



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

PM&C contact officers:

Danny Howard; Director
Indigenous Tertiary Programs
Phone: 02 6152 3193
Email: scholarships@pmc.gov.au

Marissa Booth, Assistant Director
Indigenous Tertiary Programs
Phone: 02 6152 3194
Email: scholarships@pmc.gov.au

Kate Doyle, Program Officer
Indigenous Tertiary Programs
Phone: 02 6152 3191
Email: scholarships@pmc.gov.au

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.

Griffith University

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.

Griffith University's strategic planning framework re-affirms its founding commitment to diversity, social justice, and community engagement for Aboriginal and Torres Strait Islander people. Interlocking plans across all University elements specify the expected outcomes of the University's strategic goals and strategies including the performance indicators and targets for each of these goals. These plans include and prioritise Aboriginal and Torres Strait Islander staff and student advancement initiatives and promote reconciliation. The strategic plan reinforces the responsibilities of all elements of the University for the implementation of strategies and goals relating to higher education and Aboriginal and Torres Strait Islander peoples.

The *Griffith University Strategic Plan 2013–2017*¹ states that a key element of the Plan is to ensure that the University 'recruits and supports the academic success of Aboriginal and Torres Strait Islander students and other groups, who, because of their backgrounds, have had low participation in tertiary education' (p. 4). Furthermore, in support of the University's extremely strong national track record in the recruitment, retention and success of Aboriginal and Torres Strait Islander students, the University is committed 'to continue to exceed the national average for Aboriginal and Torres Strait Islander student participation rate among commencing students' (Goal 3c) and 'to continue to exceed the national average for Aboriginal and Torres Strait Islander student retention rate by 2017 (Goal 4c) (p. 5). The *Griffith University Equity and Diversity Plan 2014–2017*² is aligned with these strategic priorities, identifying specific expectations and responsibilities for planning and implementing and providing important contextual information and guidance. Collectively, these strategies support the realisation of the aspirations of the *Griffith University Statement on Reconciliation*.³ These aspirations are outlined in detail in the University's *Reconciliation Action Plan 2012 – 2015*.⁴

Structurally, there are five areas of activity dedicated to the advancement of Indigenous education within Griffith University; all led by Aboriginal and Torres Strait Islander staff.

1.0 GUMURRII Student Support Unit

The GUMURRII Student Support Unit (SSU) has a major responsibility and commitment for providing access to University study for Aboriginal and Torres Strait people, and its main focus is the recruitment and support of Griffith's Indigenous students.⁵ GUMURRII SSU provides a leadership role in promoting cultural awareness and social justice for Aboriginal and Torres Strait Islander people, and is represented in a range of University forums, including the Aboriginal and Torres Strait Islander Advisory Committee and the University's Equity Committee.

GUMURRII SSU is managed through the Director, Shane Barnes, who manages the effective operations of the GUMURRII SSU across all campuses; provides advice to senior officers of the University regarding the efficient and effective management of the Unit's functions and development of related policies and initiatives which support the Aboriginal and Torres Strait Islander students at Griffith; and provides leadership and direction to staff of the GUMURRII SSU.

GUMURRII SSU contributes to the success of Aboriginal and Torres Strait Islander students through the provision of culturally-appropriate student support and a safe learning environment at Griffith University. GUMURRII SSU has offices located on each of Griffith's five campuses with Learning Assistance Officers on-site for efficient delivery of support services to our students. This includes a variety of academic, pastoral, personal and cultural support services, programs and industry partnerships. The interactive and on-site functionality of these units support Griffith's goal to achieve interactive campus experiences which build connections between students, staff, and the wider community.

2.0 INDIGENOUS COMMUNITY ENGAGEMENT, POLICY AND PARTNERSHIPS (ICEPP)

The work of ICEPP Director Professor Boni Robertson focuses on providing advice and consultancy in key policy areas and developing community engagement and partnerships that will enhance life opportunities for Aboriginal and Torres Strait Islander peoples.

Professor Robertson continues to hold an executive position on the Board of the National Aboriginal and Torres Strait Islander Higher Education Alliance (NATSIHEC). Professor Robertson's portfolio

¹ For details, see http://www.griffith.edu.au/_data/assets/pdf_file/0010/475552/Strategic-Plan-2013-2017-Oct13-low-res.pdf

² For details, see http://www.griffith.edu.au/_data/assets/pdf_file/0004/299407/griffith-university-equity-diversity-plan-2014-2017.pdf

³ For details, see <http://www.griffith.edu.au/about-griffith/governance/mission-statement/statement-reconciliation>

⁴ For details, see https://www.griffith.edu.au/_data/assets/pdf_file/0008/451925/Attachment-2.pdf

⁵ For details, see <http://www.griffith.edu.au/gumurrii-student-support-unit>

also includes her appointment as the Australia representative on the Indigenous Peoples Organization here in Australia as the NATSIHEC representative. As a result of this portfolio, Professor Robertson is also the Australian Indigenous representative who leads the Indigenous higher education delegation to the United Nations Permanent Forum on Indigenous Issues. Professor Robertson has held this portfolio position for the past five years and has represented Indigenous education in Australia at the UN forum for the same period. This portfolio involves working with NATSIHEC colleagues to prepare Statements and Interventions around Indigenous education to present at the UNPFII each year.

Professor Robertson has held an elected Executive Committee position on the World Indigenous Nations Higher Education Consortium (WINHEC) Board now for the past seven years. Professor Robertson's WINHEC Executive Committee portfolios are: Academic Programs, Research, and the UNPFII.

3.0 ELDERS-IN-RESIDENCE

The Griffith University Council of Elders plays a central role in consolidating the University's reputation as a lead institution in community engagement.⁶ Through the Council of Elders, and in collaboration with ICEPP, the University aims to advance its commitment to promoting the intellectual, scholarly, and cultural contributions of Aboriginal and Torres Strait Islander peoples to higher education at the local, national, and international levels.

The Griffith University Council of Elders comprises traditional owners and respected members of local Aboriginal and Torres Strait Islander communities.

This is accomplished by the University moving the engagement of Elders beyond the traditional giving of a cultural welcome at specific ceremonies and events to a more tangible process that profiles their scholarly contributions to a wide range of University activities and core business.

4.0 INDIGENOUS RESEARCH UNIT (IRU)

The Director of the IRU, Professor Adrian Miller, provides leadership for the continued development of research in the broad area of Indigenous knowledge and research; develops new and strengthens existing multidisciplinary research teams from across all areas of Indigenous research; leads and manages the development and implementation of the IRU's research strategy; and targets the alignment of these performance indicators with those of the University.

The IRU has been established to build research capacity of Indigenous academics and students at Griffith University. The IRU aspires to develop a community-driven focus to research and to support good quality researcher-driven research. By developing and undertaking research projects in collaboration with communities, researchers and organisations, the IRU aims to further the aspirations and capacity of communities whilst providing a supportive and rigorous environment for research. Within the IRU vision, Indigenous researchers will be supported to undertake research within their chosen discipline.

The IRU's mission is to advocate for Indigenous-appropriate approaches to research, and promote the interests of Aboriginal and Torres Strait Islander peoples, academics, postgraduate and HDR students.

Griffith University's *Grow Our Own* Strategy

Drawing on these various aspirations, in 2014 the University introduced the *Grow Our Own Strategy*, which is a collaborative initiative between the IRU, Griffith Business School, Griffith Graduate Research School, and the GUMURRI Student Support Unit. The strategy aims to:

- Gain a deeper understanding of the current Aboriginal and Torres Strait Islander HDR and Postgraduate student profile;
- Develop innovative ways to recruit, retain and support Aboriginal and Torres Strait Islander HDR students;
- Develop a University-wide Aboriginal and Torres Strait Islander HDR strategy;
- Develop a cohort strategy to enhance research skills and knowledge that can be applied across Innovative Research Universities (IRU) to build a critical mass of Aboriginal and Torres Strait Islander HDR students (similar to the IRU's Tropical Research Network)

The strategy has three main components:

⁶ For details, see <http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/indigenous-community-engagement-policy-partnerships/griffith-university-council-elders>

1. Recruitment and Support of Aboriginal and Torres Strait Islander HDR Students (scholarships and other financial support);
 2. Development and Support for Aboriginal and Torres Strait Islander HDR Students (Indigenous knowledge's, methodology awareness, resilience building and cultural knowledge); and
 3. Research Capacity Development for an Aboriginal and Torres Strait Islander HDR Student Cohort (training, supervisory models and cross-institutional HDR specialist training)
- The IRU Deans and Directors of Graduate Schools (DDoGS) support this strategy.

5.0 FIRST PEOPLES EMPLOYMENT STRATEGY

The University's First Peoples Employment Strategy continues to be overseen by the First Peoples Staff Project Officer, located within Staff Engagement and Equity, Strategic Services, Human Resource Management.⁷ The work of this project officer complements the employment and professional development strategies facilitated by the GUMURRII Student Support Unit in conjunction with organisation such as AIME and Career Tracker. Details of the University's First Peoples Employment Strategy are provided in full in Section 2.0.

⁷ For details, see <http://www.griffith.edu.au/equity/indigenous-australian-employment>

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.

University Governing/Policy Determination Bodies:

University Council	Includes an Aboriginal Elder in its membership.
Aboriginal and Torres Strait Islander Advisory Committee	This Committee is the University's principal policy advisory body on Aboriginal and Torres Strait Islander issues and represents Aboriginal and Torres Strait Islander interests in University Aboriginal and Torres Strait Islander strategy development. Membership includes representatives from Relevant State government departments, Aboriginal and Torres Strait Islander staff and students, Community Elders (Aboriginal and Torres Strait Islander), and Equity (staff and student) representatives.
Equity Committee	Includes Aboriginal and Torres Strait Islander staff representatives: the Director of the GUMURRII SSU and the Coordinator of the Indigenous Research Unit.

Examples of School/Faculty Initiatives:

Faculty and administration Equity Sub-Committees	Specific interest areas include the coordination of cross-cultural awareness raising sessions (Aboriginal and Torres Strait Islander cultures), and developing other local Reconciliation strategies.
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Aboriginal and Torres Strait Islander staff/community representation on:

Elders-in-Residence Program, Office of the Provost (Logan/Gold Coast campuses)	Four Aboriginal and Torres Strait Islander Elders are appointed to provide cultural mentoring and support for students and staff and to engage with local Aboriginal and Torres Strait Islander school students and their families to encourage participation in tertiary education and to participate in various University fora and activities.
Executive Board of the World Indigenous Higher Education Network Consortium (WINHEC)	The Professor of Indigenous Policy, Community Engagement and Partnerships (ICEPP) is Co-Chair and currently holds the international portfolios for the Academic and Research Working Parties.
National Aboriginal and Torres Strait Islander Higher Education Consortium (NATSIEC)	Professor of ICEPP is a member of Executive Committee and Director of International Portfolio.
Griffith Annual Senior Staff Development	Includes the Director, GUMURRII Student Support Unit, and the Professor of Indigenous Research as participants.
Gold Coast Campus Advisory Committee	Elder-in-Residence, a Senior Elder of the Kombumerri (Gold Coast) people is a member.
Human Research Ethics Committee	The Constitution includes provision within its membership for the Professor of ICEPP and the Professor of Indigenous Research
First Peoples Employment Committee	Includes four Aboriginal and Torres Strait Islander people who monitor and report on progress of the First Peoples Employment Strategy.

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.
- Information on your **strategies for increasing** numbers of Aboriginal and Torres Strait Islander staff employed at your University. <http://www.griffith.edu.au/equity/indigenous-australian-employment>
- The **number of Indigenous-specific positions** at your University, detailed by occupation and level

The University's Aboriginal and Torres Strait Islander First Peoples Employment Strategy, Griffith University's Strategic Plan 2013 – 2017 and the Reconciliation Action Plan 2012-2105, are key documents that enable Griffith University to increase the number of Aboriginal and Torres Strait Islander staff.

The Reconciliation Action Plan endorsed by Griffith University Council and Reconciliation Australia *Reconciliation Action Plan 2012-2015*, endorsed by Griffith University Council and Reconciliation Australia is the overarching document that guides the First Peoples Employment agenda for Griffith University.

The Griffith Equity and Diversity Plan 2014-2017 has been conceptualised within a framework of social inclusion, and builds on Griffith's history of an enduring commitment to equity and diversity.

Under the Equity and Diversity Plan, Aboriginal and Torres Strait Islander employment is a key element supported by Griffith University's First Peoples Employment Strategy, which sets the University's commitment to the employment of Aboriginal and Torres Strait Islander people through the provision of pathways to employment, professional development, and retention strategies.

The University's First Peoples Staff Project Officer, Equity and Diversity, fully funded by the University since 2001, is employed to oversee the implementation of the Employment Strategy, supported by a monitoring groups which reports to the Deputy Vice Chancellor (Engagement).

The overall aim of the IES is to develop opportunities for Aboriginal and Torres Strait Islander Australians to:

- Improve access to continuing employment;
- Improve participation in a wide range of work areas;
- Improve representation at all levels of employment; and
- Provide career development opportunities.

The First Peoples Employment Strategy outlines initiatives to be undertaken at Griffith and maintains a target rate of 2-5% Aboriginal and Torres Strait Islander employment in continuing and fixed-term positions across the University.

As at 31 July 2014, the number of First Peoples staff currently working in identified positions is 22. Out of the 22 identified positions, 17 are employed within the Indigenous Student Support Unit, GUMURRII and the remaining 5 positions are employed in other areas of the University.

GUMURRII Student Support Unit

1 x Unit Head HEW 10
2 x Senior Learning Assistance Officers HEW Level 7
8 x Learning Assistance Officers HEW Level 6
1 x Administration Coordinator HEW Level 6
1 x ITAS Coordinator HEW Level 5
1 x Administration Communications & Events HEW Level 5
1 x Unit Secretary HEW Level 4
2 x Administration Officers HEW Level 3

Other

1 x Professor of Indigenous Policy, Indigenous Policy Academic E
1 x Professor of Indigenous Research, Office of the Senior Deputy Vice Chancellor Academic E
1 x Project Officer, Pro-Vice Chancellor Health HEW Level 8
1 x First Peoples Staff Project Officer, Office of Human Resource Management HEW Level 7
1 x Administrative Assistant, Officer Indigenous Policy HEW Level 3

- 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).

As at 31 July 2014 the total number of First Peoples staff currently employed in continuing and fixed term positions at Griffith are 53.

Academics

The total number of First Peoples academic staff in continuing positions is 15.

Table 1 – Permanent positions

Faculty/Institute/Section	Academic / Non-Academic	Position title
Department of Marketing	Academic D	Deputy Head of Department
School of Education and Professional Studies	Academic D	Associate Professor
Griffith School of Environment	Academic C	Senior Lecturer
School of Education and Professional Studies	Academic B	Lecturer
Queensland College Of Art	Academic B	Lecturer
Department of Accounting, Finance and Economics	Academic B	Lecturer
School Of Humanities	Academic B	Lecturer
Queensland College Of Art	Academic B	Lecturer
Queensland College Of Art	Academic B	Lecturer
School of Human Services and Social Work	Academic B	Lecturer
School of Allied Health Sciences	Academic B	Lecturer
School of Human Services and Social Work	Academic A	Associate Lecturer
School Of Humanities	Academic A	Associate Lecturer
Planning and Projects Office	Non-Academic	Project Officer (HEW Level 7)
Pro Vice Chancellor Business	Non-Academic	Schools Engagement Manager (HEW Level 7)
Pro Vice Chancellor Business	Non-Academic	Postgraduate Liaison Coordinator (HEW Level 6)
HRM - Staff Services	Non-Academic	HR Adviser (Appointments) (HEW Level 6)
Senior Deputy Vice Chancellor	Non-Academic	Research Support Officer (HEW Level 6)
Academic Enterprise System Services	Non-Academic	eLearning Support Officer (HEW Level 5)
International Administration Unit	Non-Academic	Project Officer (HEW Level 5)
School of Criminology and Criminal Justice	Non-Academic	Research Assistant Grade 1 (HEW Level 5)
School of Criminology and Criminal Justice	Non-Academic	Indigenous Cadetship (HEW Level 5)
Student Administration Centre (Gold Coast)	Non-Academic	Client Services Officer (HEW Level 4)
Student Success	Non-Academic	Scholarships Administration Assistant (HEW Level 4)
Campus Life Planning Design and Construction	Non-Academic	Projects Contract Administrator (HEW Level 4)
Accounting Services	Non-Academic	Finance Services Clerk (AP) (HEW Level 4)
Campus Life Corporate Services	Non-Academic	Administration Officer (HEW Level 4)
Library Campus Services	Non-Academic	Library & IT Help Team Member (HEW Level 3)
International Marketing	Non-Academic	Customer Relationship Assistant (HEW Level 3)
CLF Cafe Rossa	Non-Academic	Outlet Supervisor- Cafe Rossa (Outside Award)
CLF Food Services Gold Coast	Non-Academic	Kitchen Hand, G's GC (Outside Award)
Total	31	

Table 2 - Casual positions – N/A

Faculty/Institute/Section	Academic / Non-Academic	Position title
Total		

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	413	477
Non Aboriginal and Torres Strait Islander students (Domestic students only):	31679	31061

Programs to improve access

Program Name	Target audience	Outline of Program	Outcome
Direct Entry Program	Aboriginal and Torres Strait Islander people	The GUMURRII SSU conducts the Direct Entry program designed for Aboriginal and Torres Strait Islanders seeking to undertake	Through the Direct Entry Program, GUMURRII SSU recommended 88 applications for

		<p>tertiary studies at Griffith University. Through the Direct Entry program, potential students speak directly with GUMURRII SSU staff regarding the courses offered at Griffith University.</p> <p>The Direct Entry program enables applicants to be assessed on any formal qualifications, life experiences and other transferable skills that support your enrolment application.</p>	<p>consideration to be made offers for semester one 2014.</p>
Hands Up Tertiary Preparation Program	Commencing new students	<p>Program focuses on providing academic skills including:</p> <ul style="list-style-type: none"> • Computer literacy skills • Academic reading and writing • Preparing for assignments • Research topics • How to prepare a presentation • Surviving lecture and tutorials • Gain confidence and inspiration to success in their future studies at Griffith University. 	<p>On completion of the HANDS UP! Tertiary Preparation Program, it is expected that students will be equipped to manage the practical demands and academic expectations of the University learning environment. The program has been very successful at Griffith University since its inception in 2012. In 2014 64 commencing students completed the Hands Up program.</p>
Monthly Yarning Circles	Current Aboriginal and Torres Strait Islander students	To bring together students and Learning Assistance Officers within GUMURRII SSU to discuss academic difficulties, career goals and to create a sense of belong.	Encourage social inclusion and cultural awareness within the wider Griffith Community.
ITAS - Indigenous Tutorial Assistance Scheme	For current Aboriginal and Torres Strait Islander students currently studying at Griffith University.	Aims to improve educational outcomes for Aboriginal and Torres Strait Islander students currently studying at Griffith University.	In 2014, 257 students received ITAS assistance.
GUMURRII Newsletter	Griffith and wider community. Has a nation-wide circulation	Method of promotion for GUMURRII SSU and Griffith University. The newsletter has	A key recruitment tool for individuals considering studying at Griffith University

		expanded to include activities and services available at Griffith University. The newsletter has a national distribution..	
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Outreach activities

Outreach activity	Target audience	Outline of Program	Outcome
Outreach Activity	Target audience	Outline of Program	Outcome
Career and Employment Markets FOGS (Former Origin Greats) Toowoomba, and Brisbane	Aboriginal and Torres Strait Islander school students, school staff and job seekers from local and surrounding areas of Toowoomba and Brisbane.	FOGS Career and Employment Expo targets Indigenous job seekers and school leavers with the main focus of talking with exhibitors about career, education and training opportunities available in a wide range of industries. The students are engaged and focused on issues about their future through peer support, they have the interest elevated to come and ask those questions that may not be asked or answered at home or school.	A total of 2 Career and Employment Expos have been attended by over 1500 grade 8 to 12 Aboriginal and Torres Strait Islander secondary students. GUMURRII Student Support Unit received 200 lines of enquiries regarding degrees and pathway opportunities to study at Griffith University.
Schools	ATSI students within SEQ catchment area.	Presentations to year 12 students exploring the opportunity of tertiary studies and support programs and services available to them such and the GUMURRII Student Support Unit.	Forty schools visited throughout South East QLD catchment areas including Northern NSW were undertaken by our Learning Assistance Officers.
TAFE and Community Colleges	Southbank Institute of Technology Brisbane • Logan Institute of TAFE • Sunshine Coast Institute of TAFE	The key focus is to provide advice about the support for Aboriginal and Torres Strait Islander students looking to study at Griffith University through the GUMURRII Student Support	There has been some consideration of Recognition of Prior Learning to access the Direct Entry program and enrolments coming out of these outreach programs.
Community Events	• NAIDOC Week	Promote Griffith University and the GUMURRII Student	NAIDOC major events with approximately 150 enquiries from

		Support Unit.	Aboriginal and Torres Strait Islander people seeking information regarding University courses.
Other Outreach Activities	Titans for Tomorrow Rugby League	Outreach programs for students. This involved inviting up to forty students at a time onto a campus with the aim to experience university life and participate in interactive activities with various internal partners from Griffith University.	Increase awareness of the opportunities available at Griffith University for Aboriginal and Torres Strait Islander people.
GUMURRII Student Support Open Nights September 2014 Gold Coast and Nathan campus.	Indigenous community	To show case various degrees on offer at Griffith University and explain Direct Entry pathway program.	Gold Coast had 50 people attend with 20 people attending Nathan. With the success of the open nights this will be an annual event to be undertaken by GUMURRII.
Griffith University PHD Journey Indigenous Research Information Session.	Current students considering future studies.	Session 1: PHD Journey- what is a PHD and support available. Session 2: Q & A panel made up of current Griffith Indigenous staff each representing their stages of the journey to complete their PHD.	20 people attended the session representing current and potential HDR students.
Office of Indigenous Community Engagement, Policy and Partnership and the Elders in Residence and Council of Elders have developed	Capalaba, Wellington Pt., Alexandra Hills, Cleveland, Victoria Pt. MURRII School, Logan, Birkdale and other schools based in the Redlands, Logan and Gold Coast precincts.	Indigenous Youth School Engagement Programs. These programs are designed to enable GU Indigenous staff, Elders and mentors to work with local schools and other stakeholders such as the Police, Youth Justice, the Courts and local Indigenous health centres to work with Indigenous students in primary and secondary schools to address their education needs and to work with their families to facilitate a home and learning environment that	Through the Office of ICEPP and the Council of Elders an innovative and unique Indigenous student pathways partnership program has been established based upon a collaboration between local Elders, Griffith and Metro South, which has fast gained recognition for its promotion of reconciliation, cross-cultural engagement, understanding and respect within local schools and the community and addressed the education needs of

		promotes the value of education and creates a more conducive learning environment within the schools and their family homes.	Indigenous secondary students by; • Addressing key issues relevant to the emotional, cultural, social, economic, spiritual and educational well-being of Indigenous families and youth.
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Scholarships details

Scholarship details	Government/Private/University	No Allocated	Cost	No Awarded	comments
Accenture Bursary	External	1	\$1000 one off payment	1	
Arrow Energy Scholarship	External	3	\$5,000 per semester up to 3 years	3	
Aunty Pam Mam Scholarship	External	3	\$3,000 per semester up to 3 years	3	
Commonwealth Accommodation Scholarship	Government	9	\$2,469.50 per semester up to 4 years	9	
Commonwealth Education Scholarship	Government	18	\$1,234.50 per semester up to 4 years	18	
Commonwealth Indigenous Access Scholarship	Government	35	\$4659 one off payment	35	
Dell Computer Bursary	External	1	\$2000 one off payment	1	
DFAT Indigenous Bursary	Government	2	\$5000 one off payment	2	
Graduate Women Queensland Scholarship	External	2	\$500 one off payment	2	
Griffith Business School Indigenous	University	6	\$2,500 per semester up to 3 years	6	
Griffith Business School Indigenous 50% Scholarship	University	6	\$1,250 per semester up to 3 years	6	
Griffith Business School Scholarship	University	40	\$5,000 per semester up to 3 years	1	
Griffith Connect Academic Excellence Bursary	University	130	\$3000 one off payment	1	
Griffith Sports Scholarship	University	7	\$2,500 per semester up to 4 years	1	
Nellie Thomas Bursary	External	1	\$2000 one off payment	1	
Neville Bonner Bursary	University	2	\$2500 one off payment	2	
Patience Thoms Scholarship	University	16	\$2,000 per semester up to 1 years	7	
Saint Andrew War Memorial Bursary	External	1	\$5000 one off payment	1	

School of Pharmacy Research Bursary	University	1	\$1000 one off payment	1		
Sir Samuel Griffith Scholarship	University	77	\$3,000 per semester up to 4 years	2		
Supporting Women Queensland Scholarship	External	10	\$1,250 per semester up to 4 years	1		
Widening Participation Accommodation Scholarship	Government	33	\$2,200 per semester up to 1 years	6		
Widening Participation Education Costs Scholarship	Government	84	\$1,100 per semester up to 1 years	10		
Widening Participation Placement Bursary	Government	52	\$2000 one off payment	2		

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:	860	954
Non Aboriginal and Torres Strait Islander students (Domestic students only):	59858	58555

Strategies to address participation

Strategies	Outline of strategies	Constraints	Outcome
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Strategies	Outline of strategies	Constraints	Outcome
Provide culturally appropriate support services in a safe learning environment for Aboriginal and Torres Strait Islander students studying at Griffith, through the provision of Learning Assistance Officers in GUMURRII Student Support Units.	<ul style="list-style-type: none"> • Provide advice and support to Indigenous Australian students and University staff, in a range of contexts on understanding cultural, general academic and discipline specific approaches to learning • Work collaboratively with Indigenous students to provide culturally appropriate support and advice in the context of their programs of study and identify appropriate services when required. • Develop and implement student support programs with other members of the Unit and the broader University to meet the identified needs of students. 	Students who may identify on the Universities enrolment data system but do not access the support services of GUMURRII.	Participation rates for Griffith University exceed the national average. The continual increase in participation places Griffith University amongst the national leaders in tertiary education.
ITAS	Assess and identify the learning needs of Indigenous Australian students either individually or collectively, including undergraduates &	Availability of suitable tutors to meet the individual learning needs of our Aboriginal and Torres Strait Islander students.	The GUMURRII ITAS online interface has been implemented and allows tutors and students to register their details and relevant subjects through a user-

	postgraduates, mature age students and school leavers, to inform the level of ITAS support to be provided.		friendly website. The website has recently undergone major enhancement to make registration and data collection for reports easier to access. Yearly reviews of the ITAS system to identify improvements as the programs grows to meet demands of student and tutor registration.
DROP IN Sessions	Designed to provided additional support to students who identify they need support with their academic work load.	Availability of academic staff to lead the group in delivering the drop in sessions.	Drop is sessions have proven to be successful in lifting student's academic results.
Grow Our Own Griffith University recognises the value of increasing enrolments and completions of Aboriginal and Torres Strait Islander HDR students as well as the resources required to support the students. Griffith University's "Grow Our Own" Strategy is a collaborative initiative between the Indigenous Research Network, Griffith Business School, Griffith Graduate Research School and GUMURRI Student Support Unit.	1.Recruitment and support of Aboriginal and Torres Strait Islander Higher Degree Research (HDR) students (scholarships and other financial support) 2.Development and support for Aboriginal and Torres Strait Islander HDR students (Aboriginal and Torres Strait Islander knowledge's, methodology awareness, resilience building and cultural knowledge) 3.Research capacity development for an Aboriginal and Torres Strait Islander HDR student cohort (training, supervisory models and cross-institutional HDR specialist training)	Limited opportunities for direct entry for postgraduate students.	Gain a deeper understanding of the current Aboriginal and Torres Strait Islander HDR and postgraduate student profile; • Develop innovative ways to recruit, retain and support Aboriginal and Torres Strait Islander HDR students; • Develop a University-wide Aboriginal and Torres Strait Islander HDR strategy; • Develop a cohort strategy to enhance research skills and knowledge that can be applied across Innovative Research Universities (IRU) to build a critical mass of Aboriginal and Torres Strait Islander HDR students (similar to the IRU's Tropical Research Network)
The Office of ICEPP in collaboration with the Elders in Residence and Council of Elders have built upon the work of GUMURRII to progress the development of a culturally apt study and work environment for Aboriginal and Torres Strait	In line with Griffiths commitment to fostering a bi-culturally, cross culturally and inter culturally supportive and respectful work and study environment, action was taken to progress the engagement of local communities through the establishment of the Office of	On all levels it can honestly be said that Griffith University were champions in progressing the establishment of the inaugural Council of Elders. The only constraint was encouraging local Elders to believe that a university would be	Through ICEPP, the Elders in Residence and the Council of Elder working in collaboration with GUMURRII, they provide the following services that enhance the level of support for Aboriginal and Torres Strait Islander students and staff:

<p>Islander students and staff at Griffith.</p>	<p>Indigenous Community Engagement, Policy and Partnerships which includes the establishment of the Griffith University Council of Elders. The collaborative effort of both ICEPP and the Council of Elders provides a critical conduit role between the university and the community. The aligned Elders-in-Residence through ICEPP provides a crucial internal cultural support for Indigenous students. This confidence has led to the establishment of similar Councils or Elders Advisory Forums in several other universities across Australia and internationally.</p>	<p>committed enough to endorse, support and progress the establishment of a Council of Elders through the Office of ICEPP, with appropriate resourcing provided.</p>	<ol style="list-style-type: none"> 1. Act as cultural mentors for the Aboriginal and Torres Strait Islander students and staff and 2. Provide a Strong cultural informative advice for Non Indigenous students and staff; 3. Provide a critical Cultural point for International Indigenous Students who require Cultural nurturing in the absence of their own family and friends and 4. They provide a culturally astute advisory role to elements across the university in terms of their policies, programs and initiatives to support students enrolled in undergraduate and post graduate studies.

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)	15	19
Non Aboriginal and Torres Strait Islander students: (Higher Degree)	1467	1428
Aboriginal and Torres Strait Islander students: (Other postgraduate)	82	97
Non Aboriginal and Torres Strait Islander students: (Other postgraduate)	6236	6673
Aboriginal and Torres Strait Islander students: (Bachelor degree)	699	785
Non Aboriginal and Torres Strait Islander students: (Bachelor degree)	31986	33816

Support mechanisms

Support mechanisms	Description	Constraints	Outcome
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Support mechanisms	Description	Constraints	Outcome
Indigenous Tertiary Assistance Scheme (ITAS)	ITAS is an academic support initiative which, aims to improve educational outcomes for Aboriginal and Torres Strait Islander students. DIISRTE funding covers the costs associated with providing tutors, and there is no charge to the students themselves.	<p>Administration cost percentage allocation needs to be higher to meet the growing and continual needs of administering the ITAS program.</p> <ul style="list-style-type: none"> • Keeping within the allocated ITAS budget • Ensure that all processes and procedures are compliant with funding guidelines • Ensure all students and tutors meet all the policy guidelines. 	<ul style="list-style-type: none"> • ITAS is intended to accelerate educational outcomes for Indigenous Australians beyond those which could reasonably be expected from mainstream and the provider's own source funding alone; • ITAS aims to improve the educational outcomes of Aboriginal and Torres Strait Islander students in tertiary courses to the same levels as those for non-Indigenous Australians; • ITAS represents supplementary assistance. It is intended to supplement normal teaching resources and cannot be used to substitute or replace them.
Yarning Circles	The aim of the Yarning circles is to bring students together in an informal setting to	<ul style="list-style-type: none"> • Ensure all students have an opportunity to participate. 	<ul style="list-style-type: none"> • Helps students to engage with other Aboriginal and Torres Strait Islander students.

	<p>discuss academic problems, journeys and career goals.</p>	<ul style="list-style-type: none"> • No cost involved • Non-judgemental activity 	<ul style="list-style-type: none"> • Provides opportunity for student to talk about issues in a non-confrontational environment. • Feeling of acceptance for students and creates a sense of belonging.
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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.**

The University’s *Academic Plan 2013-2017* commits the University to providing every undergraduate student with the opportunity to provide a “broadening unit of study” including a course on Aboriginal and Torres Strait Islander culture and knowledge. This commitment is implemented through a number of strategies.

As part of the final stages of an Indigenising curriculum project, funded through an Office of Learning and Teaching (OLT) Grant entitled: *Facilitating a whole-of-university approach to Aboriginal and Torres Strait Islander curriculum Development: Leadership Frameworks for Cultural Partnership*, a number of courses dedicated to exploring aspects of Aboriginal and Torres Strait Islander culture and knowledge were identified within the Humanities, Education, Creative Arts, Law, Environment areas.

Each semester, the University reviews existing entries for its courses as part of preparing course-related data on the Course Profile system for the subsequent semester. As part of this process, Course Convenors are required to complete a number of prompts concerning their course/s, including questions on the inclusion of Aboriginal and/or Torres Strait Islander content. A report for 2014 reveals that in semesters 1 & 2, approximately 300 courses were listed as including Aboriginal and/or Torres Strait Islander content.

Ongoing research into the curriculum development for Aboriginal and Torres Strait Islander peoples is currently being undertaken by Associate Professor Karen Martin (School of Education and Professional Studies, Griffith University) through her Office for Learning and Teaching (OLT) learning and teaching project: *The role of Aboriginal Knowledges in higher education in the 21st Century*. Further information on this project are available at <http://www.akinhe.edu.au>

The University’s involvement with Indigenous communities takes place on a variety of ways, including formal and informal channels. Through the University’s Committee system, representatives from Aboriginal Torres Strait Islander communities regularly visit the University’s five campuses, engage with the University community on a variety of matters, and are actively involved in many of the University’s processes in an advisory capacity.

The University has formally adopted the practice of Welcome to and Acknowledgement of Country, ceremonies which routinely take place at the commencement of major events and functions hosted by the University. The Griffith University Council of Elders plays a fundamental role in participating in such ceremonies and providing advice to the University community on such matters.

The University’s *Reconciliation Action Plan 2012-2015* commits the University to “increase opportunities for indigenous, non-Indigenous and international students to share cultural perspectives and build relationships”. The University views the RAP and its strategies as foundational in nurturing the cultural competency of its staff and students. As part of the 2014 Report against Griffith University Reconciliation Action Plan 2012-2015, the following achievements were listed against this goal:

- Welcome to Country during Orientation organised by Griffith International;
- Walk and talk activities at Gold Coast and Nathan campuses during NAIDOC week;
- Harmony Week involved cultural performances by the Malu-Kiai Mura Torres Strait Islander Dance company at Nathan, and Aboriginal musicians and dancers at the gold Coast campus.
- The IRU hosted its second workshop *People will act with Spirit...if they are Aware* in September 2014. The workshop was structured as both knowledge building for participants and a forum to support and mentor the University's research higher degree students by providing a platform to present their current research via a 10-15 minute research review.

The University's Reconciliation Action Plan website includes full details of activities and programs related to reconciliation

<http://www.griffith.edu.au/about-griffith/aboriginal-torres-strait-islander-first-peoples/reconciliation-action-plan-get-involved>

As part of the University's involvement with Indigenous community members in working towards this goal, Griffith University has a well-established network of Equity Champions to assist in the achievement of its equity and diversity goals. Griffith Equity Champions act as role models and champions of change, and play an essential role in driving equity initiatives at the University level. They represent a distributed approach to ensuring that equity, diversity and inclusion remain a priority and are addressed across the University.

During 2014 the University has overseen a number of key achievements and initiatives for First Peoples staff including:

- National Reconciliation week activities with the Academic Provost and Deputy Vice-Chancellor (Engagement), hosting a round table discussion on Indigenous Education issues at Griffith, outcomes of the University's Reconciliation Action Plan, and launch of the First Peoples Staff Network (Yarning Circle).
- A launch of the First Peoples Employment at Griffith website, a new web portal for First Peoples employment has been launched on the Griffith Portal. The page provides clear links to other areas of the Griffith Portal, and this portal site was the first phase in a number of improvements to web content.
- Griffith's launch of NAIDOC Week celebrations including a bush tucker morning tea event at Nathan Campus Heart for GUMURRII SSU, HRM and Equity Champions from across the University. Photos of this event and the Walk and Talk and other events are located on the First Peoples Employment website at <https://intranet.secure.griffith.edu.au/community-welfare-recreation/equity-diversity/first-people>
- An Employment at Griffith Newsletter developed with key resources and information for staff and is updated each month with new positions. The website is located at <https://sites.google.com/a/griffith.edu.au/jobs-at-griffith/home>
- The establishment of the University's First Peoples Employment Committee

For 28 years, GUMURRII SSU has been the 'hub' of Griffith's Aboriginal and Torres Strait Islander community. In addition to its proud tradition of nurturing Indigenous education excellence, the GUMURRII SSU community engagement and has developed effective programs for outreach, admission, orientation and study support which have achieved successful outcomes for Aboriginal and Torres Strait Islander students.

Graduates who have successfully graduated with support from GUMURRII SSU have excelled in various corporate and government roles including those based in Virgin Australia, the Department of Infrastructure and Transport, the Attorney-General's Department, and the Department of Foreign Affairs and Trade.

GUMURRII SSU has also been successful in promoting reconciliation and a greater understanding of Aboriginal and Torres Strait Islander culture and identity at Griffith University.

The impact of the GUMURRII SSU is enhanced through its effective consultation mechanisms with Indigenous communities and leaders, and through its productive partnerships with University academic and service delivery units. Working with the Griffith University Council of Elders, the Office of Indigenous Community Engagement, Policy and Partnerships (ICEPP), and the Indigenous Research Unit (IRU), GUMURRII SSU secures high quality outcomes, significantly above sector averages, for Aboriginal and Torres Strait Islanders.

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: Martin Betts	Name: Shane Barnes
Position Title: Deputy Vice Chancellor (Engagement)	Position Title: Director GUMURRII Student Support
Phone Number: (07) 373 57507	Phone Number: (07) 373 54736
Email: m.betts@griffith.edu.au	Email: s.barnes@griffith.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	Griffith University		
Postal Address	170 Kessels Road, Nathan QLD 4111		
Contact Person	Peter Bryant	Title	Chief Financial Officer
Phone	(07) 373 57166	Fax	(07) 373 55432
		E-mail	peter.bryant@griffith.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,

Peter Bryant

(print name of chief officer or equivalent)

Chief Financial Officer

(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:

/05/2015

Privacy Notice

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

ATTACHMENT 1 - Indigenous Support Program

Provider Name: Griffith University

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).	\$0
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$0
Amount remitted: \$ / / Amount remitted: \$ / / Amount remitted: \$ / /	
Date remitted: / / Date 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.	\$0
(+ 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2014.	\$0
(+ 3. Indigenous Support Programme funds provided in 2014. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$1,978,000
(+ 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2014.	\$0
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2014.	\$1,978,000

EXPENDITURE

6. Total Indigenous Support Programme expenditure in 2014, <u>excluding any GST</u> .	\$1,978,000
(+ 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2014.	\$0
(+ 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	\$0
(=) 9. Total Indigenous Support Programme funds which by 31/12/2014 were fully expended and/or committed for expenditure.	\$1,978,000
10. Returns of 2014 Indigenous Support Program Funds by 31/12/2014.	\$0
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
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¹ The Department will only approve the rollover of unspent funds in exceptional circumstances.

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

Indigenous Education Unit Salaries & Staff Recruitment expense	1,274,434
Events & Student activities, eg Graduation	52,176
Printing, Publications & Photocopying	40,602
Equipment & Venue Hire	5,513
Maintenance	13,127
Computing Support & Expenses	3,074
Student Recruitment Activities	31,976
Professional Development for Staff	15,100
Motor Vehicle Usage Costs	4,143
Telecommunications & Postage	21,731
Office Supplies & Consumables	25,077
Subscriptions Indigenous Publications	993
Student Recruitment Advertising	88,546
Indigenous Games	4,282
Midwifery Events	2,681
Student Funding assistance	10,146
University Partnerships	2,849
Indigenous Education Unit Equipment & Software	22,255
Indigenous Employment Co-ordination	102,541
Indigenous Research Network	204,189
Higher Education Provider Overheads	51,786
ATSIAC (Advisory Committee)	780
(=) ISP Program Expenditure of PM&C funds	\$1,978,000

Section 7.1 – Breakdown of Additional ISP Expenditure (excluding GST):

Additional GUMURRII Student Support Unit - Computing Support & Expenses	24,753
Additional GUMURRII Student Support Unit - Student Recruitment Activities - Hands Up program	115,032
Additional GUMURRII Student Support Unit - Motor Vehicle usage	3,207
Additional GUMURRII Student Support Unit - Office Supplies & Consumables	15,000
Additional Indigenous Research Network expenditure	84,034
Additional Higher Education Provider Overheads expenditure	108,729
(=) Additional ISP Program Expenditure	\$350,755

Section 7.2 – Total ISP Expenditure (excluding GST):

ISP Program Expenditure of PM&C funds	1,978,000
Additional ISP Program Expenditure	350,755
(=) TOTAL 2014 ISP Program Expenditure	\$2,328,755

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

Queensland State Government - Research	110,410
Government Funded - Enhancing Indigenous Content In Performing Arts (ALTC)	34,801
Commonwealth Health & Aging - Rural & Remote Placements	621,167
Federal Department of Health and Ageing	139,457
Private funds - Research	152,556
University Funds - Curriculum Development & Delivery - Health	730,843
University Funds - Curriculum Development & Delivery - Business	478,743
University Funds - Curriculum Development & Delivery - Law	13,738
University Funds - Curriculum Development & Delivery - Arts	474,858
University Funds - Curriculum Development & Delivery - Education	416,557
University Funds - Curriculum Development & Delivery - Sciences	70,940
University Funds - Indigenous Student Services Support	71,856
University Funds - Scholarships	214,814
(=) Total of Non-ISP expenditure	\$3,530,740

There are additional indigenous university expenditure to what has been reported above, which are funded by HEPPP and other external schemes, eg ITAS, ISS. These are acquitted separately.