

CQUniversity Australia Indigenous Education Statement

SECTION 1 OBJECTIVES FOR INDIGENOUS HIGHER EDUCATION

It is the social responsibility of CQUniversity Australia to provide every means possible for indigenous Australians to access, and achieve in, higher education.

We support multiple pathways and entry/exit points for CQUniversity. School leavers are able to commence undergraduate studies while still at secondary school as part of the Start Uni Now (SUN) program or via the traditional QTAC entry system. Undergraduate enrolment is also possible using 'Recognition of prior learning' processes or after successful completion of one of our enabling programs. We encourage graduates to progress to postgraduate coursework or research, and given appropriate experience also support RPL entry into postgraduate coursework. For students who are unable to complete their studies we may suggest reverting from undergraduate to an enabling program to strengthen necessary skills before continuing in their original program. Where an early exit award is available we also canvass this as a viable option.

Nulloo Yumbah (CQUniversity's Indigenous Education Unit) is an advocate of life-long learning. Mature aged females are the largest cohort of our Indigenous student population. We deliver TEP via distance and Residentials as this has proven to be the preferred combination for the majority of our students.

We specialise in supporting correctional centre students. Indigenous males have a disproportionate representation in such facilities and form the majority of our correctional centre cohort. We have adopted a flexible approach to assessment submission for these students which recognises the difficult circumstances under which they study and the many factors which impinge on their studies.

We support Indigenous students to achieve at all levels of higher education. We promote and administer the Indigenous Tutorial Assistance Scheme, provide personalised service, operate a dedicated computer lab, case manage correctional centre students, provide a 1800 phone number for easy access, and advocate and refer where necessary.

In September 2008, Council approved the Strategic Plan 2009-2012. This Plan has nine focus areas including 'Domestic Engagement', which specifically targets Indigenous students. Our continuous improvement philosophy in this context aims to increase the access and participation of Indigenous students by improving customer service, increasing bridging program enrolments, and increasing the subsequent progression from bridging programs to award studies.

The Strategic Plan 2010-2013 will have a broader but clearer focus by seeking to:

- Incorporate international, intercultural and Indigenous perspectives and inclusive pedagogy into academic offerings;
- Increase our equity access rate for Indigenous students by 3%;
- Increase our equity participation rate for Indigenous students by 3%;
- Build staff awareness to their own local and Indigenous cultures; cultures of other communities; to intercultural differences; and to develop a capacity to engage with language and cultural difference; and
- Raise the number of Indigenous staff employed by the University by 2.4%.

SECTION 2 ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2009 AND PLANS FOR FUTURE YEARS

AEP GOAL 1 : Establish effective arrangements for the participation of Indigenous peoples in educational decision-making.

Indigenous Australians involved in institutional decision-making processes at CQUniversity during 2009 were:

- Director Nulloo Yumbah
 - Academic Board (rights of audience and debate)
 - Research Committee of Academic Board (rights of audience and debate)
 - Human Research Ethics Committee ('ex officio' appointment)
 - Faculty of Business and Informatics Human Research Ethics Sub-Committee
 - Faculty of Arts, Humanities and Education Human Research Ethics Sub-Committee
 - Indigenous employment reference group
 - Program Operational Teams (rights of audience and debate)

- Indigenous General Staff Members
 - Indigenous employment reference group
 - Orientation Committee
 - Centre for Environmental Management
 - National Tertiary Education Union Indigenous Committee member
 - Social Inclusion Symposium
 - Program Operational Teams (rights of audience and debate as Director's nominee)
 - Health, Safety and Environmental Advisory Committee
 - Quality Action and Advisory Group

- Indigenous Academic Staff Members
 - Faculty of Sciences, Engineering and Health Human Research Ethics Sub-Committee (as Director's nominee)
 - Indigenous employment reference group
 - Social Inclusion Symposium
 - Program Operational Teams (rights of audience and debate as Director's nominee)

Nulloo Yumbah is CQUniversity's Indigenous Learning, Spirituality and Research Centre. The Centre is led by the Director which is an Academic position. The Director's roles and responsibilities include:

- Overall management of the Centre;
- Developing and leading the strategic direction of Indigenous education within Nulloo Yumbah and the broader CQU community; and
- Establishing and fostering links with other Faculties and Divisions in CQU, Indigenous communities and industry.

Other Indigenous academic staff within the Centre take on leadership roles including as Tertiary Entry Program (TEP) Coordinator, supervisor of postgraduate students, and by actively canvassing research opportunities. These staff all teach within the Tertiary Entry Program which focuses on providing learning experiences which are personally and culturally affirming. Academic positions within Nulloo Yumbah also have the opportunity to teach in undergraduate and postgraduate programs.

As evidenced above, indigenous staff of Nulloo Yumbah participate formally in the decision making processes of many CQUniversity boards/committees including but not limited to Academic Board, Human Research Ethics Committee, and the Indigenous Employment Reference Group. The Director (or nominee) has a right of audience and debate on every Program Committee within CQUniversity. Attendance has been rationalised to those where Indigenous content and student enrolments are most relevant.

The Director Nulloo Yumbah reported directly to the Deputy Vice-Chancellor thereby facilitating a seamless reference to senior decision making.

Nulloo Yumbah is proactive in participating in pilots of new systems and processes. As a result we are able to influence their development and implementation, and ensure the needs of Nulloo Yumbah and our students are met.

During Term 1 2009 Nulloo Yumbah participated in the pilot of the online payment claim module of the Employee Self-Service On-line (ESSO) system. Casual Indigenous Tutorial Assistance Scheme Learning Advisors were able to lodge claims on-line which reduced turnaround times, error rates, and administrative workload. This functionality has now been adopted for all casual academic staff.

During Term 2 2009 Nulloo Yumbah piloted the new on-line learning management system, Moodle, in several TEP courses. This system was subsequently introduced for all university courses in 2010.

AEP GOAL 2 : Increase the number of Indigenous peoples employed, as academic and non-academic staff in higher education institutions.

The priorities of the CQUniversity Australia Aboriginal & Torres Strait Islander Employment & Career Development Strategy 2009-2012 are:

1. Access & Employment

Provide Aboriginal and Torres Strait Islander people with more transparent access to employment opportunities and sustainable employment across all staffing levels; and

2. Development & Retention

Provide Aboriginal & Torres Strait Islander Staff with opportunities for further development and encourage long term employment options.

The target is to reach 2.4% employment (34 full-time staff) by December 2012.

In developing the new strategy the Indigenous Employment Reference Group held a number of forums and networked with local representatives from Aboriginal & Torres Strait Islander Communities and affiliated service providers; including the Department of Education Employment and Workplace Relations (DEEWR). The strategy is available at <http://content.cqu.edu.au/FCWViewer/view.do?page=8700>

The IERG will be furthered strengthened in 2010 when an Indigenous employee nominated by the unions will be added to the membership as a result of the new Enterprise Agreement.

Strategies for increasing employment numbers of Indigenous Australians at CQUniversity include:

- development of marketing and promotional materials to attract Indigenous employees to the university;
- development of an A&TSI Employment website including on-line database for those seeking university employment;
- inclusion of appropriately inclusive wording in all CQUniversity employment advertisements;
- delivery of one-on-one job application and interview skills assistance for A&TSI prospective applicants;
- culturally appropriate staff induction for all employees;
- review of forms and processes to ensure A&TSI employment data is correctly captured;
- establishment of a mentoring program for both academic and professional A&TSI staff; and
- establishment of an A&TSI employee networking group.

CQUniversity does not currently have any Indigenous-specific Identified positions. During 2010 Nulloo Yumbah is expected to undergo a review and it is anticipated that most, if not all, positions within the Centre will become either Identified or Specified.

The Equity and Diversity Officer (Indigenous) within the Human Resources Division is a specified position at the HEW7 level.

As at 31 December 2009 CQUniversity employed a total of 13 Indigenous staff. During 2009 we also employed 10 Indigenous people as casual tutors under the Indigenous Tutorial Assistance Scheme. The Indigenous staffing profile is set out below:

Academic		Non-Academic		
Academic Level B	4	HEW Level 4	1	
Academic Level D	1	HEW Level 5	5	
ITAS casuals	10	HEW Level 7	1	
		HEW Level 9	1	
	15		8	23

Division/Faculty	Academic	Non-Academic	Total
Nulloo Yumbah	3	4	7
Financial Services Division		1	1
Faculty Arts, Business, Informatics & Education	2	1	3
Faculty Sciences, Engineering & Health		1	1
Information Technology Division		1	1
ITAS Casuals (through NY)	10	0	10
	15	8	23

Of the 12 permanent positions within Nulloo Yumbah, seven are filled by Indigenous staff. Three of these staff members are active members of the Indigenous Employment Reference Group.

CQUniversity encourages Indigenous people to apply for all advertised vacancies. When recruiting within Nulloo Yumbah, advertisements are distributed using alternative methods such as email mailing lists and personal contact, as well as in newspapers.

AEP GOAL 3 : Ensure equitable access of Indigenous students to higher education.

Commencing Indigenous student numbers for 2009 (access rate) as compared to 2008

Full Year 2009

	Commencing		Total
	Female	Male	
Total Indigenous	162	77	239
Total Non-Indigenous	3467	1771	5238
Grand Total	3629	1848	5477

Full Year 2008

	Commencing		Total
	Female	Male	
Total Indigenous	108	59	167
Total Non-Indigenous	3092	1676	4768
Grand Total	3200	1735	4935

CQUniACCESS is a suite of free preparatory programs that have been developed to help students progress to undergraduate university study. Nulloo Yumbah's Tertiary Entry Program (TEP) has been designed specifically for Indigenous students, regardless of educational backgrounds and specific skills. TEP aims to prepare students for tertiary studies and assist them in achieving future goals. TEP offers a range of courses, some being compulsory while others are electives that students can select based on their own goals or interests.

In addition Indigenous students are also able to enrol in any of the other access programs. STEPS aims to prepare potential applicants for tertiary study whereas WIST specifically assists women to enter science and technology studies. LIFT is a 13 week program designed to fast track a student's pathway into undergraduate studies and one free undergraduate course is included as part of the program.

During 2009 the CQUniversity Experience Outreach program provided aspiration building and educational experiential activities on university campuses or school locations for Year 10s in nine local schools in Bundaberg, Rockhampton and Gladstone. The CQUniversity Experience Outreach program also includes an annual, fully funded week long residential experience for Years 11 and 12 students attending rural and isolated schools in the CQUniversity catchment area. The CQUniversity Equity Outreach Officer works closely with Nulloo Yumbah for all Outreach Programs with Nulloo Yumbah staff often accompanying for Outreach school visits and participating in on-campus Outreach Programs.

CQUniversity offers the full range of Federal Government scholarships for both Indigenous and non-Indigenous students. These include the Indigenous Enabling, Indigenous Access, Commonwealth Accommodation, and Commonwealth Education Scholarships. In addition Indigenous postgraduate research students have access to the CQUniversity Indigenous Australian Postgraduate Research Award (IAPRA) through the Office of Research. During 2008 the National Tertiary Education Union (CQU Branch) established the Howard Guille Indigenous Postgraduate Coursework / Honours Scholarships to recognise Indigenous students who are studying a postgraduate coursework or honours program and achieve the highest GPA in a given term. Presentation to the first three recipients was made during an awards night in early 2009 hosted by Nulloo Yumbah. Further awards will be made based upon 2009 results.

A full list of scholarships offered by CQUniversity can be found at: <http://content.cqu.edu.au/Core/scholarship.do>

Scholarships are advertised to students using a variety of methods including by email, phone, letter, notice on web pages, during Residential school information sessions, and in a flyer mailed with course materials.

The term 'scholarship' is often misinterpreted by students as being funding for high achievers. We endeavour to ensure that students understand this is an inclusive offering where financial circumstances are often the determining criteria.

There is an ongoing problem of some students being offered scholarships not completing the acceptance and therefore their offer lapses. In some cases this is due to either the student being unable to produce the required documentation within the specified timeframe, or not having received the mailed offer due to a change of address. Nulloo Yumbah and the Student Support Centre work closely to maintain contact with students and thus minimise scholarship lapses.

Students within correctional centres face additional hurdles when applying for scholarships including lack of access to some supporting documentation (previous tax returns, Centrelink statements, and tax file numbers), limitations regarding bank accounts, and mail delays. Through close liaison with Education Officers we have been able to adopt modified processes for validation and acceptance of scholarships.

Take-up rates for scholarships in 2009 were:

Type	Available	Accepted
Indigenous Enabling CECS	70	30
Indigenous Enabling CAS	10	0
Indigenous Access Scholarships	56	56

Very few of our Indigenous students relocate in order to commence tertiary studies. The Tertiary Entry Program is delivered by distance education so relocation for those students should not be necessary. We have however seen an increase in students considering relocating to enable better access to study resources including ITAS tutors, email and internet services, and computer labs. Indigenous Youth Mobility Program participants relocating to Rockhampton may result in an increase in take-up of Indigenous Enabling CAS scholarships.

The move in 2009 to on-line scholarship applications through QTAC was administratively more difficult. Verification of Low Socio Economic Status and other eligibility requirements required further follow-up by CQUniversity and request for documentation before the scholarship could subsequently be awarded and paid. The on-line process further limited scholarship availability for those without easy access to a computer. During the TEP Residentials we conducted general information sessions on the various categories of scholarships available, the application process through QTAC, providing hard copies of the application form, information on documentation required and on-going eligibility requirements. We provided an in-house hardcopy application process for the Enabling scholarships during the Term 2 TEP Residential. At the time this was later in the term than the QTAC T2 applications. Consequently, we were able to offer greater access to the scholarships through an institution specific application process and a hard copy application form.

In regard to suspension of Indigenous Enabling CS, the scholarship program has been administered to provide some flexibility for various attendance/study loads on a term by term basis in consultation with Nulloo Yumbah. This has enabled some recipients to continue their studies in an enabling program after deferring for one term and better recognises that academic progression needs to be flexible to the circumstances of Indigenous students.

Nulloo Yumbah actively recruits Indigenous students for all levels of study (enabling, undergraduate, postgraduate coursework and research) at CQUniversity. We focus on attendance at Indigenous specific events such as Indigenous and Career Expos, NAIDOC week events, Indigenous organisation visits, Outreach sessions, and school visits. We encourage and support recognition of prior learning as a valid entry path into university study, and facilitate 'forced entry' when appropriate. We support some QTAC applicants through payment of the application fee, and personally contact every Indigenous undergraduate applicant to ensure they are aware of our services prior to commencement of study.

AEP GOAL 4 : Achieve the participation of Indigenous students in higher education, at rates commensurate with those of other Australians.

The total number of Indigenous student enrolments for 2009, compared to 2008

Full Year 2009

	Enrolments		Total
	Female	Male	
Total Indigenous	258	125	383
Total Non-Indigenous	7085	4134	11219
Grand Total	7343	4259	11602

Full Year 2008

	Enrolments		Total
	Female	Male	
Total Indigenous	181	111	292
Total Non-Indigenous	6706	4160	10866
Grand Total	6887	4271	11158

The sum of the category totals will not match the total count. This is due to students changing their enrolment during the year and appearing in more than one category. The students are counted once for each category in which they appear during the year.

Nulloo Yumbah has an Indigenous staff member dedicated to the recruitment and retention of Indigenous students. His role includes attendance at events which offer recruitment opportunities such as high school events, Indigenous Employment and Career Expos, and NAIDOC week events. In 2010 the Recruitment and Retention team intend to introduce a case management approach for better managing the retention and progression of each Indigenous student.

At-risk students are identified early in the term and given appropriate advice and access to other services. Students without satisfactory progress are encouraged to reduce their study load in subsequent terms to facilitate success and minimise debt. The requirement for a student to be on three-quarter load minimum to be eligible for Abstudy encourages students to enrol in more than they may be able to handle. This increases indebtedness whilst reducing student retention and progress.

The bulk funded ITAS coordinated by Nulloo Yumbah services all CQUniversity students regardless of campus location or mode of study. All students are encouraged to apply for a tutor under the scheme.

Students are encouraged to apply for scholarships. The guaranteed progression from an Indigenous Enabling scholarship to a Commonwealth Education Scholarship is a strong draw card and should result in higher progression rates from TEP and other enabling programs to undergraduate studies.

Indigenous student achievers are encouraged and given appropriate recognition, including undergraduate and TEP awards funded by Nulloo Yumbah.

Some of our students do not complete their studies (enabling, undergraduate and postgraduate) due to the employment sector offering attractive employment options. This is an increasing trend however it is also a positive outcome for our students.

AEP GOAL 5 : Enable Indigenous students to attain the same graduation rates from award courses in higher education as for other Australians.

The total number of Indigenous completions at Bachelor level and above in 2009, compared to 2008

Full Year 2009

	Female	Male	Grand Total
Total Indigenous	8	9	17
Total Non-Indigenous	956	644	1600
Grand Total	964	653	1617

Full Year 2008

	Female	Male	Grand Total
Total Indigenous	6	10	16
Total Non-Indigenous	1024	615	1639
Grand Total	1030	625	1655

CQUniversity's Indigenous students are able to access the full range of support services available to the general student population. These include counselling, careers and employment advice, first year experience, disability support and financial support.

In addition Indigenous students have access to the supportive staff of Nulloo Yumbah who provide an advocacy and referral role on all matters including withdrawal without penalty, course selection advice, negotiating student debt repayments, and QTAC applications. To facilitate equitable access to Nulloo Yumbah we provide a discrete 1800 number which is a free call from any landline in Australia.

Nulloo Yumbah also refers Indigenous students to relevant Indigenous community organisations and service providers on a needs basis, such as housing, counselling, health and wellbeing, domestic violence. Promotional literature for many of these providers is freely available from Nulloo Yumbah.

The Indigenous Tutorial Assistance Scheme is widely promoted as a valuable free service for eligible students. Many students do not take-up this service despite being well-informed as to its value and the benefits to be gained. Access to ITAS is available in correctional centres wherever possible.

Nulloo Yumbah undertakes a case management approach for Indigenous undergraduate students in correctional centres. We liaise with relevant Faculty and Divisional staff to ensure they are not prevented from completing as a result of their inability to access necessary student resources. These resources include services such as on-line discussion boards and course websites; contact with lecturers (phone, face to face or email); the library; and textbook purchasing. Where necessary we negotiate alternate assessment items, extended submission dates, or alternate submission methodology.

Nulloo Yumbah continues to operate a secure 24/7 computer lab with full broadband capability on Rockhampton campus.

AEP GOAL 6 : To provide all Australian students with an understanding of and respect for Indigenous traditional and contemporary cultures.

In 2008 the Bachelor of Social Work program was reviewed and it was recognised that there was insufficient Indigenous content. The program has been re-written to include two courses with Indigenous content.

The Bachelor of Arts will have a strengthened Indigenous presence when the revised Aboriginal and Torres Strait Islander Studies plan is offered in 2010. New courses are being developed such as *Political Philosophy and Indigenous Perspectives* and *Indigenous Australians and Popular Culture*. During a review of Nulloo Yumbah in 2010 consideration will be given to ownership of the ATSI Plan being transferred to Nulloo Yumbah to be developed and delivered by Indigenous academics. In this context the employment of Indigenous academics will need to be strengthened in line with the university's Indigenous Employment Strategy. This will also enable Nulloo Yumbah to develop other courses with Indigenous content.

All CQU staff inductions now include training in policies and procedures and the university Code of Conduct which addresses non-racist, harassment and bullying behaviours. Nulloo Yumbah participates in all CQUniversity staff inductions ensuring there is an awareness of our role, programs and services. During 2010 Nulloo Yumbah will be seeking to develop a cultural competence course in partnership with the local Indigenous community. During 2010 CQUniversity will be introducing new Graduate attributes, one of which will be cultural competence. It is anticipated that Nulloo Yumbah will be closely involved in the implementation.

In 2009 Nulloo Yumbah strengthened links with Indigenous community members. This included hosting a pre-release screening of the film *'Samson & Delilah'* followed by a panel discussion embracing the 2009 NAIDOC theme of "Honouring our Elders, Nurturing our Youth". A Closing the Gap workshop was held as a follow-up event highlighting the well recognised and overlapping issues facing the Indigenous community. For the first time in many years Nulloo Yumbah participated in the NAIDOC March and provided promotional materials and advice during the subsequent Expo.

As the first step in reviewing Nulloo Yumbah the university hosted a roundtable discussion facilitated by an Indigenous Professor from another regional university in the capacity of a 'critical friend'. Those who attended included local Elders, Indigenous staff members, the Vice-Chancellor, and the Deputy Vice-Chancellor. The outcome of this discussion was an endorsement by the Vice-Chancellor's Advisory Committee that the university progress with a review of Nulloo Yumbah during 2010.

In December 2009 Nulloo Yumbah hosted an Indigenous Research Showcase for our Indigenous community and CQUniversity community to highlight the research being undertaken by Indigenous staff. Presentations topics were:

- *Supporting Indigenous Students in the Transition from the Known to the Unknown: Asking the Questions*
- *'Bringing It Home' An Indigenous Research Model that Supports Indigenous Researcher's Aspirations'*
- *Living between cultures: Reflections of three Mackay Elders: Aboriginal, Torres Strait Island and South Sea Island residents in Mackay from the 1930s to 2000.*
- *"What are Nice Guys Like them doing in a Place Like that?": Education Journeys from Australian Indigenous Students in Custody.*

The Nulloo Yumbah 'Occasional Conversation' series continued in 2009 with presentations by Mr Wesley Aird (Coordinator of the Australian Employment Covenant) on Indigenous oppression, and Associate Professor Christopher Cordner (University of Melbourne) on Conceptions of the Spiritual.

SECTION 3 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT

Indigenous higher education expenditure 2009

INCOME for Indigenous higher education purposes		
1	ISP 2009 grant only	\$698,000.00
2	Unspent 2008 ISP funds, carried over to 2009 – as reported in your providers 2009 audited annual financial statements	\$ NIL
3	TOTAL ISP income for 2009	\$698,000.00
4	Other funds provided to Indigenous higher education – allocation from CQUniversity budget funds	\$688,980.08
5	Total Indigenous higher education income for 2009	\$1,386,980.08

6 EXPENDITURE of Indigenous Support Program (ISP) 2009 grant only (from Item 3)		
6a	Operating costs, including salaries, for Indigenous support services	\$667,666.54
6b	Capital Items – list any major items purchased for Indigenous student/staff use only and briefly describe how they were committed to Indigenous Education – (eg. New computers in the ISU).	\$NIL
6c	Higher education provider overheads.	\$30,333.46
6d	Other Indigenous Support Program expenditure	\$ NIL
6e	Total ISP expenditure for 2009	\$698,000.00

7 EXPENDITURE of Other Funds in 2009		
7a	Expenditure of Other funds provided to Indigenous higher education Item 4 (non ISP funds, including other Commonwealth grants, state government grants, privately sourced funds).	\$635,797.68
	Salary expenditure	\$402,659.32
	Staff travel	\$14,791.45
	Staff Development and recruitment	\$14,178.90
	Non-staff travel	\$2,668.36
	Fees	\$6,460.29
	Minor Acquisitions and Repairs	\$134,493.71
	Telecommunications	\$2,808.97

	Computer Hardware	\$111.73
	Other consumables	\$3,003.84
	Library Collections and publications	\$8,907.96
	Higher education provider overheads	\$28,694.48
	Other overheads	\$17,018.67
7b	Total Indigenous higher education expenditure for 2009	\$1,333,797.68

In 2009 the Indigenous Support Program funds allocated to Central Queensland University were provided in entirety to the Indigenous Centre, Nulloo Yumbah. The Centre also receives funding from the university's general budget. Any shortfall during the year between provisional and final ISP funding is also met by the university as the Centre budget is usually approved by the University Council in the preceding November or December. This was the case in 2009 when the final ISP funding saw a reduction of \$106,000.

SECTION 4 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION

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SECTION 5 PUBLICATION OF THE STATEMENT

CQUniversity's Indigenous Education Statement is published on the Nulloo Yumbah website at <http://nullooyumbah.cqu.edu.au>