undergraduate conferments were made. Additionally, six graduate certificate, graduate diploma and course work masters and two research higher degree PhD students graduated.

3.2. The rise or fall of completions

Completion rates have improved significantly from 2017 to 2018, with CQUniversity improving 16 positions in comparison to the 40 institutions currently participating in ISSP.

As previously outlined, strategies to support the completion rate, include the provision of scholarships; tutoring through the Indigenous Assistance program; support from Indigenous Support Officers and the Office of Indigenous Engagement; provision of opportunities to participate in cadetships and international student exchanges, and provision of a culturally safe learning environment. Professional and academic staff in support and teaching roles have received professional development to provide culturally safe and appropriate support.

3.3. Strategies connecting graduates with employment (both within and outside of the institution).

The Alumni Relations Team collaborates with the CQUni Careers Team to offer and promote a range of free employment support services to graduates. Services include:
- Assistance with writing cover letters and resumes, and addressing selection criteria,
- Access to career professionals to help with individual situations,
- All graduates have free, unlimited access to the CareerHub employment resource hub and jobs board – this is promoted in both general and Indigenous-specific alumni publications throughout the year and is advertised on student and alumni web pages.

3.4. Strategies to assist graduates

The University offers a range of benefits to graduates, designed to support career success and life-long learning. Benefits are outlined on our web site at: https://www.cqu.edu.au/student-life/graduates-and-alumni/benefits

CQU Connect Mentoring Program
CQUniversity maintains an online fast-mentoring platform that enables students and graduates to connect with experienced alumni to receive career advice and practical feedback when preparing for job applications

or interviews. The mentoring platforms also provide access to free webinars on a range of career preparation topics, which graduates can access on-demand. The mentoring platform has a small identified group of Indigenous mentors, enabling students seeking an Indigenous mentor to easily connect. The platform has over 200 mentors available to support students and graduates. Indigenous mentors include both male and female alumni and represent both undergraduate and post-graduate study levels.

CQUni Yarning; Indigenous Alumni e-newsletter

These newsletters are sent to more than 600 Indigenous CQUni alumni twice per year. Content includes any of the following: job vacancies; CQUni Indigenous alumnus profile; scholarship opportunities; scholarship award winners, Indigenisation of the curriculum, alumni benefits information, and promotion of opportunities for Indigenous alumni. In 2019, three newsletters were published.

Profiling Indigenous Alumni

In 2019 Indigenous alumnus Mr Wayne Blair was the CQUniversity Alumnus of the Year for Industry Achievement. As part of his award win, Wayne attended a Graduation Ceremony and was profiled in all graduation programs and University news.

CQUni's collection of Alumni Banners featuring several high profile Indigenous alumni, including Dr Bronwyn Fredericks, Wayne Blair, Wayne Denning and Tanya Orman continued to fly on the main road within the Rockhampton campus and additional alumni are profiled on the University's alumni webpage and social media.

OIE continued to work with the Alumni Relations and Corporate Communications teams throughout 2019 to publish media releases featuring stories of Indigenous alumni and student success. Many stories are picked up by both mainstream media and Indigenous media outlets. Questions asked during alumni interviews assist with the creation of alumni profiles, published regularly on our webpage https://www.cqu.edu.au/student-life/graduates-and-alumni/our-alumni/indigenous-alumni. These stories are shared across social media and particularly well received. In 2019, the number of Indigenous Alumni profiled on the website doubled.

3.5. Strategies to monitor student outcomes after graduation;

A key Alumni Relations Team responsibility is to retain and manage contact details for graduates and encourage an ongoing connection to the University. The team maintains this information in an official University record-keeping system - SugarCRM.

The following information is recorded:
- Post graduation enquiries about further study, enrolments and completions
- Current employment data
- LinkedIn profiles
- Media coverage
- Interests and associations including community leadership roles
- Involvement with the University

Tracking of alumni data enables CQUni to develop media stories profiling the achievements of our alumni, communications of specific interest to various alumni groups; to deliver invitations to events, opportunities and volunteer activities to cohorts who are actively interested in, or to whom the event has specific relevance.

In 2019, the Alumni team assisted the ISSP team to hold an alumni valedictory dinner, to network and celebrate achievement.

3.6.   Strategies directly or partly funded by ISSP or other university resources.

ISSP funding partially fund OIE staff to work with the Alumni Relations Team to provide content for the newsletter and engage with Indigenous alumni. The alumni program is HEPPP funded.

4. Regional and Remote Students

CQUniversity is a pioneer in the delivery of distance education with almost half of the current student cohort made up of students studying off-campus, many of whom are based in regional and remote areas. In 2019, 1298 Indigenous students were recorded as living in regional and remote areas, with 164 residing in metropolitan areas. The University services regional and remote students through the strong delivery of on-line teaching, support services, scholarships and bursaries. The aforementioned programs, student support services and proposed Indigenous Education, Enterprise and Research Hubs, enable regional and remote students to continue to live, work and study at home. Students who must study internally or at a particular campus are able to access the 14 campuses and 8 study hubs situated in Queensland, New South Wales, Victoria, South Australia and Western Australia.   Scholarships and bursaries are also available to assist students with start-up costs, such as textbooks, uniforms, technology and equipment. Accommodation scholarships, travel bursaries, industry placement scholarships and work readiness bursaries are also available.

Table 3   Scholarship data for remote and regional students

	Education Costs		Accommodation		Reward		Total	
	$	No.	$	No.	$	No.	$	No.
A. 2018 Payments	123,096	71	25,436.25	6	0	0	148,532.25	77
B. 2019 Offers	67,721	38	1.,912.00	2	0	0	78,633.00	40
C. Percentage (C=B/A*100)							53%	52%
2019 Payments	64,944.00	36	10,912.00	2	0	0	75,906.00	38

The decline in scholarship offers was due to the introduction of confirmation of Aboriginality policy. Two students did not accept ICECS, as they withdrew from courses at CQUniversity prior to census date.

5.   Working with Vulnerable People Requirement

5.1. Working with Vulnerable People Requirement

	Yes/No
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Yes
Does the provider have a compliance process in place?	Yes

6. Eligibility Requirements

6.1. Indigenous Education Strategy

6.1.1. How CQUniversity has met its requirements under section 13 of the ISSP guidelines

CQUni has developed a draft First Nations Education Strategy, that reflects the requirements within the ISSP Guidelines. During 2019, the Pro Vice-Chancellor (Indigenous Engagement) presented the Indigenous Leadership and Engagement Strategy (ILES) to CQUniversity Council. The Strategy aims to provide guidance for a whole-of-university approach to Indigenous training, higher education and research. The First Nations Education Strategy aligns within the ILES with the ISSP committee having oversight of the whole strategy. The strategy will undergo consultations and approvals in the first half of 2020. To complement the ILES, a refreshed RAP will also be developed. Until these are approved, the University meets its requirements under section 13 of the ISSP Guidelines through the following programs:

Prioritise increasing the number of Indigenous students enrolling in, progressing in and completing courses leading to higher education awards

Ongoing Student Support
- As previously discussed, Indigenous student support is delivered through the provision of the Tertiary Entry Program, tutorial assistance and the employment of Indigenous Student Support Officers, the Indigenous Wellbeing Project Officers and the Indigenous Scholarships Officer.

Research Higher Degree
- The RHD load strategy setting targets for increases in new enrolments for Aboriginal and Torres Strait Islander RHD students supports the aim of creating opportunities to increase numbers of Aboriginal and Torres Strait Islander students undertaking RHD studies.

Linking with Education Providers
- Improving linkages with schools and TAFE/VET providers to encourage more Aboriginal and Torres Strait Islander peoples to enrol at CQUniversity is evidenced by attendance at Indigenous careers expos, university open days and the CQUni Connect team, CAP-ED and AIME programmes as previously outlined in section 1 of the report.

Facilitate, monitor and improve upon the inclusion of Indigenous knowledge in curricula, graduate attributes, and teaching practices:

Universities Australia's Good Practice Principles for Course Accreditation and Review of Indigenous Curriculum
CQUniversity has committed to implementing the Universities Australia's Good Practice Principles for Course Accreditation and Review of Indigenous Curriculum. A number of options are being considered on the implementation of these Principles and will be embedded in the university wide CQURenew process.

Great Guide to Indigenisation of the Curriculum
- The CQUniversity's *Great Guide to Indigenisation of the Curriculum* provides guidance to Academics on how to embed Aboriginal and Torres Strait Islander knowledge, issues and perspectives into the curriculum and teaching practices. Access at: Great Guide to Indigenisation

Inclusive Indigenous Curriculum
- The Indigenisation of the Curriculum program and the Community of Practice (CoP) *Indigenising the Curriculum,* ensure that Aboriginal and Torres Strait Islander content is embedded into the CQUniversity curriculum to encourage a broader understanding and methodology of Aboriginal and Torres Strait Islander cultural perspectives. The intent of this CoP as outlined on p.11, is to share ideas and practices, discuss issues, and provide support for each other.

- From early 2017, it has been a requirement for all new courses and units to reflect on how it satisfies the requirements of the Indigenous Education strategy.   This is achieved through the normal submission process in the Academic Information Management System (AIMS) and is monitored for compliance by the Education Committee.   Further compliance is monitored by the appropriate Course Committees, Heads of Course and Deputy Deans: Learning and Teaching.   The aim is for all units and courses to satisfy this requirement.   There are a number of units and courses, particularly in the Schools of Education and the Arts and Health, Medical and Applied Sciences, where this practice is comprehensively fulfilled.

- From mid-2017, all Learning Management System sites (Moodle) have the appropriate attribution and recognition in place for formal recognition of the Indigenous knowledges and sources that they draw upon. Those courses in the Schools of Access Education and Education of the Arts that have been reviewed by Learning and Teaching Services as part of a quality audit, are now compliant with this guideline.   Not all units and courses will have a requirement for this guideline to be fulfilled due to disciplinary or technical barriers.   This will be particularly the case in the School of Engineering and Technology.

- A formal assessment process, to ensure that Indigenous knowledges and understandings are set out in the learning outcomes, is achieved through the normal submission process in AIMS and is monitored for compliance by the Education Committee.   Each learning outcome has to be assessed formally by at least one assessment item / strategy.

Aboriginal and Torres Strait Islander Cultures Graduate Attributes
In 2018, the Office of Indigenous Engagement and Learning and Teaching Services partnered to develop Aboriginal and Torres Strait Islander Cultures Graduate Attributes. These Graduate Attributes aim to have every student graduating from CQUniversity recognise and respect the values, traditions and languages of Aboriginal and Torres Strait Islander people and will contribute to the workplace in a culturally respectful manner. The Indigenous Graduate Attributes underwent a consultation period before implementation in 2019.

Support Videos
Learning and Teaching Services have worked with the Indigenous Student Support Team to create a series of videos for Aboriginal and Torres Strait Islander students including information such as scholarships and Inclusion and Accessibility Services.

https://cloudstor.aarnet.edu.au/plus/s/YylhRz3YSdbjE4A

6.1.2. Activities for students and employees that promote cultural competency in Indigenous cultures, traditions and histories and the diversity of circumstances of Indigenous peoples in Australia.

Cultural Protocols
- Acknowledgement to Country palm cards were distributed throughout all campuses and are available electronically on StaffNet. Many formal campus events commence with a Welcome to Country by Traditional Owners and staff are now confident in giving an Acknowledgment to Country.

Cultural Competency
- Senior staff and CQUniversity Council members have attended Indigenous Cultural Competency training. This training is designed to engage employees in cultural learning opportunities to increase understanding and appreciation of Aboriginal and Torres Strait Islander people's cultural perspectives. Both academic and professional staff have experienced on-Country training by undertaking the Woppaburra Cultural Competency Tour, the Mackay Walking on Country or the Woorabinda Passport training.   Staff are encouraged to undertake appropriate localised Cultural Competency training as part of their professional development and opportunities are circulated to relevant campus email lists as they arise. The First Nations Cultural Competency Framework, a strategy within the ILES, provides

participants with beneficial experiences and ways of thinking focused on increasing understanding of Australian Indigenous people and cultures. Further, it provides the opportunity to develop a renewed perspective of what First Nations cultures contribute to the national social and educational landscapes.

NAIDOC week
- All CQUniversity staff and students are encouraged to celebrate and participate in NAIDOC week activities each year with campuses coordinating a variety of experiences. Many staff participated in NAIDOC week celebrations in Townsville, Cairns, Noosa, Rockhampton, Bundaberg, Mackay and Gladstone, with staff hosting a film night and trivia night.

Symbolise Aboriginal and Torres Strait Islander Peoples Cultures
- The University continues to maintain signs that were erected in English and the language of the Traditional Owners on the Cairns, Townsville, Rockhampton, Brisbane and Perth campuses. Procedures to incorporate dual language signage were incorporated into the signage manual. Murals have been painted on Rockhampton North campus buildings and Yarning Circles have been created on the Bundaberg and Rockhampton North campuses. Exhibition of Aboriginal and Torres Strait Islander Peoples Art.

- Aboriginal and Torres Strait Islander artworks that have been acquired and displayed across all CQUni campuses, are labelled with wall plaques acknowledging the artist and providing a story or interpretive information for the artwork. A book titled '*Aboriginal and Torres Strait Islander Art: The CQUniversity Australia collection'* was launched in 2019 and is included in the National Library of Australia https://trove.nla.gov.au/work/234495712?selectedversion=NBD65327589.

6.1.3. The practical implementation and evaluation of the Indigenous Education Strategy

All new courses and units are monitored for components of the First Nations Education Strategy and this process is ongoing. The depth and quality of the content of the units will continue to be reviewed as part of our continuous business improvement under the CIA2020 (Coordinated Institutional Approach plan).

A First Nations Education Strategy was drafted in 2019 and following a consultation process, will be adopted in 2020.

6.1.4. The CQUniversity Strategic Plan

The CQUniversity Strategic Plan 2019 – 2023 *Our Future is You,* was launched in 2019. The commitment to providing access to world class education, research and employment opportunities is stated under Our communities on p.12. The Plan links key performance indicators (KPI's) to the strategic goals. Departmental strategic and operational plans have been developed with these KPI's in mind. Four monthly, six monthly and annual reports are submitted to the Vice Chancellors Advisory Committee and CQUniversity Council on performance measurement against the KPI's. https://www.cqu.edu.au/about-us/about-cquniversity/strategic-plan-2019-2023

6.2. Indigenous Workforce Strategy

6.2.1. How CQUniversity has met its requirements under section 12 of the ISSP guidelines.

CQUni does not have an Indigenous Workforce Strategy document, however the University has met its requirements under section 12 of the ISSP Guidelines through the following documents and strategies. 2020 will see the development of the CQUniversity's First Nations Workforce Strategy.

The Indigenous Student Success Working Group
In 2019, the Indigenous Employment Reference Group (IERG), whose purpose was to discuss matters of Indigenous employment at the University, and to provide reports and/or advice to the Vice Chancellor and President was terminated. Its responsibilities fell under the management of the Indigenous Student Success Program (ISSP) working group.   A review of the ISSP terms of reference commenced in 2019 to reflect the additional responsibilities and membership.

The Indigenous Leadership and Engagement Strategy (ILES)
To ensure compliance with Section 12 of the guidelines, an Indigenous Leadership and Engagement Strategy (ILES) was drafted to replace the Employment and Career Development Strategy and the concept was adopted in 2019. The ILES will also form a large part of the 2020 RAP objectives and targets. Once these changes have been adopted, implementing and evaluating the strategy will be much easier.
The ILES has four pillars:
- Research
- Community Engagement
- VET
- Learning and Teaching

The ILES aims to undertake change maker research; expanding the University's presence and reach in communities; driving sustainable and responsive changes in training; leading excellence in higher education and driving change as a positive disruption to currently held sector ideology.

The Central Queensland University Enterprise Agreement 2017, Section 44: Indigenous Employment.
This section of the Enterprise Agreement confirms the University's commitment to the responsibilities outlined University's Australia Indigenous Strategy, including a 3% target for employment of Indigenous staff. This is accomplished by utilising the strategies outlined in the draft Indigenous Leadership and Engagement strategy and the First Nations Employment Strategy. The CQUniversity Agreement was ratified in the Fair Work Commission in March 2018 and is publicly available. CQU Enterprise Agreement

Special measures (Aboriginal and Torres Strait Islanders, women in science and research)
This section of the Recruitment and Selection Procedure supports and promotes the University's goal and commitment to increasing employment for under-represented groups, such as Aboriginal and Torres Strait Islander people. The application of these special/equal opportunity measures has resulted in the advertising of 16 Indigenous identified positions.

Research Higher Degree (RHD)
The Research Division has developed a RHD load strategy that sets out the growth agenda from 2017 to 2021. An Indigenous target of a minimum of 10 new Indigenous enrolments has been set.

Further Education and Employment Opportunities
People and Culture worked with the Marketing Directorate to develop an Indigenous identified advertisement template and position description template tailored to support the promotion of Aboriginal and Torres Strait Islander employment. Additionally, People and Culture worked collaboratively with CQUniversity Indigenous staff members to determine the most suitable methods of promoting identified job opportunities. These methods include advertising platforms such as Koori Mail (Electronic and Printed), Ethicaljobs.com.au, SEEK, CQUni CareerHub, and via email to the Higher Education ATSI network. The panel chair is also encouraged to share positions on LinkedIn and to relevant community hubs.

Aboriginal and Torres Strait Islander students are encouraged to apply for scholarships, cadetships and international exchange opportunities. RHD students are recruited as research assistants to gain research experience.

The practical implementation and evaluation of the Indigenous Workforce strategy

CQUni meets it's ISSP guidelines through the Enterprise Agreement and a number of University policies and strategies. Targets and outcomes are regularly monitored, and progress reports are submitted to University committees. The draft Indigenous Leadership and Engagement Strategy will inform a refreshed RAP in 2020 and an Indigenous Workforce Strategy will be drafted. All strategies have governance and reporting requirements.

Table 6.2   Indigenous workforce data (2019 breakdown)

Level/position	Permanent		Casual and contract (inc fixed-term)	
	Academic	Non-academic	Academic	Non-academic
Level A	2			
Level B	4			
Level D	1			
Level E			1	
Academic Salary package			1	
Casual Academic			5	
Professorial research Fellow			1	
Teacher	5			
Teacher (with approved teaching qualifications	1			
Casual VET Teacher			1	
HEW Level 2		2		
HEW Level 3		2		
HEW Level 4		4		1
HEW Level 5		12		5
HEW Level 6		5		3
HEW Level 7				2
HEW Level 8		1		
Management salary package				1
Research Worker Level 5				1
Research Worker Level 6				1
Total	**13**	**26**	**9**	**14**

An increase in the number of Indigenous staff from 2018 to 2019 has occurred, however a 3% target has not been met. An Indigenous Leadership and Engagement Strategy and the development of a First Nations Workforce Strategy in 2020 will focus actions to achieve targets.

6.3.   Indigenous Governance Mechanism

6.3.1. Statement by the Indigenous Governance Mechanism

The Indigenous Student Success Program Governance Committee has successfully managed the ISSP grant. Through the formation of a committee, a strategic approach to support and develop Indigenous staff and students has been implemented. Representation from areas across the university has resulted in a

collaborative approach that has developed initiatives targeted at providing culturally safe workplaces, developing Indigenous leadership, increasing access and equity and embedding Indigenous knowledges into the curriculum.

Improved Indigenous student outcomes and an increase in Indigenous employment, reflected in the data are a consequence of these strategies and programs that the University has implemented.

The program committee is looking forward to another successful year in 2020, with broadened responsibilities and implementing new strategies and policies.

6.3.2. The university's Indigenous Governance mechanism

The Indigenous Student Success Program (ISSP) Governance Committee is a formal committee of the University. Its functions and responsibilities are to:

- Provide advice on, review, make recommendations and monitor the use of ISSP grants.
- Provide input into the annual ISSP Performance Report.
- Advise the Vice-Chancellor and President on matters in respect to ISSP.
- Report annually on ISSP grant outcomes to Vice-Chancellor and President through the Vice-Chancellor's Advisory Committee.
- Recommend resource and funding requirements to the relevant Deputy Vice-Chancellor.

The Committee is chaired by Professor Adrian Miller, Pro Vice-Chancellor (Indigenous Engagement) and comprises of 6 members, the majority of whom are Aboriginal and Torres Strait Islander.

The Committee's Terms of reference are publicly available here.

6.3.3. The names, positions and duration of service of staff that are part of the Indigenous Student Success Program Committee.

The committee comprises of the following staff:

Committee Role	Position at CQUniversity	Commenced Service
Chair	Prof. Adrian Miller Pro Vice-Chancellor (Indigenous Engagement)	June 2018
Co-Chair	Ms Melinda Mann Deputy Director – Student Life and Wellbeing	2011
Members	Mr Chris Veraa, Director Student Experience	2011
	Ms Leonie Taylor Coordinator Indigenous Student Support	April 2018
	Ms Bron Mcfarlane TEP Head of Course/TEP Coordinator. School of Access Education	2013
	Marina Mikecz Executive Officer, Office of Indigenous Engagement	2013
Secretary	Ms Sophie Coleman Administration Officer, Student Experience	July 2018
Attendees	Ms Tansy Manning Management Accountant Support Officer	2001

6.3.4. The Indigenous Student Success Program ISSP Governance Committee

The ISSP committee met five times in 2019, discussing the following agenda items:

- Budget – use and management of ISSP funds, salaries and non-salaries
- Indigenous Assistance Support (tutoring)
- Scholarships and hardship grants, bookstore vouchers
- Indigenous RHD student writers retreat
- Health and Wellbeing plan – yarning circles, dual language on campus
- Indigenous Education and Leadership Strategy
- First Nations Education Strategy
- First Nations Employment Strategy
- Working with Vulnerable people requirements
- ISSP Working Group Terms of Reference
- ISSP 2018 Performance report
- First nations Cultural Competency training
- Development of a RHD cohort program
- Establishment of a First Nations Council of Elders and Leaders.

6.3.5. Activities that involve Aboriginal and Torres Strait Islander people in decisions of the university, curriculum development and or evaluation /review

Aboriginal and Torres Strait Islander peoples are involved in a range of decision-making processes at CQUniversity. The PVC (Indigenous Engagement) currently holds the following roles:
- Member of the CQUniversity Council
- Member of Academic Board
- Member of Research Committee
- Member of Research Higher Degree Committee
- Member of the Vice-Chancellor's Advisory Committee (VCAC)
- Member of the Research Committee of Academic Board (with full rights of audience and debate)
- Chair of the Commonwealth Indigenous Scholarships panel
- Chair of the BMA Community and Indigenous Scholarships panel
- Representation in lead roles in the CQUniversity's First people's Think Tank.

Additionally, Aboriginal and Torres Strait Islander staff from throughout the University are active participants in a range of other decision-making activities at CQUniversity including:
- Member of the Human Research Ethics Committee (HREC)
- Representation on scholarship panels
- Representation on recruitment selection panels across the University
- Support for activities associated with representation within the National Tertiary Education Union (NTEU)
- Campus Life Committees for several CQUniversity campuses
- Indigenous Membership on all Regional Engagement Committees (REC)
- Member of the Joint Consultative Committee (JCC)

CQUniversity has established twelve Region Engagement Committees (REC) comprising industry, business, government, community and university members, for the purpose of advancing community identified opportunities and working with stakeholders to support the development of sustainable regions. Committee members contribute to the University's annual review of its strategic plan and provide input into the University's strategic directions, as these directly relate to communities within the region. Five committees have an Indigenous representative whose role it is to represent the diverse interests and views of the region's Aboriginal and Torres Strait Islander people, with a further three RECs having input from Traditional Owners.

CQUniversity continues to focus effort on embedding Aboriginal and Torres Strait Islander peoples' perspectives and considerations into University processes and structures through the inclusion of Indigenous staff and reviews of policies and procedures. This is demonstrated in a wide range of committees, forums and formalised University documents.

These actions assist to increase the number of CQUniversity staff who improve their understanding of issues affecting Aboriginal and Torres Strait Islander people and their ability to communicate effectively and sensitively with Aboriginal and Torres Strait Islander people. This results in a greater number of non-Indigenous staff members honing skills in considering Indigenous issues when participating in committees and forums and advocating on behalf of Aboriginal and Torres Strait Islander peoples. This is in line with a broader strengths-based Aboriginal and Torres Strait Islander education agenda.