

2015 ANNUAL REPORT



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PUBLIC AVAILABILITY

CQUniversity's Annual Report 2015 is available for download from the CQUniversity website, or by contacting CQUniversity by email or telephone to request a hard copy.

CQUniversity website: www.cqu.edu.au

Annual Report website:
www.cqu.edu.au/about-us/governance/annual-report

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INTERPRETER

CQUniversity is committed to providing accessible services to people from culturally and linguistically diverse backgrounds. If you have difficulty in understanding the Annual Report, contact CQUniversity on +61 7 4930 9777 and arrangements will be made for an interpreter to effectively communicate the report to you.



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OBJECTIVES OF CQUNIVERSITY'S ANNUAL REPORT

This report describes the University's performance, achievements, outlook and financial position for the calendar year 2015. The report is also of interest to Members of Parliament, CQUniversity staff, students, prospective students, key stakeholders, other universities, researchers and other members of the community.

CQUniversity contributes to the Queensland Government's objectives for the community through academic excellence, skills training, career pathways/development, community relationships, fiscal responsibility and new infrastructure.

OPEN DATA

Open data information on CQUniversity's consultancies, overseas travel (staff and student) and governing board is accessible from the Queensland Government Open Data website <https://data.qld.gov.au/> or CQUniversity's Annual Report website:
www.cqu.edu.au/about-us/structure/governance/annual-report.

ACKNOWLEDGEMENT

CQUniversity recognises that its campuses are situated on Country for which Aboriginal people have been custodians for many centuries. In acknowledging this, the University pays its respects to the Elders, past, present and future, for they hold the memories, the traditions, the cultures and hopes of Indigenous Australia.

CONNECT



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Front cover: Chancellor Rennie Fritschy AM with Dr Rebecca Gowen who graduated with a Doctorate at the Rockhampton Graduation Ceremony on 8 December 2015.

CQUNIVERSITY'S STORY

OUR HISTORY

CQUniversity has a unique and interesting history. In 1967, when the University was originally founded in Rockhampton, it was first known as the Queensland Institute of Technology (Capricornia) and by 1974 was among only a few institutes to begin delivering distance education in Australia. Between 1978 and 1989, further campuses were established in Bundaberg, Emerald, Gladstone and Mackay, and in 1992 the Institute achieved full university status to become known as Central Queensland University. Since this time the University has been renamed CQUniversity, has expanded the number of its campuses and centres, and has grown to become Australia's largest regional university.

On 1 July 2014, CQUniversity made history by merging with CQ TAFE, combining 175 years of education and training delivery. The merger established CQUniversity as Queensland's first dual sector university, aimed at providing a more comprehensive approach to delivering education, training and research in Central Queensland and beyond. Through 2015, CQUniversity continued to accomplish great things, including recognition within the world's top 600 universities by the prestigious *Times Higher Education World University Ranking* and achieving its highest ever Australian Research Council 'Excellence in Research Australia' (ERA) ratings.

WHO WE ARE AND WHAT WE DO

CQUniversity Australia has been on a phenomenal trajectory since 2009; its remarkable growth in student numbers, new courses, new campuses, infrastructure and reputation has seen the University emerge as one of Australia's truly great universities. With more than 30 000 students spread across 24 campuses and locations Australia-wide, the University has firmly established itself as the largest university based in regional Australia and the only comprehensive university in Queensland, offering the full spectrum of Australian qualifications from Certificate I to doctorate degrees. It has campuses in Adelaide, Brisbane, Bundaberg, Cairns, Emerald, Gladstone, Mackay, Melbourne, Noosa, Rockhampton, Sydney and Townsville. The University also operates study centres in Charters Towers, Cannonvale, Karratha and Perth, and delivers programs in Cooma and Geraldton through partnerships with their respective University Centres in those communities.

The University delivers more than 300 education and training offerings, from short courses and certificates, through to undergraduate, postgraduate and research degrees. Study areas include apprenticeships; trades and training; business, accounting and law; creative, performing and visual arts; education and humanities; engineering and built environment; health; information technology and digital media; psychology, social work and community services; science and environment; and work and study preparation. As a pioneer in distance education delivery, CQUniversity continues to be a leader in this area with almost half of its student cohort studying off-campus and many students based in rural and remote areas. CQUniversity is also proud to have the highest ratio of students

from low socio-economic, mature age, Aboriginal and Torres Strait Islander, and first-in-family backgrounds. The University defines itself by who it embraces rather than who it excludes and because of this it is widely recognised as Australia's most inclusive university.

CQUniversity graduates also have some of the best employment outcomes with recent data released by Graduate Careers Australia indicating that the University has an overall full-time graduate employment rate of 81.1 percent. This figure is almost 10 percent higher than the national average of 71.3 percent for Australian resident bachelor degree graduates. Data released by the Quality Indicators for Learning and Teaching website also shows that CQUniversity outperforms most Australian universities when it comes to study support, graduate employment and graduate salary outcomes.

In recent years the University has established itself as a research-focused university with many of its research activities informed by close collaboration and partnership with industry and community in the regions the University serves. In 2015, this research focus saw CQUniversity achieve ERA results of at, above or well above world standard in 14 different categories of research, including mathematical sciences, applied mathematics, psychological and cognitive services, nursing, medical and health services, agriculture, environmental science, medical and health science, and mechanical engineering.

CQUniversity also places a strong emphasis on social innovation and is among Australia's most engaged universities through its partnerships with communities, industry and government in Australia and overseas.

Glennys Briggs, 2012,
The Great Lawman,
Synthetic polymer
paint on canvas, 91 x
121 cm, CQUniversity
Melbourne campus.

Ms Briggs is a
Taungwurrung-Yorta
Yorta woman from north
central Victoria. The art
work was purchased in
2015 through the
Vice-Chancellor's
Initiative Fund.



26 February 2016

The Honourable Kate Jones MP
Minister for Education, Minister for Tourism and Major Events
30 Mary Street
Brisbane Qld 4000

Dear Minister


I am pleased to present the Annual Report 2015 and financial statements for Central Queensland University.

I certify that this Annual Report complies with:

- » the prescribed requirements of the *Financial Accountability Act 2009* and the Financial and Performance Management Standard 2009, and
- » the detailed requirements set out in the 'Annual report requirements for Queensland Government agencies'.

A checklist outlining the annual reporting requirements can be accessed at www.cqu.edu.au/about-us/structure/governance/annual-report.

Yours sincerely



Mr R C Fritschy AM
Chancellor

FROM THE CHANCELLOR

On behalf of the Council of CQUniversity, I am pleased to present the 2015 Annual Report for the University.

I am once again pleased to highlight the strong financial position of the University at the end of 2015. The University has been experiencing strong growth over the past few years with a focus on undertaking strategic initiatives which will see this growth continue. A continued focus on cost control also remains in place. This was the first full financial year that the vocational education and training (VET) operations were included, and whilst the results were not where we were hoping they would be due to the declining national VET market, we are confident that the VET operations can be turned around with a number of initiatives in place to ensure their long-term viability.

For CQUniversity, 2015 marked another strong year. Demand for undergraduate places, enabling programs, trade certificates, diplomas and short courses at the University continued. CQUniversity spread its footprint further throughout the year, with new campuses in Cairns, Townsville and Melbourne. New programs were developed including agriculture, permaculture and mechatronic engineering, new accreditations such as paramedic science, and the revamp of the University's MBA to make it more flexible (and unique). This result has been made possible by actively pursuing the University's mantra to become the most engaged university in Australia.

Research strength was reflected with Excellence in Research Australia (ERA) results showing that CQUniversity is conducting research rated as at, above, or well above world standard across 14 different research categories. This is a remarkable improvement from just five years ago when the University attained this level in just three research categories.

CQUniversity's dramatic leap in research performance has been underpinned by our record investment in research facilities and personnel, innovative and engaged research strategy, and tremendous success in securing highly competitive national research grants.

These ERA results validate our sharp focus on research informed by industry and community collaboration. In fact, what we have seen with the three ERA assessments conducted over the past five years has been a consistent acceleration of CQUniversity's research strengths in line with our focus on industry and community engagement.

I have had the honour of being the Chancellor of CQUniversity for 12 years and will retire on 6 March 2016. In this time I have seen CQUniversity grow from a regional university to a national university with 24 campuses/study centres located throughout Australia.

In my time as Chancellor, CQUniversity's growth, achievements and success comes from the dedication and commitment of past and present members of Council, Vice-Chancellor and Presidents, executives and staff of the University and I express my sincere thanks and appreciation for their vision and entrepreneurship in progressing CQUniversity as a national university.

I wish Mr John Abbott, Chancellor elect, my very best wishes in carrying forward CQUniversity as a 'strong to great' university with the vision of being Australia's most engaged university by 2020.

Of course, CQUniversity would not be where it is today without our customer, the student, selecting CQUniversity as their preferred university in providing them with excellent programs and certificates to advance their educational standing in their local community, nationally and worldwide. It has been a great honour as Chancellor to officiate and welcome graduating students to the graduation stage and presenting them with their testamur.

My thanks go to the University Council members and Deputy Chancellor Dr Robyn Minchinton for their contribution to the successful governance and operation of the University, and also to the Vice-Chancellor and President, Professor Scott Bowman, and his executive team in providing operational leadership for the University and our students.

Mr R C Fritschy AM
Chancellor



FROM THE CHANCELLOR



AT A GLANCE



- » More than **406 000** hardcopy and online resources in the library collection
- » **434 641** visits to CQUniversity libraries across Australia
- » **12** campus libraries across Australia
- » **191 897** library loans
- » **1542** loan resources posted free of charge to distance education students across Australia.



- » **835** art works in CQUniversity's art collection valued at \$1.7 million
- » **19** new works acquired in 2015 for CQUniversity's art collection




- » **Two** new campuses established in 2015 (Cairns and Townsville)
- » **3056** staff members (1310 continuing full-time staff members)
- » A physical presence in **24** locations across Australia
- » **\$33 908 300** invested in new facilities in 2015



- » **\$3 million** worth of equity and student scholarships contributed by donors
- » **1236** students awarded scholarships



- » **30 285** students
 - » **13 747** students studying via distance education
 - » **16 538** students studying on campus
 - » **907** Indigenous students
 - » **4721** first-in-family students
 - » **4966** international students
 - » **9928** students studying in rural or remote areas
 - » **2615** students studying pathway or enabling programs
 - » **81 360** registered alumni
- 
- » **10** graduation ceremonies
 - » **2039** graduates

HIGHLIGHTS

TOP 10 HIGHLIGHTS



1. TWO NEW CAMPUSES WERE OPENED IN 2015:

a \$15 million CQUniversity Cairns CBD campus, set to be home to 2500 domestic and international students by 2020; and a \$3 million CQUniversity Townsville CBD campus, growing face-to-face programs in paramedic science, nursing, law, education, and psychology. With over 30 000 students spread over 24 campus sites nationwide, CQUniversity is the largest university based in regional Australia.

2. CQUNIVERSITY OPENED STAGE TWO

of the \$26 million Community Health Clinic in Rockhampton (a Federal and State Government partnership), providing hundreds of public health patient appointments each week and great learning experiences for health students, and completed the \$16.6 million Federally-funded Engineering Centre at the Mackay Ooralea campus. More than \$200 million has now been invested in capital works infrastructure across CQUniversity's campuses since 2009!

3. MANY NEW TRAINING COURSES AND DEGREES WERE UNVEILED,

including vocational and dual sector qualifications in logistics, tourism, building and construction, and Aboriginal and Torres Strait Islander health, and higher degree programs including Australia's newest and most hands-on agriculture degree, a Bachelor of Cardiac Physiology, a mechatronics stream in the popular Bachelor of Engineering, and Australia's first trans-city MBA, which debuted at number 13 in *Boss* magazine's top 50 MBA list.

4. THE LARGEST COHORT OF STUDENTS IN THE UNIVERSITY'S HISTORY GRADUATED,



including the first-ever graduates from newer courses in speech pathology and oral health, plus CQUniversity's first vocational students crossed the floor at graduation ceremonies in Central Queensland.

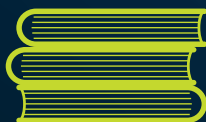
5. IMPRESSIVE GRANT SUCCESS



from the Australian Research Council, with funds for four projects, resulted in CQUniversity receiving one of the highest overall success rates in the nation. The projects will investigate computer scanning classification processes, rail safety teamwork, chicken gut health on poultry farms, and how shift workers can better manage sleep.

8. The Commonwealth Government's Quality Indicators for Learning and Teaching 2015 rankings showed the nation that CQUNIVERSITY IS STREETS AHEAD OF MOST OTHER UNIVERSITIES

on important measures like full-time graduate employment success, graduate median salaries, and student support.



9. Our popular 10,000 Steps health and wellbeing initiative reached its 300 000-PARTICIPANT MILESTONE,

while also receiving a significant funding boost from the Queensland Government, ensuring the 14-year-old program will continue to support better health outcomes for Australians for many years.



10. The prestigious *Times Higher Education* World Rankings this year placed CQUNIVERSITY AMONG THE TOP 600 UNIVERSITIES in the world.

6. CQUNIVERSITY ACHIEVED ITS BEST-EVER RATINGS

in the Commonwealth Government's periodic assessment of Australian research. The 2015 Excellence in Research Australia results showed that CQUniversity was conducting research rated as at, above and well above world standard in many areas including mathematics, psychology, nursing, agriculture and veterinary science, environmental science, engineering, medical and health science, artificial intelligence, and public health and health services.



7. 1ST TIME, CQUNIVERSITY HOSTED WORLDSKILLS AUSTRALIA

regional competitions, with hundreds of our apprentices, trainees and students competing in trade challenges, and many now going on to the national finals in 2016. The University also had seven vocational students and one teacher named as regional finalists in the Queensland Training Awards, with five winning through to the state finals.

VICE-CHANCELLOR AND PRESIDENT'S REPORT

Since 2009, CQUniversity has experienced remarkable growth in student numbers, new courses, new campuses, infrastructure and reputation, and has begun to close the gap in participation rates between regional and metropolitan students. CQUniversity has firmly established itself as the largest university based in regional Australia, the only comprehensive university in Queensland, a renowned research institution in key industries, and a leader for how universities could engage with their communities. Our record of achievement is matched only by the ambitious aspirations we have set ourselves over the coming years, with a continued expansion of student impact, research accomplishment and community engagement firmly in our sights.

In 2015 we were able to demonstrate our remarkable achievements perhaps more than any other year on record. Our student numbers reached new highs. We built new facilities, and refurbished old ones. We saw new campuses and new courses come online. Our reputation grew in stature with our excellence being recognised among major national and international university assessments. And even in the midst of crisis, we shone; I reflect proudly on the way our university community pulled together to get our campuses back online in time for O-week following the devastation of Tropical Cyclone Marcia.

While the list of CQUniversity's 2015 highlights are long, there are a number that stand out for me. Opening brand new campuses in the heart of Townsville and Cairns was a major accomplishment, and the sign of a university on its way to great things. The completion of a \$26 million community health clinic on our Rockhampton North campus and a \$16.6 million engineering laboratory at Mackay was a cause for great celebration for both communities. We unveiled an array of new training courses and degrees, and saw the largest cohort of graduating students in our history.

Our Vocational Education and Training (VET) Division is persevering in a difficult environment, and I admire the enthusiasm of our VET colleagues in bringing about the change required to become a leader in this field. Still, CQUniversity hosted *WorldSkills Australia* regional competitions, with hundreds of our apprentices, trainees and students competing in trade challenges, and many going on to the national finals in 2016. We also had seven vocational students and one teacher named as regional finalists in the Queensland Training Awards, with five winning through to the state finals—something we are immensely proud of.

In research CQUniversity thrived in 2015; we punched well above our weight in the nationally-competitive Australian Research Council funding allocations, and the Commonwealth's periodic assessment of our research strengths delivered us our highest ever ratings. The Government's Excellence in Research Australia ratings found that CQUniversity is conducting research rated as at, above or well above world standard in 14 different categories—a huge improvement on five years ago when CQUniversity attained this level in only three categories.

Likewise, the Commonwealth Government's Quality Indicators for Learning and Teaching 2015 rankings showed that CQUniversity is streets ahead of most other universities on important measures like full-time graduate employment success, graduate median salaries, and student support.

And finally, the internationally-renowned *Times Higher Education World Rankings* this year placed CQUniversity in the top 600 universities, putting us in the top three percent of world universities. I am very confident that our reputational trajectory will see us enter the top 500 in the next ranking.

For me, 2015 was the year that demonstrated CQUniversity was indeed making the transition from a strong regional university to a great national university. I am incredibly proud of the staff and students who are making this happen, and I am excited about how much further we can all take CQUniversity in 2016.

Professor Scott Bowman
Vice-Chancellor and President



ORGANISATIONAL STRUCTURE

REGIONS

CQUniversity has established itself as a truly national university, with 24 locations grouped into 12 distinct regions across five Australian states. These regions are a combination of one or more campuses, study centres or hubs, all of which have unique characteristics.

Led by an Associate Vice-Chancellor, each region plays a critical role in contributing to the University's growth, development and sustainability, and in achieving university-wide strategic and operational objectives. CQUniversity's regions promote a positive and collaborative culture while maximising 'local' opportunities.



CAIRNS AND FAR NORTH QUEENSLAND REGION



CQUNIVERSITY CAIRNS

Cnr Abbott and Shields Street, Cairns QLD 4870
Phone: +61 7 4037 4777

CQUniversity expanded its presence in Cairns, transitioning from a distance education study centre on Florence Street to a new high-tech CBD campus on the corner of Abbott and Shields Streets at the Cairns Square complex. The multi-million dollar campus aims to attract thousands of domestic and international students, create over 50 jobs and generate an economic spin-off worth almost one-quarter of a billion dollars to the local community in the first five years.

CQUniversity held its inaugural Open Day in August, giving the Cairns community its first chance to tour the campus and enabling current distance education students to access its facilities from Term 2, 2015. The campus was officially opened in October by His Excellency the Honourable Paul de Jersey AC, Governor of Queensland and Mr Curtis Pitt, Queensland State Treasurer and Member for Mulgrave.

New campus facilities include nursing, engineering and paramedic science labs, research facilities, hi-tech classrooms, theatres and teaching spaces, meeting rooms, student recreational and social spaces, and staff offices. In 2015, nursing, paramedic science and Skills for Tertiary Preparatory Studies (STEPS) programs experienced the highest student enrolments, with the first intake of on-campus students expected from Term 1 in 2016. Residential schools and exams were also held at the Cairns campus during the year.

CQUniversity Cairns will introduce new programs and course offerings from early 2016 in engineering, professional communication, tourism, health, business and information technology.

CENTRAL HIGHLANDS REGION



CQUNIVERSITY EMERALD

Capricorn Highway, Emerald QLD 4720
Phone: +61 7 4980 4111

CQUniversity Emerald is located 275 km west of Rockhampton, in the heart of Central Queensland's resource industry, making it a popular choice for students studying trade-based qualifications. As a leader in distance education, CQUniversity provides students in the region with flexible study options and a place to seek support, form study groups, and access resources and technology.

The campus experienced high enrolments within its industry-focused heavy automotive qualifications, including mobile plant and road transport, automotive electrical, electrical and metal fabrication, and growth in the number of distance education students studying the Bachelor of Nursing and the STEPS program. CQUniversity's strong ties with the local agricultural college and farming industries led to the development of an articulation pathway from diploma to bachelor programs, broadening opportunities for students to access study in the future.

In 2015, CQUniversity Emerald enhanced its services and facilities for staff and students, opening the Emerald Academic Learning Centre and student lounge to provide a unique space for students to study individually or in collaborative groups.

GLADSTONE REGION



CQUNIVERSITY GLADSTONE CITY

Derby Street, Gladstone QLD 4680
Phone: +61 7 4970 7709



CQUNIVERSITY GLADSTONE MARINA

Bryan Jordan Drive, Gladstone QLD 4680
Phone: +61 7 4970 7277



CQUNIVERSITY BILOELA STUDY CENTRE

64 Valentine Plains Road, Biloela QLD 4715
Phone: +61 7 4992 4477

Across its two campuses and study centre, the Gladstone region offers excellent student facilities, including support and access to study spaces, resources and technology for students; is a centre for innovative research, and has a reputation for developing customised joint-venture programs to meet industry and community needs.

CQUniversity's delivery of a comprehensive range of qualifications from certificate to postgraduate level continues to be a major strength in the Gladstone region, and demand for non-traditional pathways remains high. The STEPS enabling program and the two school-based vocational training programs (VET in Schools and Start Uni Now) continue to grow in popularity with CQUniversity's continuing support for learners at all levels.

With face-to-face delivery of occupational health and safety and accident forensics programs coming to the region, the University's Transport and Safety Sciences group hosted the Safety Institute of Australia's Visions Occupational Health and Safety Conference on the Gladstone Marina campus. This successful event attracted over 120 safety professionals and almost 50 students to the campus.

MACKAY-WHITSUNDAY REGION



CQUNIVERSITY MACKAY OORALEA

Boundary Road, Mackay QLD 4740
Phone: +61 7 4940 7577



CQUNIVERSITY MACKAY CITY

Sydney Street, Mackay QLD 4740
Phone: +61 7 4940 7577



CQUNIVERSITY CANNONVALE CUSTOMER SERVICE CENTRE

TAFE Queensland North
Shute Harbour Road, Cannonvale QLD 4802
Phone: +61 7 4940 2777

The Mackay-Whitsunday region boasts two campuses, offering excellent facilities for learning, teaching and research, and a customer service centre at Cannonvale to support students in the Whitsundays. The campuses feature lecture theatres, training workshops, hi-tech resources, bookshop facilities, a state-of-the-art library, student social spaces and more, including a \$46 million Trades Training Centre at Ooralea, the Central Queensland Conservatorium of Music and an onsite residential college in Mackay. The new \$16.6 million engineering facility, completed at the end of 2015, will enable students to complete the full four years of their program in Mackay from Term 1 2016 and the new mechatronics stream of engineering.

Mackay-Whitsunday was CQUniversity's first region to fully integrate higher and vocational education disciplines with the development of new academic precincts and community spaces at its City and Ooralea campuses. In April, the region celebrated its first cohort of medical imaging, medical sonography and Graduate Diploma of Medical Sonography students at the Mackay graduation ceremony.

The Queensland Centre for Domestic and Family Violence Research in Mackay contributes to national research into domestic violence as part of the Queensland Government's in-kind contribution to Australia's National Research Organisation for Women's Safety Limited. CQUniversity also became one of the first universities in Australia to offer a tertiary educational response to counter the rise of domestic violence, through its introduction of a Graduate Diploma in Domestic and Family Violence Practice.

The Biodiesel Plant Project, hosted at the Trade Training Centre, was allocated \$50 000 in strategic initiative funding from the University to expand the project to further benefit CQUniversity and the community more broadly.

NEW SOUTH WALES REGION



CQUNIVERSITY SYDNEY

400 Kent Street, Sydney NSW 2000
Phone: +61 2 9324 5000



COOMA STUDY SERVICE CENTRE

Cooma Universities Centre
38 Bombala Street, Cooma NSW 2630
Phone: +61 2 6452 3368

CQUniversity Sydney is located in the city centre, providing easy access for international and domestic students to enjoy the diverse and vibrant campus life. With the presence of a distance education study centre, the Sydney campus supports students in the greater Sydney region throughout the year. CQUniversity Sydney is truly multicultural, providing education to students from more than 50 nationalities worldwide.

In March, CQUniversity Sydney began delivering podiatry studies to complement existing allied health courses and commenced courses at the Cooma Universities Centre with 10 students supported in the Bachelor of Education program. In 2016, the region plans to commence programs in echo-cardiology, and the newly revised Master of Business Administration program should also provide an attractive option for those working in the CBD.

CQUniversity Sydney celebrated its first cohort of medical imaging, medical sonography and Graduate Diploma of Medical Sonography students at the Sydney graduation ceremony in December.

CQUniversity Sydney continued its strong commitment to engagement across a range of activities. Projects undertaken by staff and students included volunteer work with the Language and Cultural Exchange program for migrants providing English and academic support. The campus also hosted its first international research conference, attracting research presentations from over 100 academics from more than 20 countries.

The Sydney campus acted as an Australian Taxation Office tax help centre in 2015, through student volunteers providing free and confidential services to assist low income earners (including other CQUniversity students) to complete their tax returns. This year the campus also worked with CPA Australia to discuss the development of a new program and to work towards a student career advisory service on campus.

ROCKHAMPTON REGION



CQUNIVERSITY ROCKHAMPTON NORTH

Bruce Highway, North Rockhampton QLD 4702
Phone: +61 7 4930 9000



CQUNIVERSITY ROCKHAMPTON CITY

Canning Street, Rockhampton QLD 4700
Phone: +61 7 4930 9000



CQUNIVERSITY YEPPOON STUDY CENTRE

26 Tabone Street, Yeppoon QLD 4703
Phone: +61 7 4930 6200

The Rockhampton region offers a comprehensive range of higher and vocational education qualifications, from certificate to postgraduate level, access education programs and

resources, infrastructure, facilities and services to support its students, domestic and international, on-campus and distance education. The region boasts state-of-the-art facilities, including a refurbished library, an engineering precinct, a new allied health clinic, as well as the Rockhampton Student Residence, and a study centre servicing students in the coastal communities in and around Yeppoon.

Early in the year, Tropical Cyclone Marcia directly impacted the Yeppoon study centre and both Rockhampton campuses resulting in loss of power, significant damage to gardens and grounds, flooding and structural damage to some buildings causing more than a week of disruption and campus closures. Despite these challenges, the region had a successful year with infrastructure development, celebrating the opening of Stage Two of the CQUniversity Health Clinic and the completion of redevelopment and refurbishment works for Building 34.

CQUniversity's agriculture programs received international exposure with a significant marketing drive and staff presence at Beef Week Australia 2015, while its VET offerings were showcased to more than 50 representatives from 15 countries during a visit by an international VET Mining Training Familiarisation Delegation.

CQUniversity Rockhampton welcomed increased school-leaver enrolments and continued to strengthen links with local schools through the Rockhampton Open Day, University Experience Day, Schools Business Challenge, and workshops for gifted students. Two new preparatory courses—Preparation for Success in Health and Preparatory Maths for Engineering—are expected to help drive increased school-leaver enrolments in 2016.

SOUTH AUSTRALIA REGION



CQUNIVERSITY ADELAIDE

44 Greenhill Road, Wayville SA 5034
Phone: +61 8 8378 4523

CQUniversity's South Australia region is home to the Appleton Institute, a multidisciplinary research hub specialising in research, teaching and community collaboration in a range of areas including safety science, sleep and fatigue, human factors and safety management, applied psychology, human-animal interaction and cultural anthropology. The campus is located near the Adelaide Showgrounds, making it easily accessible by public transport, and has a range of facilities, including a state-of-the-art sleep research centre, and access to learning spaces, resources and technology to support distance education students in the region.

Initially established predominantly as a research-focussed facility, the Adelaide campus commenced teaching in 2015 and program delivery and offerings will be expanded when the campus is included on the SATAC website from 2017.

The Appleton Research Institute performed strongly, with a record number of publications and multiple successes in attracting competitive research funding from diverse sources, including the Australian Research Council and the National Health and Medical Research Council. These grants further reinforced the Institute's reputation for high quality engaged research in the areas of sleep and safety science.

A major highlight for 2015 was the launch of a world-first Graduate Certificate in Permaculture to commence in the first half of 2016. This program will enable professionals from diverse disciplines to incorporate sustainable design principles drawn from permaculture into their everyday practice in a range of areas, including land and nature stewardship, built environment, tools and technology, culture and education, health and spiritual wellbeing, finances and economics, and land tenure and community. In partnership with the Green School in Bali, this program will help position CQUniversity as a leading provider of innovative 'green' tertiary education, nationally and globally.

SOUTH EAST QUEENSLAND REGION



CQUNIVERSITY BRISBANE

160 Ann Street, Brisbane QLD 4000
Phone: +61 7 3295 1188



CQUNIVERSITY NOOSA

90 Goodchap Street, Noosaville QLD 4566
Phone: +61 7 5440 7000

Across its two campuses, the South East Queensland region supports approximately 1760 international and domestic on-campus students and 2600 distance education students. A range of undergraduate, postgraduate and enabling programs are available at both campuses, with English language intensive courses for overseas students (ELICOS) delivered in Brisbane.

The Noosa campus has established itself as a research-intensive campus, hosting five professors and approximately 70 research higher degree students, while the Brisbane campus is strengthening its research profile as more research-focussed staff are appointed.

The region is actively engaged in university-wide, regional, national and international activities. The Noosa campus hosted regular 'Arts After Dark' workshops in addition to two mini-conferences. The Brisbane campus is a regular venue for education sector and university-wide meetings, workshops and seminars, including Regional Universities Network meetings, early-career researcher workshops, and the School of Education and the Arts research symposium.

TOWNSVILLE AND NORTH WEST QUEENSLAND REGION



CQUNIVERSITY TOWNSVILLE

Level 1, 538 Flinders Street, Townsville QLD 4810
Phone: +61 7 4726 5300



CQUNIVERSITY TOWNSVILLE DISTANCE EDUCATION STUDY CENTRE

1 Jones Street, Townsville QLD 4810
Phone: +61 7 4721 6777



CQUNIVERSITY CHARTERS TOWERS STUDY HUB

Dalrymple Trade Training Centre
1-13 MacPherson Road, Charters Towers QLD 4820
Phone: +61 7 4756 2777

The success of the University's Townsville distance education study centre paved the way for establishing a new campus on Flinders Street, which was officially opened by Townsville Mayor, Cr Jenny Hill, and attended by over 150 community members. Situated close to cafés, accommodation and a cinema, it provides students with more variety, and access to lectures, workshops, tutorials, a clinical skills lab, and high-tech resources, including conference audio-visual equipment and a computer lab. Distance education students continued receiving support from the centre 100 metres away from the new campus. Enrolments have grown by 150 since the distance education study centre opened in 2014, with CQUniversity now servicing approximately 700 distance and on-campus students in the region.

In 2015, CQUniversity Townsville hosted a number of events for students and the community including on-campus orientation sessions, over 600 exams, an Open Day and the 'University Experience' event for Year 12 students. Barbecues, self-defence and exercise classes, a new basketball area and free membership for students to access the Townsville tennis courts were also provided to engage students in campus life. Engagement with schools in areas outside Townsville was also made possible with CQUniversity's presence in Charters Towers, through the region's study hub located within the Dalrymple Trade Training Centre.

VICTORIA REGION



CQUNIVERSITY MELBOURNE

120 Spencer Street, Melbourne VIC 3000
Phone: +61 3 9616 0555

EDITHVALE

256 Station Street, Edithvale VIC 3196

After more than 15 years in Melbourne, staff and students moved to a new purpose-built campus at Spencer Street in Melbourne, opposite the main transport hub, Southern Cross Station. Along with an increased array of technology-enabled teaching spaces and student meeting rooms, the new campus boasts a large open-plan student lounge and other features, including a sustainability hub and multi-faith facility. The region continues to experience double-digit growth, particularly in postgraduate student numbers, and plans to expand its operations in Victoria. Research higher degree student numbers increased substantially in the region along with a growing research profile and successful applications for grant funding by key academic staff.

A number of student-led clubs were developed during the year, including winter and summer cricket teams, futsal and basketball. Student participation in on- and off-campus social activities continued to be a highlight of campus life, and plans are underway for greater on-campus sports facilities to support this activity.

WESTERN AUSTRALIA REGION



CQUNIVERSITY PERTH STUDY HUB

Cantillon Institute
10 Victoria Avenue, Perth WA 6000
Phone: +61 8 6161 9363



CQUNIVERSITY KARRATHA STUDY HUB

Pilbara Institute
Dampier Road, Karratha WA 6714
Phone: +61 1300 304 244



CQUNIVERSITY GERALDTON STUDY CENTRE

Geraldton Universities Centre
33 Onslow Street, Geraldton WA 6530
Phone: +61 8 9920 4400

OFFICE OF THE ASSOCIATE VICE-CHANCELLOR (WESTERN AUSTRALIA REGION)

AMP Building, Suite 11, Level 15
140 St Georges Terrace, Perth WA 6000
Phone: +61 8 9278 2439

CQUniversity has around 500 students based in Western Australia (WA), with around 200 in Perth's CBD area, 200 in the Geraldton region, and the remaining students distributed throughout regional WA.

In July, CQUniversity demonstrated its increased commitment to Western Australia by appointing an Associate Vice-Chancellor (AVC) and Campus Administration Officer in Perth. The AVC led the development of a strategic plan and business case for the University to increase its services and support in WA, including the establishment of a new campus in the Perth CBD, new study hubs in Broome and Busselton, and the improvement of existing study hubs and centres in Karratha and Geraldton.

WIDE BAY BURNETT REGION



CQUNIVERSITY BUNDABERG

University Drive (off Isis Highway)
Bundaberg QLD 4670
Phone: +61 7 4150 7177

The Bundaberg campus offers students new, innovative buildings and facilities, including a library, bookshop, campus refectory, lecture theatres, computer labs, nursing clinical labs and video conferencing rooms. Students can study on campus or by distance, and have access to a wide range of programs across disciplines including health, education, engineering and business.

Continued growth occurred across all areas of activity in the Wide Bay Burnett region. Student numbers grew by around 10 percent in 2015. This has been an ongoing trend for the past four years and is partly the result of a range of new programs developed in recent years, including those in engineering, psychology, accident forensics, physiotherapy, and occupational therapy. Key areas of research for the region, such as horticulture, gambling behaviour and community resilience, continue to generate strong income and publication output.

Campus infrastructure expanded in 2015, with a new \$2 million teaching and learning building being constructed to accommodate a number of new programs from Term 1 in 2016, and an investment of around \$1 million resulted in updates to learning and teaching technology. The campus also secured \$110 000 in student amenities funding to build a staff and student gym, which opened late in the year. Other smaller projects included the development of an outdoor fitness trail and the refurbishment of an existing building to provide a multi-purpose space to host exhibitions.

Links were strengthened with Guanxi University (GU) in Bundaberg's sister city of Nanning in Guanxi Province, with two three-week study tours from GU visiting the Bundaberg campus enabling students to undertake English tuition and learn about Australian culture. Another study tour from Hong Kong offered vocational students an opportunity to learn about the food and horticulture industry in the region.

CQUNIVERSITY DIVISIONS

VICE-CHANCELLOR AND PRESIDENT'S DIVISION

The Vice-Chancellor and President's Division comprises the Vice-Chancellor and President's Office of senior advisory and administrative personnel; the Audit and Advisory Directorate; the University's Art Curator; and the Corporate Communications team. The Student Ombudsman also reports to the Vice-Chancellor and President's Office for administrative purposes, but functions separately as an independent review officer.

Bedding down CQUniversity's organisational structure following the merger with CQTAFE and ensuring the two organisations merge, not only structurally but also culturally and pedagogically, was a major focus. The Vice-Chancellor and President met with staff and students at each former CQTAFE campus to discuss opportunities for change, and ways to ensure vocational students receive the very best teaching and support from the University as a truly comprehensive institution.

The Chancellor and Vice-Chancellor and President travelled to Asia in 2015 to meet and reconnect with CQUniversity alumni, and to strengthen ties with partner institutions and key stakeholders in Singapore, Hong Kong, China and Mongolia.

The Corporate Communications team kept the University community informed of major events such as the opening of new campuses and first-year merger celebrations, promoted CQUniversity successes, and led communications to keep people safe and galvanise action in emergency situations.

The Audit and Advisory Directorate continued its corporate internal audit function. Like all areas of the University, the Directorate expanded its remit to include the vocational education and training (VET) operations of the organisation.

HIGHER EDUCATION DIVISION

The Higher Education Division comprises the Office of Learning and Teaching, the Office of Research Services, the Office of Indigenous Engagement, and the six higher education schools:

- » Business and Law
- » Education and the Arts
- » Engineering and Technology
- » Human, Health and Social Sciences
- » Medical and Applied Sciences, and
- » Nursing and Midwifery.

The Higher Education Division delivers undergraduate and postgraduate education focussed on generating new knowledge through scholarship and research. The Division's mission is to grow engaged research and improve the quality of teaching and learning across CQUniversity, with a particular emphasis on quality and inclusive education to maximise student success, research-led teaching, and fostering a research culture. The Division works in partnership with other divisions to achieve the University's goals of promoting a positive student experience,

undertaking engaged research, providing educational pathways and distance education opportunities for students, and supporting communities through social innovation. Committed to attracting and retaining more students, increasing research funding and improving performance outcomes, the Division takes a leadership role in professional development for teachers, researchers, and supervisors in higher education.

INTERNATIONAL AND SERVICES DIVISION

The International and Services Division helps CQUniversity to maintain its position as one of the largest, highly service-oriented and truly engagement-driven universities in Australia through its diverse corporate service functions. Directorates within this portfolio include some of CQUniversity's major revenue drivers and cost centres, and influences and supports the entire University operation in partnership with internal colleagues and external organisations. The Division consists of the following areas:

- » Marketing
- » International
- » Facilities Management
- » Information and Technology (including Library Services)
- » People and Culture, and
- » various commercial and retail functions.

The Division plans and manages major capital works and infrastructure developments across CQUniversity to meet growing demands on facilities. The Division also manages multiple information technology projects across CQUniversity installing new or integrating existing IT systems to upgrade ICT infrastructure that supports learning, teaching and research activities.

The Division's People and Culture Directorate implements the full spectrum of human resource management programs to attract and enhance workforce capability and to create a positive workplace culture.

The Marketing Directorate provides a whole-of-university marketing service and contributes to the University's strong growth in domestic and international markets.

INDUSTRY, VOCATIONAL TRAINING AND ACCESS EDUCATION DIVISION

The Industry, Vocational Training and Access Education Division is responsible for strategic and operational leadership of the University's vocational education and training (VET); related business development, industry engagement and research; and access education. The Division's portfolio includes the following vocational education and training schools, directorates and units:

- » Vocational School of Business and Humanities
- » Vocational School of Engineering and Trades
- » Business Development and Industry Engagement Directorate
- » Academic Learning Services Unit
- » Business Performance Directorate, and
- » Vocational Quality Unit.

The two vocational schools, School of Business and Humanities and the School of Engineering and Trades, comprise CQUniversity's TAFE operation, which is responsible for delivering vocational education and training across the University's Central Queensland campuses and study centres. The vocational schools also partner with industry and other CQUniversity operations, including the Higher Education Division, to develop curriculum that will expand opportunities for students to access the full range of post-secondary school education.

The Business Development and Industry Engagement Directorate facilitates business development and industry engagement and manages the Recognition of Prior Learning Centre and the CQUniversity Mining Centre.

The Academic Learning Services Unit delivers STEPS, an award-winning enabling program that provides a pathway for people wishing to gain entry to and excel in undergraduate study. The Unit also provides CQUniversity students with academic advice and guidance in the four discipline areas: academic communications, mathematics, computing and science.

The Business Performance Directorate manages external reporting of the Division's contracts and funding mechanisms, coordinating all State and Federal funding contracts and data reporting requirements associated with CQUniversity's VET operations. The Division assures the quality of CQUniversity VET products through its Vocational Quality Unit, which manages an internal and external audit regime.

In late 2015, the Division was restructured to ensure CQUniversity's financial sustainability as a comprehensive university. The new structure is expected to improve the Division's responsiveness to industry and community needs.

ENGAGEMENT AND CAMPUSES DIVISION

The Engagement and Campuses Division encompasses Associate Vice-Chancellor Offices across the University's 12 regions, as well as the University's Engagement Office in Mackay and the Development and Alumni Relations Directorate in Rockhampton. While each unit has a number of unique objectives, their common aim is to build and strengthen mutually beneficial partnerships with internal and external stakeholders, as well as promote growth, development and collaboration university-wide.

Responsible for leading the University's engagement agenda, as well as its regionalised structure, the Division plays a fundamental role in working collaboratively across the organisation, linking the critical academic and operational functions to meet the unique needs of each region. With 12 Associate Vice-Chancellors overseeing the University's 24 locations across five Australian states, the Division has a strong impact on engagement, staff and student experience, as well as growth and development.

The Division supports the development of economic, social and cultural sustainability across communities through the work of region engagement committees in Central Highlands, Gladstone, Mackay–Whitsunday, Rockhampton and Wide Bay Burnett.

The Division also hosts CQUniversity's Opal Awards for Excellence in Engagement to recognise and reward staff and students for outstanding engagement with external and internal communities.

An integral part of the Division, the Development and Alumni Relations Directorate builds long-term relationships with CQUniversity's 80 000 plus alumni across the globe, and with donors and community partners. The Directorate also manages the University's donor program, receiving donations from staff, alumni, community members, charitable foundations and corporations to support students.

STUDENT EXPERIENCE AND GOVERNANCE DIVISION

The Student Experience and Governance Division has three core areas of responsibility that significantly contribute to the broader University and is structured into three directorates:

- » Student Experience Directorate
- » Student Residences Directorate, and
- » Governance Directorate.

Committed to leading the way in growing student numbers and contributing to student success, the Division embraces continuous development of customer services and systems and strives to deliver outstanding service and a great university experience for students.

The Student Experience Directorate oversees student advice and services, admissions and enrolments, equity and access (including management of the University's HEPPP strategy), student communications, orientation, widening participation, and corporate and graduation events. The Directorate leads the way in providing a compelling and positive student experience, and implements various initiatives to contribute to student success.

The Student Residences Directorate manages the CQUniversity student residences in Rockhampton and Mackay, promotes these facilities to potential students and manages the day-to-day operations of each student residence. The Directorate also plays a vital role in providing support to those students living on campus, and ensuring their safety and wellbeing while there.

The Governance Directorate manages all matters related to University policy, procedures and compliance, including student governance and the issuing of awards and statements of attainment, records management, information privacy, and right to information. The Directorate provides essential support to the University's corporate and academic governance committees and senior management committees, and plays a vital role in supporting the CQUniversity Council's operations and its members. The Directorate also provides support to the newly established Student Representative Council and to students submitting appeals and complaints through its Student Advocacy Officer.



The winner of the 'CQU Creates' Art Award 2015 was Ms Lisa Gaze. Ms Gaze has been teaching jewellery at CQUniversity (and previously at CQ TAFE) for the past 18 years, having introduced jewellery-making into the visual arts curriculum in 1999.

Lisa Gaze, 2015, *Dandelion Delights*, Assemblage: a brooch and a pin (silver, gold, brass, copper, nickel, vintage mother of pearl button) on a drawing (silverpoint on gouache on paper) 19.5 x 36 x 4 cm, 'CQU Creates' 2015 Art Exhibition.

The artwork was purchased in 2015 through the Vice-Chancellor's Initiative Fund.



FINANCIAL SERVICES DIVISION

The Financial Services Division delivers five main functions: financial accounts, management accounts and budget, strategic planning, risk management, and business intelligence. Key responsibilities include reporting on its financial analysis of the University's past performance and providing the University Council and executive management with predictive reports to guide future strategic and financial directions. The Division also provides reports to external stakeholders, ensuring compliance with the University's statutory obligations, and works closely with all areas of the University to guide and assist in managing risk.

In collaboration with the Information and Technology Directorate, the Division implements new and upgraded information management systems to achieve improved efficiency and reporting capability.

Since the 2014 merger, VET operations continued to be a focus, with VET financial staff being transitioned into the Division as part of the VET restructure. In the University's second year operating as a comprehensive university, the Division plays a key role in

reporting VET statistics to the State Government in addition to higher education reporting to the Commonwealth Government.

The Division reviews the University's planning framework and implements improvements to targets and key performance indicators and their alignment to the University's strategic and operational plans. With a tailored operational plan for business intelligence, this function provides critical decision-making data for planning, assessing performance and managing risk.

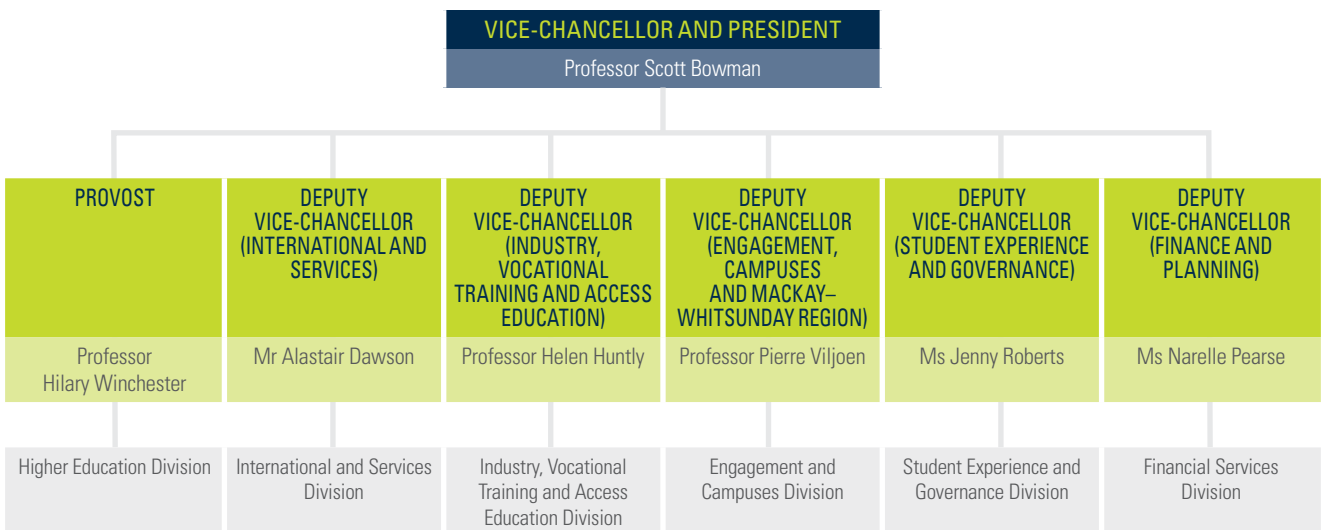
Improvements to financial reporting and making them easier to interpret and more meaningful to users through ongoing education is another important function of the Division.

The Division finalised a cultural improvement strategy in consultation with staff to be implemented in 2016. This strategy builds on the positive results achieved in the University's 2015 VOICE survey, which will inform development of strategies to maintain best practice and focus on areas needing improvement.



Top left: Professor Scott Bowman, Mr Alastair Dawson, Professor Helen Huntly, Professor Pierre Viljoen
 Bottom left: Ms Jenny Roberts, Professor Hilary Winchester, Ms Narelle Pearse

EXECUTIVE MANAGEMENT



VICE-CHANCELLOR AND PRESIDENT

Professor Scott Bowman

TDCR, DCR, HDCR *CollRadiog*, FAETC *City&Guilds*, MA *GuildHall*, MBA *USC*, PhD *OpenUK*, FAIM, FQAAS

Professor Bowman began his professional life as a radiographer. As well as professional qualifications he holds masters degrees in Politics and Business Administration and a doctorate in Clinical Decision-Making. Since moving to Australia he has held senior positions at Charles Sturt University, the University of South Australia and James Cook University.

In August 2009 he was appointed Vice-Chancellor and President of CQUniversity. In this position he has led an ambitious program of renewal with the aim to make CQUniversity Australia's most engaged university. Under his leadership CQUniversity has grown to become the largest university based in regional Australia with over 30 000 students, almost 3000 staff, and 24 campus or delivery sites spread across every mainland state. CQUniversity's domestic undergraduate student numbers have grown by 40 percent since Professor Bowman's arrival, making CQUniversity one of the three fastest growing universities in Australia.

The University's reputation as a quality education and research institution has improved dramatically since 2009, moving from being recognised as one of the top 3000 universities in the world by the *Times Higher Education* Global Rankings to sitting just outside the top 500 in the world today. CQUniversity has also become the only comprehensive university in Queensland following its merger with CQ TAFE in 2014, and the university is now the leading Australian institution for the inclusion of students from low socio-economic, regional/remote, first-in-family, and Indigenous backgrounds. Under Professor Bowman's leadership, CQUniversity has also emerged as the premier agricultural teaching and research university in Queensland and northern Australia.

PROVOST

Professor Hilary Winchester

MA, D.Phil *Oxon*, FAICD

As Provost, Professor Hilary Winchester is responsible for driving the University's academic and research strategic and operational agendas. Professor Winchester provides executive leadership to whole-of-university strategy; operational plans and policy; and their associated planning, implementation, and management. Professor Winchester oversees and implements relevant organisational systems and quality assurance, budget allocation and management across the Division; oversees associated line management of key functional and business units; and facilitates communication, team work, and collegial management among the members of the executive management team.

Commencing at CQUniversity as Deputy Vice-Chancellor (Academic and Research) in 2012, Professor Winchester's role expanded to include the Higher Education Division the following

year. Appointed as Provost in 2014, her portfolio now includes learning and teaching, research and innovation, Indigenous engagement, and all six higher education schools. Professor Winchester has held roles as Pro Vice-Chancellor (Strategy and Planning) at the University of South Australia; Pro Vice-Chancellor (Academic) at Flinders University; and President of the Academic Senate at the University of Newcastle. Professor Winchester was an auditor for the Australian Universities Quality Agency for 10 years, has been a panel member for the Australian Research Council, and an assessor for the Australian Learning and Teaching Council. From 2010, she has managed her own company specialising in audit, review, registration, and quality assurance processes; is currently an international assessor for Hong Kong, Bahrain, New Zealand, Saudi Arabia, and the United Arab Emirates; and has audited several Australian universities for Education Services for Overseas Students compliance.

Professor Winchester holds undergraduate and postgraduate degrees from the University of Oxford and has a background in social geography with a particular emphasis on migrant and marginal groups. She is an accomplished author and in 2011 received the Australian Higher Education Quality Award.

DEPUTY VICE-CHANCELLOR (INTERNATIONAL AND SERVICES)

Mr Alastair Dawson

BA *DDIAE*, MBA *CQU*, MAICD, FAIM

The Deputy Vice-Chancellor (International and Services) is responsible for oversight and strategic management of the facilities and services that support the University's overall operations, and is responsible as part of the executive management team for strategic planning, various commercial operations and leadership of the University's key business operations. The University Services portfolio comprises the directorates of Marketing, Facilities Management, People and Culture, Information and Technology, and Commercial Services. The International portfolio incorporates responsibility for managing the University's global operations, including recruitment, education delivery, compliance, and government relations through embassies across the globe. The University's renewal and development agenda aims to improve service delivery through improved facilities and technology, better practice, and increased market share across a large multi-city university campus structure. The University International and Services portfolios play a critical role in ensuring that this is delivered.

Before his appointment to the University, Mr Dawson had extensive experience in leading capital-intensive, complex community-linked organisations, including more than 10 years in senior roles in some of Australia's largest councils and water utilities, including the Brisbane City Council, and executive roles in Brisbane Water and Coliban Water in Victoria. Mr Dawson is a business turnaround and execution specialist, having successfully rebuilt numerous businesses across the country in the public and private sectors.

Mr Dawson held the roles of Chief Executive Officer of the Victorian Farmers' Federation, the Beaudesert Shire Council and the Rockhampton Regional Council, before taking on the Deputy Vice-Chancellor (International and Services) role at CQUniversity. Mr Dawson has a Bachelor of Arts (Communication and Media) from the University of Southern Queensland, and a masters degree in Business Administration from the University of Central Queensland. He is also a Fellow of the Australian Institute of Management and a Member of the Australian Institute of Company Directors.

DEPUTY VICE-CHANCELLOR (INDUSTRY, VOCATIONAL TRAINING AND ACCESS EDUCATION)

Professor Helen Huntly

DipT(HlthPhysEd) *KGCAE*, BEd *BCAE*, MEdSt, EdD *CQU*

As Deputy Vice-Chancellor (Industry, Vocational Training and Access Education), Professor Helen Huntly is responsible for the strategic development and growth across CQUniversity of vocational education and training (VET), access education, and ongoing business development and engagement with industry.

Professor Huntly exercises executive leadership of the University's strategy, planning, policy and management of VET and access education delivery and related business development, and oversight of the Division's engagement with secondary schools, industry and the wider community through the VET in Schools (VETiS) program, articulations and pathways, and the development of VET research. Professor Huntly is responsible for divisional budget allocation and management, and oversees key functional and business units to effectively support VET and access education delivery and its quality assurance.

With CQUniversity for more than 25 years in various roles, Professor Huntly was most recently Dean of the School of Education and the Arts for the past five years and was significantly involved in CQUniversity's merger with CQ TAFE in the Academic Unification Project. As Dean, Professor Huntly led innovative curriculum development by embedding the VET-level Diploma of Early Childhood Education and Care into the first year of the Bachelor of Early Childhood and Primary Education programs.

Professor Huntly's qualifications include a Doctor of Education and a Master of Education Studies from CQUniversity, a Bachelor of Education, a Diploma of Teaching Health and Physical Education, and a Certificate IV in Training and Assessment.

Professor Huntly supported the YMCA's establishment in Bundaberg in 1988, becoming a life member of the Bundaberg YMCA, and coordinated its health and fitness program until the late 1990s. Currently, Professor Huntly is a Board Director for IMPACT Community Services, a large training organisation in Bundaberg that provides training and employment for disadvantaged and disabled adults and young people.

DEPUTY VICE-CHANCELLOR (ENGAGEMENT, CAMPUSES AND MACKAY-WHITSUNDAY REGION)

Professor Pierre Viljoen

BA, BA (Hons), MA *PU* for *CHE*, PhD (Industrial Psychology) *NWU*, Psychologist (QLD), MAPS

As the Deputy Vice-Chancellor of the Engagement and Campuses Division, Professor Viljoen leads the University's engagement agenda in pursuit of its interests and strategic priorities.

Professor Viljoen has executive responsibility for the 12 Associate Vice-Chancellors, the Engagement Office and the Development and Alumni Relations Directorate. His role extends across the University's extensive geographical footprint and his aim is to engage with and support a broad range of communities. Professor Viljoen is also the Associate Vice-Chancellor responsible for the Mackay-Whitsunday region, specifically overseeing localised engagement, growth, development, student experience and campus culture across the region's three sites.

Professor Viljoen moved to Gladstone from South Africa in 2006 where he initially served as Head of Campus for three years before commencing the dual role of leading the Mackay campus and the engagement agenda from 2010. Professor Viljoen was appointed in his current role as Deputy Vice-Chancellor (Engagement, Campuses and Mackay-Whitsunday Region) in July 2014.

He serves on a variety of internal and external boards, locally and nationally, including as Chair of Engagement Australia until July 2015. He holds a doctorate degree in Industrial Psychology, has a passion for organisational development, and is highly committed to using CQUniversity as a vehicle to support the development of sustainable communities.

DEPUTY VICE-CHANCELLOR (STUDENT EXPERIENCE AND GOVERNANCE)

Ms Jenny Roberts

BBusAdmin *CQU*, MTertEdMgt *Melb*, GAICD

The Deputy Vice-Chancellor (Student Experience and Governance) has executive management responsibility for the student experience and governance portfolio at CQUniversity. As Secretary to the University Council, Ms Roberts is also responsible for the University's governance processes through management of the governing body, the Council, and its subcommittees.

Ms Roberts oversees the student journey from admission and enrolment through to graduation, and a comprehensive range of student services and corporate governance activities. With a strong focus on ensuring a positive student experience for all students, Ms Roberts also ensures provision of a student advisory service, participation and wellbeing support, student governance, communications and corporate events management.



Actor, director and CQUni alumnus, Mr Wayne Blair, was one of the keynote speakers at this year's Student Leadership Conference held in Rockhampton.

Ms Roberts has worked at CQUniversity for almost two decades and is an alumnus of the University, having graduated with a Bachelor of Business (Administration) with Distinction in 2002, and has a Master of Tertiary Education Management from the University of Melbourne. Ms Roberts is a graduate and member of the Australian Institute of Company Directors, a member of the Governance Institute of Australia (formerly Chartered Secretaries Australia), and the Association of Australian University Secretaries, and is Chair of the QTAC Board of Directors. Her particular areas of interest include ensuring effective university governance and how professional staff can contribute towards student success.

DEPUTY VICE-CHANCELLOR (FINANCE AND PLANNING)

Ms Narelle Pearse

BComm *JCU*, GradDipPsych *CQU*, EMBA, MComm *QUT*, FCA

The Deputy Vice-Chancellor (Finance and Planning) has executive responsibility for the University's financial, planning, risk management, and business intelligence portfolio. As the University's Chief Financial Officer, Ms Pearse is also responsible for executing the University's external financial reporting requirements as a statutory authority.

Ms Pearse oversees the University's financial cycle, from planning through to budget, performance monitoring, business intelligence

and analytics and financial reporting. She places strong emphasis on keeping internal stakeholders well informed of the University's financial position and reports regularly to the University Council and its subcommittees. She oversees the University's reporting obligations to external stakeholders and regulatory authorities including the State and Federal Governments.

Ms Pearse commenced in the role in February 2014 after serving three years as a member of the University Council. She has successfully completed a range of qualifications in commerce and business including a Master of Commerce, an Executive Master of Business Administration and a Graduate Diploma in Economic Development, and is a Fellow of the Institute of Chartered Accountants. Ms Pearse is also an alumnus of the University, having successfully completed a Graduate Diploma in Psychology. In addition to her qualifications, Ms Pearse has served as a registered tax agent and has over two decades of experience in a range of public and corporate account roles in the private sector.

GOVERNANCE

CQUNIVERSITY COUNCIL

MEMBERS OF COUNCIL

The Council is the University's governing body, as set out in the *Central Queensland University Act 1998*, and has responsibility for managing and controlling the University's affairs, property and finances. In accord with the Act, the Council must act in the manner most likely to promote the University's interests and has the full power and authority to appoint and dismiss the University's officers and employees. As a body, it acts in all matters to advance the interests and aspirations of the University, and the statutory provisions governing Council membership are set out in sections 12 to 16 of the Act. Council members have a duty to act honestly and with integrity; to exercise due care, skill and diligence in their duties; to make appropriately informed decisions; and to act at all times in the interests of the University.

The current Council was constituted on 27 May 2014, and comprises three official members, five members appointed by the Governor in Council, three elected members and four additional members appointed by the Council. The term of office of the majority of members is four years, and the term of office of elected staff and student members is two years. As at 31 December 2015, Council members comprised:

CHANCELLOR (CHAIR)

Mr Rennie Fritschy AM

VICE-CHANCELLOR AND PRESIDENT

Professor Scott Bowman

PRESIDENT, ACADEMIC BOARD

Professor Bronwyn Fredericks

MEMBERS APPOINTED BY THE GOVERNOR IN COUNCIL

Ms Mary Carroll

Emeritus Professor Robert Castle

Mr Peter Coronas AM

Dr Robyn Minchinton (Deputy Chancellor)

Mr Desmond Pearson AO

ADDITIONAL MEMBERS APPOINTED BY COUNCIL

Mr John Abbott

Mr Graham Carpenter

Ms Meredith Papavasiliou

Mr Mark Peters

ELECTED MEMBERS

Mr Benjamin Brown (Student representative)

Mr Ken Diefenbach (Professional staff representative)

Dr John Fitzsimmons (Academic staff representative)

SECRETARY TO COUNCIL

Deputy Vice-Chancellor (Student Experience and Governance)

Ms Jenny Roberts, BBusAdmin CQU, MTertEdMgt Melb, GAICD



MR RENNIE FRITSCHY AM

BEng(Chem) *Sydney*, BEc *WAust*, FIEAust, FAICD

Mr Fritschy's background is in mineral processing, petrochemicals and textiles. He has been a member of Council since 1996 and Chancellor since 2004. During this time he has used his expertise in strategy development and implementation, accounting and financial matters, risk management stratagems, and high-level governance expertise to ensure the Council performs in accordance with its responsibilities.



PROFESSOR SCOTT BOWMAN

TDCR, DCR, HDCR *CollRadiog*, FAETC *City&Guilds*, MA *GuildHall*, MBA *USC*, PhD *OpenUK*, FAIM, FQAAS

In his role as Vice-Chancellor and President, Professor Bowman drives the strategic planning, financial and external affairs of the University across its network of campus and teaching locations in Australia. He is the force behind CQUniversity's Renewal Plan and is committed to building a strong regional university. Professor's background is in the fields of radiography and imaging.



PROFESSOR BRONWYN FREDERICKS

CertIVComCult *Creative Connections*, CertIVTrainAssess *GladTrainServ*, DipTeach(Sec) *BCAE*, BEd, MEd *QUT*, MEdStudies *UTas*, PhD *CQU*

Professor Fredericks is the President of Academic Board, and leads the work undertaken by the University's Office of Indigenous Engagement through her roles as Pro Vice-Chancellor (Indigenous Engagement) and BHP Billiton Mitsubishi Alliance (BMA) Chair in Indigenous Engagement. Professor Fredericks holds numerous qualifications in education and health and is a recipient of several highly competitive awards. She has worked at universities in Australia and New Zealand, and in the health care and human service sector for the Commonwealth and state governments, non-government organisations and community-based health and human service organisations.



MS MARY CARROLL

MAICD

Ms Carroll is Chief Executive Officer of the Capricorn Enterprise and is responsible for the overall management of operations including marketing, economic development, events and visitor servicing. Ms Carroll brings a combination of destination marketing, membership, corporate governance and strong relationship-building skills to the organisation and has been recognised by industry with numerous awards and accolades for her contributions. Ms Carroll's career has included a broad range of private and public sector roles, having worked for hospitality and tourism businesses and organisations, a mining engineering firm, a union and a political party. Ms Carroll represents the region and industry on a number of committees.



EMERITUS PROFESSOR ROBERT CASTLE

MEc Syd, DLett(hon causa) UOW, Fellow UOWD

Emeritus Professor Castle is an economist who has extensive experience in international education and academic administration. Emeritus Professor Castle was Deputy Vice-Chancellor (Academic) at the University of Wollongong and has served in many advisory roles in higher education.



MR PETER CORONES AM

Mr Corones is a business proprietor with a strong business background, and has spent a large part of his working life in community involvement and local government, including serving as Mayor of Gladstone City for 14 years. Mr Corones has a wealth of experience and knowledge in industrial development, tourism, education and training, and environmental responsibility. His civic duties have included membership and directorships of a number of key private and government boards, including the Gladstone Ports Corporation and Gladstone Area Promotion and Development Limited. Mr Corones was acknowledged for his service to the Gladstone Region community with a Member of the Order of Australia in 2009.



DR ROBYN MINCHINTON

BAppSc(MLS) RMIT, GradDipScsComm CQU, PhD London

Dr Minchinton is a medical scientist; her career has spanned over 40 years in the public health sector in diagnostics and research in hospitals, the Red Cross Blood Service and higher education. Dr Minchinton is experienced in executive and laboratory management, and corporate and research governance, and is a consumer representative on several Cancer Australia committees. Dr Minchinton is dedicated to mentoring students and early-career scientists, supports research collaborations and real community involvement in research, and champions lifelong learning for everyone.



MR DESMOND PEARSON AO

BBus, GradDipMgt, HonDBus CQU, FCPA, FIPAA, FAIM, FCA, FISEAM

Mr Pearson is a non-executive director and advisor on public sector governance, accountability and performance reporting. Previously Mr Pearson served as Auditor-General of Victoria and of Western Australia for over 21 years. Prior to that, he held several senior executive positions in financial management, program delivery and corporate support roles across Commonwealth, state and territory jurisdictions.



MR JOHN ABBOTT

BEng(Mech) QUT, LLB QUT, CPEng, RPEQ, FIEAust, MAICD

Mr Abbott is General Manager of Operations at the NRG Gladstone Power Station, and has had a long career in operations and business management in power generation, oil and gas, chemicals, and minerals processing. Mr Abbott has engineering and law qualifications, and is a fellow of the Institution of Engineers Australia. Mr Abbott has had a long association with CQUniversity with the development of postgraduate courses in engineering.


MR GRAHAM CARPENTER

GradDipMgt *CIAE*, MBA *CQU*, FCA, FAICD

Mr Carpenter is a chartered accountant and former partner of BDO Australia. He is a board member and also chairs a number of audit/compliance/risk committees. Mr Carpenter's other past experience includes senior positions with Queensland and Victorian Treasuries, and as the Northern Territory Auditor-General. Mr Carpenter brings financial management, audit and risk expertise as well as experience with corporate governance.


MS MEREDITH PAPAVALIIOU

BA, GradDipMgt, MBA *CQU*

Ms Papavasiliou has almost 20 years' experience in regional daily news environments, and understands the social, geographic and environmental demands of living and doing business in regional, rural and remote communities. An experienced business executive and vocal advocate of regions, Ms Papavasiliou believes that at the heart of every highly functional, successful organisation is the ability to properly engage and create meaningful discussion and robust debate.


MR MARK PETERS

BA *Macq*, LLB *Sydney*, MSc *Oxon*, FAICD

Mr Peters has practised as a lawyer for over 30 years in the United Kingdom, New South Wales and Queensland. Mr Peters has a strong background in commercial litigation and now practises solely in employment law and workplace relations. He has a passion for good corporate governance, particularly in education, having held board positions in one of Queensland's largest group training apprenticeship schemes and in a leading independent school in North Queensland where he was Chairman for over 12 years.


MR BENJAMIN BROWN

Mr Brown is the elected student representative on Council. He is in his fourth year of the Bachelor of Civil Engineering (Honours) and Diploma of Professional Practice at CQUniversity Bundaberg. Mr Brown has played a role in several programs throughout the University including the Student Mentor program and the Science and Engineering Challenge. Mr Brown is the inaugural Chair of the Student Representative Council, a new body established in 2015 aimed at improving the student experience for all CQUniversity students regardless of campus, location and study mode.


MR KEN DIEFENBACH

BAppSc(Comp) *QUT*

Mr Diefenbach is the elected professional staff representative on Council. Currently the Project Manager, Business Intelligence, his background is in information technology with an emphasis on data warehousing and data visualisation. Mr Diefenbach is highly regarded as a speaker and practitioner, presenting at University sector and technical forums nationally and internationally. His role in the Reporting and Business Intelligence Product Advisory Group for HEUG (international body of universities using the PeopleSoft system) included terms as chair and co-chair. Mr Diefenbach received the Vice-Chancellor's Excel Award in 2001.


DR JOHN FITZSIMMONS

BA(Hons), PhD *Adel*, GradCertOnlineLearn *ECU*

Dr Fitzsimmons is the elected academic staff representative on Council. He is a senior lecturer at CQUniversity and teaches in literary and cultural studies in the School of Education and the Arts. Dr Fitzsimmons' academic expertise is in online learning, postmodern fiction, and narrative theory.

TABLE 1: COUNCIL MEMBERS' ATTENDANCE AT COUNCIL MEETINGS

Members	No. of meetings attended	Total no. of meetings
Mr Rennie Fritschy AM	8	9
Professor Scott Bowman	8	9
Professor Bronwyn Fredericks	9	9
Ms Mary Carroll	6	9
Emeritus Professor Robert Castle	9	9
Mr Peter Coronas AM	7	9
Dr Robyn Minchinton	9	9
Mr Desmond Pearson AO	8	9
Mr John Abbott	8	9
Mr Graham Carpenter	5	9
Ms Meredith Papavasiliou	3	9
Mr Mark Peters	7	9
Mr Benjamin Brown (appointed 28 October 2015)	1	1
Mr Ken Diefenbach	8	9
Mr David Harris (resigned 6 August 2015)	6	6
Dr John Fitzsimmons	9	9

Council meetings were held on 1 February, 29 April, 26 May (extraordinary meeting), 24 June, 9 July (extraordinary meeting), 26 July (extraordinary meeting), 26 August, 21 October, and 9 December 2015.

COUNCIL HIGHLIGHTS

Council highlights in 2015 included:

- » successful appointment of a new Chancellor through a competitive search and selection process. Council sought to appoint a leader who will represent the University with distinction, and protect and promote CQUniversity's standing in the community
- » monitoring the University's vocational education and training operations and making changes to increase sustainability with the appointment of a new Deputy Vice-Chancellor (Industry, Vocational Training and Access Education) in September 2015
- » development and subsequent approval of the 2016–2021 University Strategic Plan
- » continued refinement of financial reports submitted to Council and its subcommittees, providing timely and accurate information to support good governance and decision-making
- » improvements to the policy review and approval process for Council-approved policies
- » appointment of the President and Deputy President of Academic Board for three-year terms of office, and
- » provision of feedback on the proposed changes to Queensland universities legislation.

COUNCIL COMMITTEES

Council has established five subcommittees, each with a specialist function, to support the Council's oversight of university operations:

- » Academic Board
- » Audit, Compliance and Risk Committee
- » Ceremonial and Honorary Awards Committee
- » Chancellor's Committee, which acts as an executive appointments committee and a council membership committee when required, in addition to being the executive committee of Council, and
- » Planning and Resources Committee.

VOLUNTARY CODE OF BEST PRACTICE FOR THE GOVERNANCE OF AUSTRALIAN UNIVERSITIES

The University Council adopted the Voluntary Code of Best Practice for the Governance of Australian Universities at its September 2011 meeting. Through its 14 principles, the Code's purpose is to ensure Council members have a good understanding of their roles and duties, and to foster transparency and accountability in the University's governance arrangements by strengthening performance evaluation practices. The University undertakes an annual review of its compliance with the Code to ensure ongoing compliance and to further strengthen governance practices. As at 31 December 2015, the University continued to be compliant with the Code's requirements.

EVALUATION AND PROFESSIONAL DEVELOPMENT OF COUNCIL

As part of its commitment to best practice corporate governance, CQUniversity has a coordinated committee performance evaluation process, led by the practices of the Council. At the end of every meeting, a Council member conducts an evaluation by reviewing the quality and effectiveness of the meeting and the documentation provided. Online self-evaluation surveys have occurred after the final meeting each year for the past 10 years, and have consistently demonstrated Council's operations to be successful. A self-reflection process in February 2016 will review the Council's 2015 operations and be informed by aggregated meeting evaluation data, acquittal of the 2015 reporting schedule and the Council Charter.

Professional development for Council members is a key strategy of Council's continuous improvement processes. Professional development is provided to Council members in the form of regular 'in house' briefings on key issues before each Council meeting and focus item discussions during Council meetings, as well as the opportunity to attend sector-wide conferences and other events. Council prepares an annual professional development plan to support the professional development of members, each of whom are given an annual budget allocation to expend on professional development activities (as approved by the Chancellor).

During 2015, Council members received briefings on a broad range of issues relevant to the University's current and future

operations. Topics included the operations of Academic Board, work-integrated learning, operations and opportunities in Townsville and Cairns; an overview of the operations, challenges and opportunities facing four of the University's schools; the University's regional engagement and participation process, Mask-Ed and Pup-Ed innovative teaching methods, student feedback, social innovation activities, and marketing functions. Members participated in tours and received presentations on newly opened or refurbished buildings.

A planning and strategy session was held in April at which the Council reviewed CQUniversity's achievements against its previous year's plans and further developed the University's 2016–2021 Strategic Plan. Key items of focus during the session included refinement of the University's strategic intent, confirmation of the University's focus on engagement, and identification of points of differentiation.

GOVERNANCE

ESTABLISHMENT AND FUNCTIONS OF THE UNIVERSITY

The University is established and derives its functions and powers by virtue of the *Central Queensland University Act 1998* (the Act). The Act establishes the University as a body corporate, with a seal, that may sue and be sued in its corporate name.

Section 5 of the Act outlines the University's functions, which are:

- a. to provide education at university standard
- b. to provide facilities for, and encourage, study and research
- c. to encourage the advancement and development of knowledge, and its application to government, industry, commerce and the community
- d. to provide courses of study or instruction (at the levels of achievement the council considers appropriate) to meet the needs of the community
- e. to confer higher education awards
- f. to disseminate knowledge and promote scholarship
- g. to provide facilities and resources for the wellbeing of the university's staff, students and other persons undertaking courses at the university
- h. to exploit commercially, for the university's benefit, a facility or resource of the university, including, for example, study, research or knowledge, or the practical application of study, research or knowledge, belonging to the university, whether alone or with someone else, and
- i. to perform other functions given to the university under this or another Act.

CENTRAL QUEENSLAND UNIVERSITY ACT

No amendments were made to the Act in 2015.

GOVERNANCE HIGHLIGHTS

CQUniversity promotes good governance practices, and these are supported by a range of policy documents. These practices are adopted by Council and all CQUniversity decision-making committees, resulting in enhanced business efficiencies, accountability and transparency.

External scrutiny of the University's student-related activities occurred throughout the year by the Queensland Ombudsman, who investigated student complaints. The most common outcome is that the University has followed its processes appropriately, with occasional suggestions for continuous improvement.

CQUniversity's governance practices were strengthened in 2015, and included:

- » establishment of the Student Representative Council, an avenue for students to provide feedback and recommendations to improve the student experience
- » approval of a Student Advocacy Officer position to support and assist students with grievances, appeals, disputes, mismanagement or misconduct by staff or students, ensuring students are more fairly represented
- » approval of a significantly revised Compliance Management Policy and Procedure to be implemented in 2016 to ensure CQUniversity effectively discharges its responsibilities and promotes a culture that will support organisational compliance and public accountability
- » development of a new policy publication system to 'go live' in 2016, which will vastly improve its search capability and associated policy administration, and
- » increased secretariat support to committee chairs and members.

STATUTORY OBLIGATIONS

COMMISSION FOR CHILDREN AND YOUNG PEOPLE AND CHILD GUARDIAN ACT

The *Commission for Children and Young People and Child Guardian Act 2000* establishes a regime requiring all employees and volunteers working with children and young people to obtain a Positive Suitability Notice (known as a Blue Card). CQUniversity requires all staff in certain categories (such as student counsellors) to hold Blue Cards as a condition of their employment.

EDUCATION SERVICES FOR OVERSEAS STUDENTS (ESOS) ACT

The Commonwealth's *ESOS Act 2000* and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (National Code) provide nationally-consistent standards for the conduct of registered higher education providers regarding their provision of education to international students and registration of their courses. The University maintains a range of policy documents to comply with the Act and the National Code. The University's ESOS and International Compliance Management Committee meets regularly to ensure compliance is maintained.

FINANCIAL ACCOUNTABILITY ACT

The University continues to monitor compliance with the *Financial Accountability Act 2009* and the Financial and Performance Management Standard 2009. The Internal Audit and Advisory Directorate performs financial compliance reviews each year as part of its annual Internal Audit Plan to assure Council's Audit, Compliance and Risk Committee that the University is compliant with the legislation.

PUBLIC INTEREST DISCLOSURE ACT

The *Public Interest Disclosure Act 2010* encourages the disclosure of information about suspected wrongdoing in the public sector so that it can be properly evaluated and, if necessary, appropriately investigated. CQUniversity's Public Interest Disclosure Management Policy and Procedure provides information on the process of disclosures, which are first made to the University and then reported to the Queensland Ombudsman.

PUBLIC SECTOR ETHICS ACT

The CQUniversity Code of Conduct reaffirms the University's commitment to the ethical principles set out in the Queensland *Public Sector Ethics Act 1994*. The Code goes beyond the Act's emphasis on good public administration to demonstrate how ethical principles are fundamental to the operations of the University; and these are also reflected in the University's value of 'openness'. The University's Leading Towards Zero Tolerance program, rolled out in 2012, covered the requirements of the Code of Conduct and staff obligations under the Act. All new staff members are required to attend a Leading Towards Zero Tolerance training session when commencing their employment; current staff members must attend refresher training every two years.

TAFE QUEENSLAND ACT

The *TAFE Queensland Act 2013* provides for the establishment of TAFE Queensland and the provisions for establishing dual sector entities. The Act also prescribes the requirements for entities to provide an operational plan including its contents, when the draft must be submitted, and the requirement to comply with the agreed operational plan. The University submitted its Vocational Education and Training Operational Plan for 1 January to 31 December 2015 in accordance with the Act.

INFORMATION SYSTEMS AND RECORDKEEPING

The University continues to promote compliance with the *Public Records Act 2002*, Information Standard 40: Recordkeeping and Information Standard 31: Retention and Disposal of Public Records. Records are retained and disposed of in accordance with the General, University Sector, and Technical and Further Education Institutes Retention and Disposal Schedules. Significant attention was applied to the University's archive facility with efforts concentrated on accommodating an additional 500 archival boxes of aged records, resulting in the disposal of over 400 archival boxes of records which had met their retention period.

The Digitisation Disposal Project began in 2015, with pilot programs initiated for some financial and personnel recordkeeping activities to assess the level of interest in transitioning from a paper-based organisation to a paperless organisation. To date, the project has identified the need for further policy and procedural development to address the complexities associated with ensuring the authenticity and integrity of digital records to achieve the future compliance requirements.

The University participated in the 2014–2015 Queensland State Archives Recordkeeping Survey of Queensland Public Authorities. This benchmarking activity assisted CQUniversity to measure its compliance levels and identify opportunities for improvement.

POLICIES AND PROCEDURES

The University's policy documents (including policies, procedures, plans, and codes along with related forms and templates) are published online for ease of access by staff, students and the general public. The Policy Development and Review Procedure and associated templates set out the requirements for developing, reviewing and approving University policy documents, and includes a three-yearly review cycle. A University-wide template for committee terms of reference includes a number of mandatory sections to support good governance practices. Committee terms of reference are reviewed every second year, with the review informed by the annual committee self-evaluation process.

Each year, all relevant committees are provided with a list of policy documents under their approval authority that are due for review in that year, and these are then included in the committee's reporting schedule for that year. Policy documents continued to be revised and consolidated post-merger, resulting in comprehensive documents applicable to all staff and/or students. Consolidation of existing documents in the combined policy and procedure template also occurred. As at 31 December 2015, the University had a total of 538 policy documents and committee terms of reference, with 87 documents published (new and reviewed documents) and 67 documents expired in 2015.

DELEGATIONS OF AUTHORITY

The University's Delegations of Authority Policy identifies the authorities within the University to exercise powers and carry out certain actions for which University staff and officers are accountable. The delegation of authority and powers is accompanied by appropriate internal control structures and systems to enable efficient but controlled business operations. The policy and its schedules are updated as required and reviewed in accordance with the University's policy review schedule. The policy was updated in June 2015 to reflect the changes to the University's staff travel processes, the approval of the tender approval framework, and to clarify some existing delegations.

RISK MANAGEMENT AND ACCOUNTABILITY

RISK MANAGEMENT FUNCTION

The function of risk management at CQUniversity is to manage risk in accordance with the process set out in the Australian/New Zealand Joint Standard on Risk Management (AS/NZS ISO 31000:2009) to benefit the University and manage the cost of risk. The University has an integrated Risk Management and Planning Framework where strategic, corporate and operational risks are linked to planning. The Audit, Compliance and Risk Committee of Council has oversight of all enterprise risks, which are reviewed against their mitigation strategies. Any significant operational or financial risks are dealt with by the University's executive management and relevant governance committees. Risks are monitored through systematic reviews.

The University's internal audit function supports risk management through periodic independent review of risk management practices and procedures to provide assurance on their efficiency and relevance.

Risks associated with the Strategic Plan are reported to Council through the Audit, Compliance and Risk Committee of Council.

AUDIT COMMITTEE

The University Council has an established Audit, Compliance and Risk Committee to assist the Council to discharge its responsibilities prescribed in the *Financial Accountability Act 2009*, the Financial and Performance Management Standard 2009 and other relevant legislation and prescribed requirements.

The Committee's purpose is to assist the Council to fulfil its oversight responsibilities in regard to:

- » the University's frameworks for performance management, risk management and internal control
- » the performance of the internal audit and external audit functions
- » the integrity of the University's financial reporting processes
- » ensuring a healthy and safe workplace
- » the application of good corporate governance principles, and
- » ensuring strong compliance with legislative requirements.

The Committee is responsible for reviewing, discussing and promptly reporting, as appropriate, to the Council in relation to the above areas. Meeting attendance for 2015 is shown in Table 2.

TABLE 2: AUDIT, COMPLIANCE AND RISK COMMITTEE MEETING ATTENDANCE IN 2015

Members	No. of meetings attended	Total no. of meetings
Mr Graham Carpenter (Chair)	6	6
Dr Robyn Minchinton	6	6
Mr Mark Peters	5	6
Mr Desmond Pearson AO	6	6

University management representatives regularly attend Committee meetings to provide members with necessary reports and briefings. Representatives include the Vice-Chancellor and President, members of the University's executive management and the Deputy Director (Audit and Advisory). A standing invitation has been extended to the University's external auditors to discuss any matters with the Committee regarding its auditing of the University's financial statements.

During 2015, the Committee operated within the framework established by its terms of reference with due regard to the Audit Committee Guidelines issued by Queensland Treasury and Trade.

The Committee undertook annual self-evaluation and reporting to the Council. To ensure its evaluation was comprehensive, the Committee survey instrument was aligned with the Committee's terms of reference and was informed by better practice guidance previously published by the Queensland Audit Office.

In addition, the Committee concentrated on further embedding strong committee practice, which had been identified and implemented in recent years. The Committee continued to focus on high priority areas with considerable success, received information on key risks, continued to focus on resolving outstanding audit recommendations, and undertook private sessions with the external and internal audit functions.

INTERNAL AUDIT FUNCTION

Organisationally, the Audit and Advisory Directorate forms part of the Vice-Chancellor and President's Office, reporting to the Director of that office for administrative purposes and to the Audit, Compliance and Risk Committee for functional purposes.

The Audit and Advisory Directorate operates within a University Council approved Charter, which is consistent with the Definition of Internal Auditing, the Code of Ethics, and the International Standards for the Professional Practice of Internal Auditing issued by the Institute of Internal Auditors. The Directorate operates independently of the University's structures and systems to provide meaningful assurance; its purpose is to assist the Council; the Audit, Compliance and Risk Committee; and the University's executive management, management and staff to effectively discharge their responsibilities. This is achieved by providing independent advice and assurance underpinned by a process of systematic, professional and independent audits that measure and evaluate the efficiency, effectiveness, economy and compliance of existing controls and systems.

In 2015, planning, monitoring, reporting, and review processes occurred to ensure the Directorate operated effectively, efficiently and economically. The Audit, Compliance and Risk Committee received regular reports from the Directorate, which undertook ongoing monitoring and regular reviews of audit operations.

The Audit and Advisory Directorate's work is guided by its multi-year strategy (which outlines the Directorate's objectives and strategies for a five-year period) and its annual work plan (which operationalises the multi-year strategy for a one-year period). In developing the respective plans a risk assessment is undertaken to enable rational deployment of limited resources. This

assures audit coverage of the areas identified as representing the greatest current risk and assures broad coverage of the University's business operations over time. Audit and Advisory staff use their combined experience and judgment and input from the University's executive management, management and staff, and external auditors to assess the overall level of risk for an area. A number of risk factors are considered as part of the risk assessment process. The Audit, Compliance and Risk Committee reviews each plan at its final meeting of the year and is recommended to the University Council for approval.

The Directorate is also responsible for supporting the Audit, Compliance and Risk Committee and liaising with the University's external auditors to ensure a properly coordinated overall audit effort. An annual report is provided to the Committee on the Directorate's performance. In supporting the Committee's operations, the Directorate has had due regard to Queensland Treasury and Trade's Audit Committee Guidelines.

ENTITIES CONTROLLED BY THE UNIVERSITY

The University has formed a number of entities that further the functions of the University in accordance with the *Central Queensland University Act 1998*. The University Council monitors the entities' performance through its Planning and Resources Committee, which receives quarterly financial statements, an annual report on progress and an annual business plan. Each of the following controlled entities prepares a set of financial statements for audit by the Queensland Audit Office. Once certified, the financial information is combined with that of the University to produce a consolidated financial position (refer to the financial statements in this report).

AUSTRALIAN INTERNATIONAL CAMPUSES TRUST AND AUSTRALIAN INTERNATIONAL CAMPUSES PTY LTD

The Australian International Campuses Trust is a unit trust and was established to hold the shares of C Management Services Pty Ltd on behalf of CQUniversity. The Australian International Campuses Pty Ltd is the trustee for the trust and CQUniversity is the sole beneficiary of the trust and holds all units on issue. The Board comprises the following members:

CHAIR

Mr Graham Carpenter, GradDipMgt *CIAE*, MBA *CQU*, FCA, FAICD

COMPANY SECRETARY

Ms Jenny Roberts, BBusAdmin *CQU*, MTertEdMgt *Melb*, GAICD

C MANAGEMENT SERVICES PTY LTD

C Management Services Pty Ltd is a wholly-owned subsidiary of CQUniversity that is currently not trading. The Chair of the Board was not paid a fee. The Board comprises the following members:

CHAIR

Professor Scott Bowman, TDCR, DCR, HDCR *CollRadiog*, FAETC *City&Guilds*, MA *GuildHall*, MBA *USC*, PhD *OpenUK*, FAIM, FQAAS

COMPANY SECRETARY

Mr Alastair Dawson, BA *DDIAE*, MBA *CQU*, MAICD, FAIM

CQU INSTITUTE OF HIGHER LEARNING PTE LTD

CQU Institute of Higher Learning Pte Ltd went into voluntary liquidation on 10 November 2014. The Board comprised the following members:

CHAIR

Professor Scott Bowman, TDCR, DCR, HDCR *CollRadiog*, FAETC *City&Guilds*, MA *GuildHall*, MBA *USC*, PhD *OpenUK*, FAIM, FQAAS

BOARD MEMBERS

Mr Cheng Sim Kok

COMPANY SECRETARY

Mrs Jeannete Aruldoss

CQU TRAVEL CENTRE PTY LTD

This company provides travel agency services and educational travel programs for University staff and students as well as the general public. The entity is wholly-owned by the University and the Board comprises the following members:

CHAIR

Professor Scott Bowman, TDCR, DCR, HDCR *CollRadiog*, FAETC *City&Guilds*, MA *GuildHall*, MBA *USC*, PhD *OpenUK*, FAIM, FQAASOpenUK, FAIM, FQAAS

BOARD MEMBERS

Mr Alastair Dawson, BA *DDIAE*, MBA *CQU*, MAICD, FAIM

Ms Narelle Pearse, BComm *JCU*, GradDipPsych *CQU*, EMBA, MComm *QUT*, FCA

Ms Jenny Roberts, BBusAdmin *CQU*, MTertEdMgt *Melb*, GAICD

COMPANY SECRETARY

Ms Jenny Roberts, BBusAdmin *CQU*, MTertEdMgt *Melb*, GAICD

HEALTH TRAIN EDUCATION SERVICES PTY LTD

CQUniversity's wholly-owned registered training organisation, Health Train Education Services Pty Ltd, trading as Train@CQUniversity will be voluntarily wound up and deregistered in 2016. The Board comprises the following members:

CHAIR

Professor Scott Bowman, TDCR, DCR, HDCR *CollRadiog*, FAETC *City&Guilds*, MA *GuildHall*, MBA *USC*, PhD *OpenUK*, FAIM, FQAASOpenUK, FAIM, FQAAS

BOARD MEMBERS

Mr Nik Babovic, BEd *QUT*, MBA *Griffith*, DipMgt *GCIT* (up to 14 October 2015)

Ms Narelle Pearse, BComm *JCU*, GradDipPsych *CQU*, EMBA, MComm *QUT*, FCA

COMPANY SECRETARY

Ms Jenny Roberts, BBusAdmin *CQU*, MTertEdMgt *Melb*, GAICD



CQUniversity announced the appointment of Gladstone industry leader, Mr John Abbott, as the University's new Chancellor. This news followed the announcement that current Chancellor, Mr Rennie Fritschy AM, would retire on 6 March 2016 after more than a decade in the role.

MASK-ED INTERNATIONAL PTY LTD

Mask-Ed International Pty Ltd aims to commercialise intellectual property developed through the University's undergraduate nursing qualification. The intellectual property is a novel experiential learning process that provides a realistic and humanistic simulation experience. The entity is wholly owned by the University and the Board comprises the following members:

CHAIR

Professor Hilary Winchester, MA, D.Phil *Oxon*, FAICD

BOARD MEMBERS

Ms Narelle Pearse, BComm *JCU*, GradDipPsych *CQU*, EMBA, MComm *QUT*, FCA

Professor Kerry Reid-Searl, RN, RM, BHlthSc *UCQ*, MClInEd *UNSW*, PhD *CQU*, MRCNA

COMPANY SECRETARY

Ms Jenny Roberts, BBusAdmin *CQU*, MTertEdMgt *Melb*, GAICD

OTHER BODIES (NOT CONTROLLED ENTITIES)

HORTICAL PTY LTD

This venture was initiated as a joint venture between CQUniversity and Colour Vision Systems (CVS) to commercialise their respective interests in non-invasive fruit sorting technology. To this end, CQUniversity and CVS granted HortiCal a licence on the intellectual property relating to the use of near infrared spectroscopy. HortiCal's business is to support research and development and to commercialise the intellectual property it holds.

RAIL INNOVATION AUSTRALIA PTY LTD

This company was established to hold the intellectual property generated by the previous cooperative research centre, the CRC for Railway Engineering and Technologies, which closed in 2007.

WORKPLACE PEOPLE AND CULTURE

PEOPLE AND CULTURE

CQUniversity must attract, develop, reward and retain staff of the highest quality and provide a working environment that enables them to maximise their capacity to contribute to the University in achieving its mission. The People and Culture Directorate implemented actions and plans to move the University forward in the areas of workplace health and safety, employee and industrial relations, Indigenous employment, equity, salaries, superannuation, systems and professional development. Increasing the Directorate's capacity and ability to meet the current and future needs of the organisation is the primary focus.

WORKFORCE PLANNING FRAMEWORK

The University's Workforce Planning Framework includes the following key components: accessing planning data and plans, analysing current operations, scenario planning and forecasting, identifying planning initiatives and strategies, approving and implementing plans, and post-implementation review and evaluation. In 2015, consultation and workshops were held with all divisions to develop school and directorate plans.

WORKFORCE ATTRACTION AND RETENTION STRATEGIES

In 2015, the University introduced its Recruit for Success program, a professional development program for all panel chairs and members to introduce behavioural and situational selection techniques. CQUniversity's People Capability Framework provided the foundation to reinforce the behavioural characteristics required to support the University's values and to inform selection of appropriate candidates. Also, position descriptions for University roles were reviewed to ensure consistency across new and existing positions.

PERFORMANCE MANAGEMENT FRAMEWORK

The new Performance Enhancement program was introduced to generate meaningful two-way conversations for staff and supervisors on an ongoing basis, supported by a newly introduced technological solution (PEPSHare) for recording these conversations. Designed and co-facilitated in cooperation with the Australian Higher Education Industrial Association, the Managing for Success program was also introduced for CQUniversity's supervisors to develop their skills in effective and ongoing performance discussions. This program aligns with other activities, including Recruit for Success, the People Capability Framework, and CQUniversity's professional development review and leadership development programs.

INDUCTION AND PROFESSIONAL DEVELOPMENT

The University continued to enhance its corporate induction for new staff by incorporating their feedback and adding updated information. CQUniversity also continued its emphasis on staff professional development with a number of conferences and development activities. During 2015, the annual CQUniversity Staff Conference was held; entitled 'Juggling Chainsaws: Action Balance Courage', the conference attracted 82 staff. Also in 2015, the University hosted its annual Senior Leadership Conference,

which brought together 51 senior staff members to discuss leadership development, strategic initiatives and the future direction of CQUniversity. Personal coaching and mentoring was also made available to staff.

New academic staff members who do not have a teaching qualification in higher education undertook the first course in the Graduate Certificate in Tertiary Education (GCTE) as part of their preparation for a teaching role, and were encouraged to continue their study in the GCTE or equivalent.

In 2015, CQUniversity introduced two significant leadership programs, 'Enhancing the Leader in You' and 'Interpersonal Intelligence', along with a specific customer service development program. Facilitated by accredited University staff, these programs were attended by 384 staff. The University also introduced its Zero Tolerance Refresher program in 2015, requiring all staff to refresh their knowledge of workplace harassment (including the issues of bullying, sexual harassment and unlawful discrimination) every two years.

STAFF RECOGNITION

The University recognises outstanding achievements of staff through its Staff Award program in a range of categories, including but not limited to the following areas: learning and teaching, research, research higher degree supervision, service, engagement and professional staff contribution.

In 2015, 18 successful academic promotions were awarded as follows:

- » Professor (Academic Level E): 3 staff (3 male)
- » Associate Professor (Academic Level D): 1 staff (1 female)
- » Senior Lecturer (Academic Level C): 12 staff (9 female, 3 male)
- » Lecturer (Academic Level B): 2 staff (1 female, 1 male).

Three applications for the University's Outside Studies program in 2015 for the 2016 university year were approved.

INDIGENOUS EMPLOYMENT

CQUniversity's Aboriginal and Torres Strait Islander Employment and Career Strategy was rewritten in 2015 following comprehensive consultation with staff, unions and the community with a focus on specific goals to continue to enhance employment opportunities for Indigenous people across the University footprint. As of 30 September 2015, there were 26 professional staff, three teaching staff and eight academic staff who identified as Indigenous Australians.

FLEXIBLE WORKING ARRANGEMENT AND WORK-LIFE BALANCE

The University encouraged flexible working arrangements and the achievement of work-life balance by allowing staff to work flexible hours of work in accordance with the operational needs of the particular work area and the relevant Enterprise Agreement provisions. Staff members were able to work off campus in certain circumstances and part-time and job-sharing opportunities were encouraged. In addition to 52 weeks parental leave, which includes 26 weeks paid maternity leave, CQUniversity offered its staff up to 20 weeks primary care-givers



CQUniversity closed its Rockhampton, Bundaberg, Gladstone, Yeppoon and Biloela campuses when Tropical Cyclone Marcia wreaked havoc on the region. Thanks to many volunteers, the campuses were cleaned up quickly and normal business resumed.

leave; up to a further 52 weeks child-rearing leave for staff to care for preschool-aged children; the option of an additional four weeks annual leave per year (flexible work year scheme 48/52); annualised hours, flexi-time, job share, part-time work, and 5.4 weeks annual leave for all staff covered by the agreement.

The University Rehabilitation program continued to be proactive in managing both work and non-work related injuries and illness. The financial year ending 2015 resulted in a slight increase in the University's WorkCover Industry premium rate (0.183); however, it is still considerably lower than the industry rate (0.521). CQUniversity also provided access to an Employee Assistance program for all staff and their immediate families. This service included access to free counselling sessions via face-to-face meetings, email and telephone.

INDUSTRIAL AND EMPLOYEE RELATIONS FRAMEWORK

The University's Joint Consultative Committee is an active, robust and productive forum, which contributed to the effective management of industrial relations issues. The committee, comprised of management and staff unions, met bi-monthly to discuss industrial and human resource issues.

VOLUNTARY EARLY RETIREMENT, VOLUNTARY SEPARATION AND REDUNDANCY

No offers for voluntary early retirement were paid during this period; however, eight employees received redundancy packages at a cost of \$1 090 930.

SAFETY

The Occupational Health and Safety Unit implemented a number of innovative system improvements in 2015. A new online induction and safety program was launched for students, researchers and contractors. Improvements to research protocols, research supervisor training and international travel processes significantly reduced operational risk. In late 2015, the unit was awarded a WorkCover Queensland grant to implement a psychological wellbeing program in 2016. During 'Work Safe Month' information sessions were delivered to the University's vocational education and training staff at four locations in conjunction with industry and Queensland Government workplace health and safety inspectors.

CQUniversity's most significant safety project for the year was its implementation of the new Emergency Notification Alert System (ENAS), which enables the University to communicate to staff, students and contractors in the event of an emergency, lockdown or natural disaster. ENAS enables downloading of the 'SafeZone' application to mobile devices. This easy-to-use mobile application delivers important emergency notification alerts and instructions to staff and students in Australia (SafeZone) within seconds of a known critical incident, and can notify University Security (SafeZone) of an unfolding emergency or submit urgent requests for help.

STAFF PROFILE

For 2015, the University's permanent retention rate was 93 percent and its permanent separation rate was seven percent. A detailed University staff profile is available in Table 3.

TABLE 3: STAFF PROFILE 2015		FEMALE		MALE		TOTAL FTE	
		FTE	Percentage	FTE	Percentage		
ACADEMIC	Fixed-Term	Academic Level A	9.53	100.00%	0.00	0.00%	9.53
		Academic Level B	14.85	66.44%	7.50	33.56%	22.35
		Academic Level C	3.80	40.42%	5.60	59.58%	9.40
		Academic Level D	1.40	40.00%	2.10	60.00%	3.50
		Academic Level E	0.00	0.00%	4.85	100.00%	4.85
		ELICOS Category B	1.00	20.00%	4.00	80.00%	5.00
		Academic Salary Package	6.00	46.15%	7.00	53.85%	13.00
		Fixed-Term Total	36.58		31.05		67.63
	Continuing	Academic Level A	27.60	78.63%	7.50	21.37%	35.10
		Academic Level B	82.50	57.41%	61.20	42.59%	143.70
		Academic Level C	61.02	50.17%	60.60	49.83%	121.62
		Academic Level D	16.00	42.11%	22.00	57.89%	38.00
		Academic Level E	12.00	37.50%	20.00	62.50%	32.00
		ELICOS Category B	0.00	0.00%	1.00	100.00%	1.00
		Academic Salary Package	0.00	0.00%	1.00	100.00%	1.00
		Continuing Total	199.12		173.30		372.42
	Academic Total	235.70		204.35		440.05	
RESEARCH	Fixed-Term	Research Worker Level 3	0.00	0.00%	0.00	0.00%	0.00
		Research Worker Level 4	1.00	38.46%	1.60	61.54%	2.60
		Research Worker Level 5	1.60	39.03%	2.50	60.97%	4.10
		Research Worker Level 6	1.00	100.00%	0.00	0.00%	1.00
		Research Worker Level 7	2.75	73.33%	1.00	26.67%	3.75
		Professorial Research Fellow	1.00	100.00%	0.00	0.00%	1.00
		Senior/Principal Research Fellow	1.60	39.02%	2.50	60.98%	4.10
		Senior Postdoctoral Research Fellow	3.90	72.22%	1.50	27.78%	5.40
		Research Officer/Postdoctoral Research Fellow	7.50	60.00%	5.00	40.00%	12.50
		Research Fellow	3.85	56.20%	3.00	43.80%	6.85
		Senior Research Officer	4.00	66.67%	2.00	33.33%	6.00
		Fixed-Term Total	28.20		19.10		47.30
	Continuing	Professorial Research Fellow	0.00	0.00%	1.00	100.00%	1.00
		Research Fellow	0.00	0.00%	1.00	100.00%	1.00
		Senior Research Officer	0.00	0.00%	2.00	100.00%	2.00
		Research Officer/Postdoc Research Fellow	0.80	100.00%	0.00	0.00%	0.80
	Continuing Total	0.80		4.00		4.80	
	Research Total	29.00		23.10		52.10	
TAFE TEACHER	Fixed-Term	Tutor	0.00	0.00%	0.00	0.00%	0.00
		TAFE Teacher	6.90	58.97%	4.80	41.03%	11.70
		Fixed-Term Total	6.90		4.80		11.70
	Continuing	Tutor	2.15	100.00%	0.00	0.00%	2.15
		TAFE Teacher	49.23	46.35%	57.00	53.65%	106.23
		Leading Vocational Teacher	15.91	37.07%	27.00	62.93%	42.91
	Continuing Total	67.29		84.00		151.29	
	TAFE Teacher Total	74.19		88.80		162.99	
OTHER	Fixed-Term	Management	25.45	46.23%	29.60	53.77%	55.05
		Fixed-Term Total	25.45		29.60		55.05
	Continuing	Management	0.00	0.00%	1.50	100.00%	1.50
	Continuing Total	0.00		1.50		1.50	
	Other Total	25.45		31.10		56.55	
PROFESSIONAL	Fixed-Term	HEW Level 1	0.25	100.00%	0.00	0.00%	0.25
		HEW Level 2	1.00	100.00%	0.00	0.00%	1.00
		HEW Level 3	8.30	73.46%	3.00	26.54%	11.30
		HEW Level 4	30.41	69.73%	13.20	30.27%	43.61
		HEW Level 5	14.00	87.50%	2.00	12.50%	16.00
		HEW Level 6	21.90	73.24%	8.00	26.76%	29.90
		HEW Level 7	20.24	84.54%	3.70	15.46%	23.94
		HEW Level 8	3.80	59.38%	2.60	40.63%	6.40
		HEW Level 9	2.00	50.00%	2.00	50.00%	4.00
		HEW Level 10	0.80	100.00%	0.00	0.00%	0.80
		OO Level 2	7.00	70.00%	3.00	30.00%	10.00
		OO Level 3	1.00	100.00%	0.00	0.00%	1.00
		Fixed-Term Total	110.70		37.50		148.20
	Continuing	HEW Level 2	4.40	100.00%	0.00	0.00%	4.40
		HEW Level 3	31.97	61.52%	20.00	38.48%	51.97
		HEW Level 4	111.35	89.91%	12.50	10.09%	123.85
		HEW Level 5	128.40	86.29%	20.40	13.71%	148.80
		HEW Level 6	109.80	69.58%	48.00	30.42%	157.80
		HEW Level 7	65.03	69.16%	29.00	30.84%	94.03
		HEW Level 8	33.74	59.55%	22.92	40.45%	56.66
		HEW Level 9	27.00	67.50%	13.00	32.50%	40.00
		HEW Level 10	1.00	50.00%	1.00	50.00%	2.00
	OO Level 2	7.00	48.61%	7.40	51.39%	14.40	
	OO Level 3	3.00	30.00%	7.00	70.00%	10.00	
	OO Level 6	0.00	0.00%	2.00	100.00%	2.00	
	Continuing Total	522.69		183.22		705.91	
	Professional Total	633.39		220.72		854.11	
REPORT TOTAL		997.73		568.07		1565.80	

FTE means full-time equivalent

Data does not include casual employees

Report run as at 31 December 2015

VISION AND VALUES

OUR VISION

Our vision is to be Australia's most engaged university by 2020 and to become one of Australia's truly great universities through partnerships with students, industry and the community.

CQUniversity aims to achieve this by directing its focus towards:

- » a great student experience
- » great research
- » being inclusive
- » distance education, and
- » social innovation.

OUR VALUES

» Engagement

We connect to our stakeholders and communities by having strong relationships and productive partnerships which deliver mutually beneficial outcomes.

» Leadership

We lead by consistently demonstrating excellence in learning, teaching, research, engagement and governance.

» A can-do approach

We focus on and achieve our goals, we 'think big', aspire to greatness and apply innovation in everything we do.

» Inclusiveness

We respect and seek full participation from, and engagement with, all staff, students and the community without discrimination toward any individual or group.

» Openness

We promote transparency in processes, procedures and decision-making and emphasise consistency, fairness and probity as integral to our relationships, individual and collective, with all stakeholders.

OUR FUTURE

By 2020, CQUniversity will be a much larger university. We will be delivering programs and research through distance learning and physical locations across Australia. We will be a truly unique university that has gained its strength through its power of place and will use this strength to export quality education far beyond the reach of its traditional boundaries. We will support all those who have an involvement with the University regardless of where they come from or where they reside.

STRATEGIC PLAN 2015–2020

FOCUS	GOALS	OUTCOMES
A GREAT STUDENT EXPERIENCE		
CQUniversity will develop a culture that ensures the promotion of a positive student experience, which enables students to be what they want to be.	<p>To provide engaged education and training in a caring manner, which is responsive to student needs and study preferences (face-to-face and distance).</p> <p>To graduate career-ready individuals by providing work-integrated learning and outbound mobility opportunities that develop knowledge, skills and understanding for full participation in society and the economy.</p>	CQUniversity aims to be in the top quartile of Australian universities for student and graduate satisfaction.
GREAT RESEARCH		
CQUniversity will be known for engaged research in key priority areas, which is informed by the needs and aspirations of its communities.	<p>To play a pivotal role in national and international research production.</p> <p>To develop world-class researchers across a wide range of disciplines.</p>	CQUniversity aims to be ranked in the top three regional universities for research excellence.
BEING INCLUSIVE		
CQUniversity will provide excellent educational pathways to enable all students to participate in tertiary education regardless of their background.	<p>To provide equitable access to programs and learning opportunities that will enable students to succeed.</p> <p>To incorporate international, intercultural and Indigenous perspectives into students' study experiences.</p>	CQUniversity aims to be in the top three Australian universities for the inclusion of student equity target groups.
DISTANCE EDUCATION		
CQUniversity will provide opportunities for everyone to achieve their education goals regardless of their location and circumstances.	<p>To engage students through active and collaborative learning activities, based on authentic design and delivery of courses.</p> <p>To develop a community that supports distance education students by engaging the students through the use of excellent distance education pedagogy and materials.</p>	CQUniversity aims to be positioned within the top five of Australian universities for distance delivery of higher education programs and in the top three providers of comprehensive (VET) programs by distance.
SOCIAL INNOVATION		
CQUniversity staff and students (individually and collectively) will engage with the world to make it a better place.	To apply a diverse range of knowledge, skills and abilities, as well as leverage relationships and resources to support the University's diverse range of communities. CQUniversity's efforts will support and empower them to build a better future.	CQUniversity aims to be returning the equivalent of one percent of its turnover and be valued by those whose lives it touches.
GROWTH TARGETS		SUSTAINABILITY TARGETS
<p>CQUniversity's growth targets are to:</p> <ul style="list-style-type: none"> » achieve 50 000 students by 2020 » increase our market share of school leavers on the regional campuses by 33 percent » increase the number of students studying on campus by five percent, and » offer 70 percent of courses face-to-face. 		<p>CQUniversity's sustainability will be evident when it achieves:</p> <ul style="list-style-type: none"> » a current ratio of 2:1 » a target of \$50 million in unencumbered funds by 2020 » a net operating margin of 10 percent » a 50 percent asset utilisation ratio, and » improvements in energy efficiency by 15 percent.

PERFORMANCE REVIEW

A GREAT STUDENT EXPERIENCE

Our focus: CQUniversity will develop a culture that ensures the promotion of a positive student experience which enables students to be what they want to be.

- ▶ CQUniversity provided engaged education and training in a caring manner, which is responsive to student needs and study preferences (face-to-face and distance).

STUDENT-CENTRED EDUCATION, SERVICES AND FACILITIES

CQUniversity aims to provide the best student experience possible to all students during their individual student journey, from the point they start looking for study options at university to when they apply, attend orientation, access support services, graduate and become an alumnus of the University. Through flexibility, support and information sharing at all stages of their journey, CQUniversity helps students to achieve successful outcomes, regardless of study program or mode, students' background, personal circumstances or location.

A high proportion of students come not directly from high school, but from enabling programs, such as Skills for Tertiary Education Preparatory Studies (STEPS), the Tertiary Entry Program (TEP) specifically designed for Indigenous students, and Start Uni Now (SUN), a program for high school students. Since CQUniversity's merger with CQ TAFE in 2014, more students are also entering undergraduate programs via vocational study pathways. Successful completion of an enabling program or vocational course will often guarantee students direct entry into their chosen program.

The application and enrolment process for new students and those articulating from enabling or vocational programs was significantly improved in the past year to give students a more engaging and supported experience. Prospective students are given resources to guide them through their application, enrolment and orientation activities. As well as information and online self-service tools, CQUniversity employs a follow-up service through its many Student Success Advisors to help students who have stalled during the process; they provide a personalised 'helping hand' to ensure students can access the University's many student services, including accessibility support, program advice, financial assistance and scholarships, peer mentoring and international student liaison for international students.

CQUniversity also delivers accessibility and disability support, counselling and career advice. Demand for these services is high, particularly in the areas of program and careers advice. To achieve more seamless service delivery, Student Success Advisors were appointed at each campus to assist local and distance students; the aim was to ensure all students had one central, initial point of contact when accessing services. This strategy has reduced demand on specialised support resources, but more work is needed to improve the timeliness of services.

CQUniversity communicates with more than 30 000 students on a daily basis using various communication channels, including emails, text messages, phone calls, mail outs, the corporate website, the Student Portal and social media. In the past two years student engagement through these channels improved remarkably, due largely to more engaging content, improved design and information relevancy. Over a third of all email communication to the student population is now read, a significant turnaround from earlier readership rates of below five percent.

CQUniversity continued its investment in creating great learning, teaching and social experiences through improved facilities across the campus network. During the past year, CQUniversity completed and opened Stage Two of the Rockhampton Health Clinic, completely refurbished Building 34 in Rockhampton, and completed construction of a brand new \$16.6 million engineering precinct in Mackay. A new campus location in Melbourne CBD and new campuses in Cairns and Townsville were opened, works on new buildings in Bundaberg started, and research spaces and greenhouses were refurbished at the Central Queensland Innovation and Research Precinct. The University also upgraded refectories in Rockhampton and Bundaberg, installed air-conditioning in the Pilbeam Hall at Rockhampton's Student Residences, resurfaced roads and car parks at the Rockhampton campuses, and completely refurbished the campus bar in Rockhampton, which had been closed for over a decade.

With around half of CQUniversity's students studying by distance and fewer people physically on campuses each day, this impacts on social interaction and the overall campus atmosphere. Student feedback indicated that on-campus students want more activity on campus by way of events, interest groups and sporting activities. In response, all campuses established regional campus life committees with staff and student representatives, who collaborate to establish groups and plan events and activities to promote a more vibrant, active campus life. These committees have generated a number of activities, events and programs on their campuses, including free coffee happy hours, competitions, social events, free exercise classes and free 10-minute massages around exam times. These initiatives have been well-received, not only by on-campus students, but also distance students who live near a campus and can participate in campus life.

STUDENT RETENTION AND SUCCESS

In 2015, CQUniversity managed more than \$5 million in Commonwealth Higher Education Participation and Partnerships Programme (HEPPP) funding, aimed at encouraging and inspiring participation in higher education among students from disadvantaged backgrounds and to ensure their continued involvement and success following enrolment. The funding supported 21 projects focussing on retention strategies, work-integrated learning, English as a second language, peer-assisted learning and mentoring, preparatory studies, student communication, scholarships, Indigenous participation, widening participation and student equity services. Many projects have run for at least three years with the long-term expectation of increased participation. When program data becomes available from 2016, it will indicate whether or not these projects are having the desired impact on participation and success rates.

Student retention has been an important driver of CQUniversity's efforts to enhance the student experience. Providing student-centred services, establishing pathway and participation programs, revitalising infrastructure and campus life, developing innovative and engaging programs, and enhancing learning and teaching systems have all contributed to the student experience.

In recent years, the Student Experience and Governance Division has reviewed all of its student support services and restructured these operations aimed at better understanding and servicing specific student needs, particularly in the context of integrating student services following the merger with CQ TAFE. The resulting changes have led to an increase in services such as accessibility advice, counselling, and program and career advice, and more information to all students promoting these services and connecting them with the relevant support delivery areas. This approach has helped CQUniversity to reduce student attrition from 25.8 percent to 24.5 percent, an improvement on student attrition rates in previous years.

The University has invested in a project known as 'Succeed at CQUniversity', involving an external service provider managing interactions with 'at-risk' students—those from disadvantaged backgrounds or those who are not achieving academically. The service provider contacts 'at-risk' students, providing them with information about specific services related to their situation. Students were most commonly referred to the Academic Learning Centre (ALC), with the majority of referred students reporting their satisfaction with the outcomes of their referral. The ALC supports students, particularly those in their first year of study, by providing specialised academic study support in the areas of academic writing, mathematics, science and computing. This service is provided to students one-on-one, in groups or via focused workshops, on-campus or online.

CQUniversity libraries and their services are accessible to all campuses across Australia. To improve the student experience, the Library trialled extended opening hours from week six of both study terms, with the help of student peer advisors. This allowed students to use library services for longer and at times that better met their study and work schedules. Many libraries were also upgraded with the addition of new collaborative learning spaces and study resources. Some library locations also hosted study nights at the end of term to connect students with academic learning support staff and to help them finalise end-of-term assessments and prepare for exams.

From a technology perspective the University continued to invest in new learning spaces and collaborative technologies to improve the classroom and helpdesk experience for on-campus and distance students. Recent benchmarking indicates that CQUniversity is one of the sector's highest ranked institutions in terms of technology service and assistance. With information technology support, the Learning and Teaching services team in the Higher Education Division developed new systems to initiate alerts and facilitate student-teacher interaction to assist 'at-risk' students. These systems, Early Alert Student Indicators (EASI) and Moodle Activity Viewer (MAV), use sophisticated learning analytics to identify concerns and engage students.

EASI uses students' performance to estimate the chances of success, in conjunction with each student's academic history, and offers tools for teachers to engage students through personally crafted 'nudges', such as a personalised email to a student offering support, re-engaging with students who might be struggling with their course. MAV allows teaching staff to visualise student activity in the context of their Moodle course site by highlighting student activity indicated by their access to Moodle links. This also enables teachers to reflect on course design by providing evidence of student usage and is easily accessible on the Moodle website. The metrics and analysis on these new systems' outcomes are still being extracted, but the resulting data are expected to show improvements in student retention rates. Given the systems' potential, the Regional Universities Network (RUN) is keen to explore how these applications can help all RUN partners to improve their student retention.

STUDENT ORIENTATION AND MENTORING

Student orientation occurs at the start of each term and is an important factor in making sure students have a great overall experience; this has led to a new strategy for its planning, delivery and evaluation.

Student orientation is managed by the Corporate Events and Graduation Centre in collaboration with the Student Success Centre, the Engagement and Campuses Division and all higher education schools. This collaboration ensures all orientation programs are consistent and aligned, so that each student is adequately introduced to the University, their program, support services and their peers, and feel equally as prepared for student life afterwards. As well as program and service-related content, the new orientation program delivers on-campus students the opportunity to network with their peers and university staff on a social level, helping to break down barriers and overcome what can be a daunting and isolating time for new students. Over the year, 3278 students accessed an orientation program either on-campus or online.

CQUniversity also engages new students, helping them settle into student life, through the Student Mentor program. The program recruits and trains students from different backgrounds to work with first-year students who will be studying similar programs. Mentors provide support and peer assistance to on-campus and distance students, and are a valuable resource in helping new students learn university systems, access services and generally settle into university life. CQUniversity's Student Residences in Rockhampton and Mackay also deliver peer mentoring and study programs to resident students. Together, these programs greatly improve the first-year experience for students and help to set them up for future success.

FINANCIAL SUPPORT

Scholarships are an important element of the student experience, encouraging aspiring students to participate and rewarding students who achieve outstanding results, either before entering university or during their studies. Equity scholarships in particular can make a real difference to the student experience, playing a major role in providing students from disadvantaged backgrounds with financial support to pay for necessities like course fees, text books, travel expenses, computers and software. Without this support many students would struggle to complete their studies.

This year CQUniversity changed the way Vice-Chancellor's scholarships were awarded. Previously the scholarship was awarded only to high school students who had achieved academic excellence in their senior year of schooling. From 2015, the scholarship has been awarded to students who entered an undergraduate program via a study pathway program (i.e. students who have progressed to a CQUniversity undergraduate program via a TAFE course, STEPS program or the Start Uni Now program) and achieved excellence in doing so.

STUDENT GOVERNANCE

A total of 8397 graduates were conferred with awards in 2015, comprising 27 doctoral awards, 4678 higher education awards and 3692 vocational education and training awards. A range of awards documentation is available to students during and/or at the completion of their studies. Documentation generated in 2015 comprised over 4500 official transcripts, more than 2500 statements of attainment, and 3000 testamurs.

Over 43 000 official end-of-term examinations were administered across almost 250 exam centres worldwide, involving 24 362 students and 972 courses. Examinations were held for the first time at the University's Charters Towers study hub. Over 6000 classes were timetabled for higher education students, and almost 2000 for vocational education and training students in 2015. The new timetabling system implemented for vocational education and training students in late 2014 has proven successful, and an upgrade to the online data collection system for all classes was implemented during the year.

Communications to students outlining the compliance requirements applicable to their enrolments were bolstered and included campaigns to raise awareness of the timelines and requirements for students to change their examination centre and for students in Commonwealth-supported places to submit their Commonwealth Assistance Form. These communications assisted in reducing the number of administrative cancellations and student complaints regarding examination centres.

The Student Behavioural Misconduct Procedure was updated during 2015 to extend its application to all students (in higher and vocational education and training), clearly set out behavioural expectations, and better articulate processes to deal with misconduct.

CQUniversity's 'Safety Circus' program was named among the best in Queensland for road safety awareness. The program was cited as 'highly commended' in the Queensland Road Safety Awards.



COMPLAINTS MANAGEMENT

CQUniversity has a complaint-handling process based on the principles of equity, accessibility, comprehensiveness, responsiveness and accountability. These principles are embodied in the University's Student Feedback: Compliments and Complaints Policy and Procedure. Complaints are managed impartially, effectively, fairly and economically, and dealt with confidentially to ensure complainants are not subject to any form of reprisal for making a complaint. The policy and procedure was updated during 2015 to encompass all students (in higher and vocational education and training) and to encourage compliments and general feedback.

Quarterly reports of compliments, complaints and general feedback enabled management to monitor various aspects of CQUniversity's operations, identify achievements to celebrate, and make improvements to address failed or problematic processes. To ensure ongoing continuous improvement, the University Council receives a report of compliments, complaints and general feedback each year.

GRADUATION

CQUniversity places great value on ensuring every student is given the opportunity to participate in a formal graduation ceremony. In 2015, the University celebrated the graduation of 2039 students at 10 events across Australia, with more than 8800 guests including family, friends and community partners in each region. For international students on exchange, or those

unable to attend their graduation ceremonies, CQUniversity also hosted international 'going home' ceremonies, allowing students to participate in ceremonial activities to celebrate the end of their studies or exchange.

CQUniversity's graduates enter the next stage of their lives with a strong set of graduate attributes focused on communication, information literacy, team work, technological competence, problem solving, critical thinking, cross-cultural competence and ethical practice. These attributes help graduates to fulfil their goals in further study, professional life, and as an active, valued member of their community.

Beyond graduation, CQUniversity continues to engage with its past students through its various alumni engagement activities and communication channels, including events, CQUniversity's *Be* magazine, direct mail and social media. Continuing engagement with the University's most powerful advocates, its alumni, allows the University to share information about its progress, activities and vision.

TABLE 4: HONORARY AWARDS CONFERRED AND TITLES AWARDED IN 2015

Awards/Titles	Recipient
Honorary Doctor of Agribusiness	Mr Terrence McCosker, CertRurTech(Ag) <i>Tech Ed Qld</i> , DipAvn(Commercial Pilot) <i>College of Civil Aviation</i> , AssDipAppSc(Rur) <i>Qld Dist Ed College</i> , JP(Qual), CPAg, MIMC, MAICD
Emeritus Professor	Professor Denis Cryle, BA(Hons), MA <i>Qld</i> , DEA <i>Strasbourg</i> , PhD <i>Griffith</i>
Emeritus Professor	Professor Robert Reed, BSc(Hons), PhD <i>Lpool</i> , DSc <i>Dund</i>
Companion of the University	Ms Megan Morris, DipPhy <i>Qld</i>
Doctor of the University (posthumous)	Mr Graeme Acton, ACA
Doctor of the University	Mr Charles Ware, BA, LLB(Hons) <i>Qld</i> , MBus(PubMgmt), MLaws <i>QUT</i> , FAICD
Honorary Master of Arts	Mr Eric Napper, BA <i>CQU</i> , BBusMktg <i>USQ</i>

TABLE 5: GRADUATION CEREMONY GUEST SPEAKERS IN 2015

Location	Guest Speaker
Gladstone 26 March	Mrs Elizabeth Cunningham, DipTheol <i>SCD</i> Former State Member for Gladstone
Bundaberg 9 April	Ms Tanya O'Shea, CertIVTrainAssess <i>IMPACT</i> , CertIVFrontlineMgt <i>Bundaberg Skills Centre Inc</i> , DipMgt <i>Wide Bay TAFE</i> , BPsych(Hons) <i>CQU</i> Chief Executive, <i>IMPACT</i> Community Services
Mackay 30 April	Dr Ann Quinton, CertNuclearMed, CertDiagUltrasound <i>NSW TAFE</i> , BAppSc(MedRadSc), GradDipSci (MedUltrasonography), MHSci (MedUltrasonography), PhD <i>Sydney</i> , ASAR President, Australasian Sonographers Association, and Senior Sonographer, Nepean Centre for Perinatal Care, Nepean Hospital
Noosa 2 July	Ms Gail Forrer, CertIVFrontlineMgt <i>QIM</i> , GradCertCInd <i>CQU</i> Editor, <i>Noosa News</i> , and Journalist, <i>Sunshine Coast Daily</i>
Rockhampton 27 August	Mr Blake Harvey, BEng(Co-op)(Hons) <i>CQU</i> , FIEAust, BPEng, RPEQ Acting Central Region Asset Manager, <i>Ergon Energy</i>
Sydney 15 September	Mr Tim Sage, DipLaw <i>Solicitors Admission Board</i> Examiner, <i>Australian Crime Commission</i>
Rockhampton 8 December	Professor Robert Reed, BSc(Hons), PhD <i>Lpool</i> , DSc <i>Dund</i>
Melbourne 14 December	Mr Steven Burgess, BEng, MBA <i>UCQ</i> , IEA Principal, <i>MRCagney</i>
Sydney 17 December	Ms Carolyn Hardy, BA, MA <i>Deakin</i> , GradDipMgmt <i>CQU</i> , MAICD Advisor to the United Nations Trust Fund to End Violence Against Women
Brisbane 18 December	Emeritus Professor Kwong Lee Dow, BSc(Hons), BEd, HonLLD <i>Melb</i> , HonDUniv <i>Ballarat</i> , HonDEd <i>HKIEd</i> , FACE, FACEL, FIPAA

UNIVERSITY MEDALLISTS

The University may award University Medals to students who have achieved an exceptionally high level of performance in their First Class Honours Degree. The recipient for 2015 was:

Mr Paul Moore

Bachelor of Information Technology (Honours) First Class GPA 7.0

SCHOOL MEDALLISTS

School Medals are awarded to the graduating student, in each school in the Higher Education Division, with the highest academic achievement in a bachelor degree. To be eligible for a School Medal, graduates must have achieved a Distinction level in a three-year degree or a First Class Honours level in a four-year degree. The recipients for 2015 were:

SCHOOL OF BUSINESS AND LAW

Mr MD Mahidul Islam

Bachelor of Accounting with Distinction

GPA 6.944

SCHOOL OF EDUCATION AND THE ARTS

Mr Zak Karl Scerri

Bachelor of Music (Jazz and Popular) with Distinction GPA 6.875

SCHOOL OF ENGINEERING AND TECHNOLOGY

Mr Matthew James Lowrey

Bachelor of Engineering (Mechanical) (Co-op) with First Class Honours and Diploma of Professional Practice (Engineering) GPA 7.0

SCHOOL OF HUMAN, HEALTH AND SOCIAL SCIENCES

Ms Angela Louise Bleasdale

Bachelor of Psychology with First Class Honours GPA 6.75

SCHOOL OF MEDICAL AND APPLIED SCIENCES

Ms Jordan Candice Irwin

Bachelor of Science (Analytical and Molecular Science) with Distinction GPA 7.0

SCHOOL OF NURSING AND MIDWIFERY

Ms Marie Danielle Le Lagadec

Bachelor of Nursing with Distinction GPA 6.957

ALUMNI AWARDS

CQUniversity takes great pride in the achievements that its alumni are making in their world. Their accomplishments benefit society and the University, advance the common good and inspire others. The annual Alumni Awards acknowledge and celebrate these achievements by outstanding alumni in their professional field or community service activities.

OUTSTANDING ALUMNI AWARD

Mr Brian Babington

This award is conferred in recognition of outstanding leadership qualities and a commitment to excellence.

INDUSTRY CONTRIBUTION AWARD

Ms Joan Warner

This award is conferred in recognition of achievement to a high standard, or an exceptional contribution in an industry or profession.

YOUNG ACHIEVER ALUMNI AWARD

Dr Aleicia Holland

This award is conferred in recognition of significant early-career achievement.

VOLUNTEER ALUMNI AWARD

Mr Joel Buchholz

This award is conferred in recognition of significant voluntary contribution to CQUniversity and the community.

▶ CQUniversity graduated career-ready individuals by providing work-integrated learning and outbound mobility opportunities that developed knowledge, skills and understanding for full participation in society and the economy.

WORK-INTEGRATED LEARNING

A number of CQUniversity undergraduate and postgraduate programs offer work-integrated learning (WIL) opportunities as part of the course design, enabling students to experience the practical, real-life side to what they are studying and establish valuable industry networks. Work-integrated learning at CQUniversity is a partnership between the hosting organisation, the student and the University. These opportunities aim to develop students' professional skills in a real workplace environment, experience workplace cultures, improve employment prospects after program completion and develop their self-reflective skills. A number of programs are required to include WIL, particularly those accredited by professional bodies.

CQUniversity also promotes work-readiness and helps to ensure graduates have an edge in the job market by offering students the opportunity to acquire vocational qualifications as part of their degree, or in addition to their program. The Bachelor of Education program was the first to offer an embedded vocational qualification following CQUniversity's merger with CQ TAFE, enabling students to acquire a Diploma of Early Childhood Education after successfully completing their first year of study and to exit with this qualification or to continue their studies while working at a childcare centre. From 2015, many students have benefited from this arrangement, having secured either full-time or part-time employment and gaining invaluable work experience through their diploma qualification. As part of its 'comprehensive education' approach, CQUniversity plans to offer further programs with embedded vocational competencies.

As the only dual sector university in Queensland, CQUniversity not only offers embedded competencies, but also offers students the opportunity to complete a range of vocational qualifications from short course to diploma level, related to their discipline of study or an outside interest. Completing one or more vocational qualification during their undergraduate or postgraduate study gives students additional practical skills and potentially a competitive advantage in the job market.

CQUniversity also provides paid and unpaid work experience opportunities to students across the national campus network. Students are encouraged to approach the University's professional service areas to gain work experience relevant

to their existing study, work and personal schedule, giving them an opportunity to gain practical experience and to further engage with their university. Although most opportunities are on an unpaid basis, some operational areas offer students paid work. For example, the 'Earn and Learn' initiative at the student residences in Rockhampton and Mackay enables resident students to study while working in administration, housekeeping, maintenance or the kitchen, earning an income to support their living expenses. Student Peer Advisors are also employed in libraries across Australia to facilitate longer opening hours and provide additional support to students.

The CQUniversity 'Student Ambassador' initiative is another employment opportunity for students. The role is to represent the University and promote the campus and program to prospective students. In the past year, the International Directorate employed international student ambassadors to provide them with work experience while in Australia and promote the University to other international students. The International Directorate also worked with the six Higher Education Division schools to embed internship programs into the eight most popular programs for international students, and aims to embed further opportunities into four more programs in 2016.

GLOBAL MOBILITY

As well as work experience and industry engagement opportunities, CQUniversity aspires to offer all students the chance to participate in global mobility programs, as an optional part of their study programs or in addition to their study. In 2015, the International Directorate doubled the number of students participating in the 'CQUGlobal' experience, and was awarded an additional \$423 000 to support students participating in outbound mobility programs. This past year, students from across the University visited various countries, including India, Nepal, Japan, Singapore, Palau and the United States of America.

CQUniversity's ongoing partnership with the Global Voices organisation enabled three students to attend global policy development forums in Paris and Istanbul in 2015, with a fourth student to attend a United Nations commission on the status of women in New York City in early 2016. Through this partnership with Global Voices, students receive fully-funded scholarships to attend these forums, where they represent their university and Australia, present a research paper, and share their voice among key policy and decision-makers from across the world. This partnership has strengthened over three years, resulting in 12 students being awarded scholarships. Given its increasing success and the once-in-a-lifetime opportunity it gives to successful students to engage on the world stage, CQUniversity will continue to fund the partnership.

LEADERSHIP DEVELOPMENT

CQUniversity's vision is to inspire and empower students to become great leaders through their study and opportunities for leadership experience, and for students to inspire and lead others. To this end, the University renewed its emphasis on nurturing leadership attributes among students. In 2015, CQUniversity established the Student Representative Council, a representative group of undergraduate, postgraduate, distance and on-campus

students. Through representation, students can experience and demonstrate their leadership qualities, and have a voice on how the University operates and what it provides to students. Also, students have a peer representative to whom they can take their concerns and who can advocate on their behalf for a positive change. In addition, CQUniversity offers students an opportunity to become student representatives on the CQUniversity Council and other important university governance committees through a vote of their student peers in a formal election process. The Student Representative Council's Chair also sits on the Vice-Chancellor's Advisory Committee, giving it a valuable student voice.

In addition to representation, CQUniversity established the Student Leadership program, which offers students an opportunity to enhance their leadership and employability skills, develop a personal brand, work efficiently in teams, and build a greater understanding of how to make an impact in the world. On completing all program modules, students can submit reflective journals or blogs, apply to 'graduate', and receive a certificate recognising their participation in the program. Alternatively, students can choose not pursue formal certification and instead complete only those modules of most interest to them.

As a means to inspire students, CQUniversity hosted its inaugural Student Leadership Conference in 2015, exposing them to the experiences of successful leaders in industry and the community, and those students who have already shown their leadership through innovation. Participating students heard from actor, director and CQUniversity alumnus, Mr Wayne Blair; life, business and executive coach Ms Elize Hattin; health worker, medical sciences student and Global Voices delegate Ms Lydia O'Meara; and engineering student, Dream Big project originator and Big Idea team winner, Ms Jessica Kahl. Undergraduate, postgraduate and preparatory program students from a variety of discipline areas attended the event, travelling from throughout Queensland and from Victoria, New South Wales and Western Australia. Participant feedback indicated that students were inspired by the speakers and got substantial value from the conference.

GREAT RESEARCH

Our focus: CQUniversity will be known for engaged research in key priority areas, which is informed by the needs and aspirations of its communities.

CQUniversity played a pivotal role in national and international research.

CHAMPIONING RESEARCH

CQUniversity's key research priorities in 2015 were in the discipline areas of railway engineering, smart systems, clean energy, automation, economics, management, nursing workforce, education and health service delivery, mental health and domestic violence. These research priorities are in existing and emerging areas of strength, provide direction for the research agenda and areas of engagement, and highlight the diverse range of research conducted at CQUniversity. To increase its research activity and offer outstanding research qualifications for staff and students, particularly in line with its key research priorities, the University engages with regional, national, and international research communities and industry partners.

In 2015, CQUniversity entered into significant new collaborations with external organisations, including the Queensland Department of Agriculture and Fisheries; the Tropical Water Quality Hub of the National Environmental Science Program; the Ministry of Railways in India (in regard to heavy haul rail); and the United Nations' Sendai Framework for Disaster Risk Reduction (collaborating in the area of bushfire and natural hazards). These collaborations will enable the University to foster and support high quality applied and fundamental research, particularly in agriculture and farm management, environmental science and water management, railway engineering and health. CQUniversity has begun negotiating further partnerships with foci in areas of strength, such as tourism, health economics, Indigenous health, and domestic and family violence.

The Excellence in Research for Australia (ERA) initiative conducted across the Australian higher education sector by the Australian Research Council in 2015 resulted in outstanding outcomes for CQUniversity. A national research evaluation framework, ERA identifies and promotes research excellence across the full spectrum of research activity in Australia's higher education institutions. ERA findings show that CQUniversity is conducting research rated at, above, or well above world standard across 14 different research categories. This is a remarkable improvement from five years ago when the University attained this level in only three research categories.

CQUniversity's leap in research performance has been underpinned by investment in research facilities and personnel, innovative and engaged research strategy, and success in securing highly competitive national research grants. These results show that the University has established itself as a research leader in areas such as psychology, agriculture and veterinary science, environmental science, mathematics, nursing, engineering, medical and health science, artificial intelligence, and public health and health services.

The ERA ratings are determined and moderated by committees of distinguished researchers drawn from Australia and overseas. The unit of evaluation is broadly defined as the Field of Research within an institution based on the Australia and New Zealand Standard Classification. Table 6 shows CQUniversity's 2015 ERA results.

TABLE 6: CQUNIVERSITY'S ERA RESULTS BY FIELD OF RESEARCH

Field of Research	ERA Ranking
Mathematical Sciences	5
Applied Mathematics	5
Psychology and Cognitive Sciences	5
Other Psychology and Cognitive Sciences	5
Nursing	5
Other Medical and Health Sciences	5
Medical and Health Sciences	4
Agriculture and Veterinary Sciences	4
Environmental Sciences	4
Environmental Science and Management	4
Mechanical Engineering	4
Engineering	3
Artificial Intelligence and Image Processing	3
Public Health and Health Sciences	3

Note: ERA Rankings explained

5 = Research is rated well above world standard; 4 = Research is rated above world standard; 3 = Research is rated at world standard; 2 = Research is rated below world standard; 1 = Research is rated well below world standard.

REWARDING AND SUPPORTING RESEARCH EXCELLENCE

CQUniversity supports research excellence in those priority areas that contribute to industry and community needs. To achieve this, the University encourages a culture of research by identifying and rewarding research leaders, promoting scholarly activities, mentoring emerging researchers, and fostering an environment of active enquiry and innovation. In 2015, CQUniversity assisted its researchers to develop skills in submitting competitive research grant applications by funding professional development and mentoring opportunities, including formal programs for early-career researchers and a program for developing grant and fellowship applications for nationally competitive Category 1 funding. Although the impact of these programs on CQUniversity's research income may not be apparent for a number of funding cycles, the programs have delivered immediate benefits in supporting staff to develop improved research track records and assisting their competitiveness for future funding proposals. Researchers in these programs have so far secured more than \$3 650 000 in Category 1 funding.

CQUniversity also fosters research and innovation through its award and grants schemes. In November, excellence in research was formally recognised at the annual Vice-Chancellor's Awards in the following categories:

- » CQUniversity Excellence in Research Higher Degree Supervision
- » Vice-Chancellor's Award for Excellence in Research
- » Vice-Chancellor's Award for Outstanding Researcher: Mid-Career Researcher
- » Vice-Chancellor's Award for Outstanding Researcher: Early-Career Researcher, and
- » CQUniversity Opal Award for Engaged Research and Innovation.

The University also awarded 'new staff' research grants to six recent academic appointees to help establish their research profile. This was in addition to the support staff from the Industry, Vocational Training and Access Education Division received to attend 'OctoberVET' to present the outcome of seed grant funding awarded in 2014. The Office of Research also held information sessions for interested staff to pursue training through a research higher degree.

From a regional perspective, the University's Associate Vice-Chancellors were active in fostering an engaged and collaborative research culture. With the support of the region-based Academic Growth and Development teams, their focus was on identifying 'geographically-enhanced' research opportunities with a region-specific focus or a cross-campus focus. Various activities were held to promote a stronger research culture from a regional perspective, including a seminar series where academic staff and doctorate candidates shared their research with staff, students, and the community; industry gatherings which addressed how research might assist industry to overcome some of their challenges; research writers' boot camps; and coaching and mentoring, particularly for early-career researchers.

CQUniversity also partnered with organisations throughout the year to collaboratively promote research more broadly among stakeholders and the community. For example, CQUniversity's Mackay Ooralea campus was one of only six locations in Australia to host the Australian Centre for Robotic Vision's 'Robotic Workshop Series', which brought robotic technology into the spotlight during a one-day event for industry, researchers, academics, and students. Some of Australia's top researchers attended to share information on how industry sectors (i.e. agriculture, infrastructure, manufacturing, construction, and medical) were gaining competitive advantage through robotics. CQUniversity's new Engineering Precinct in Mackay offers state-of-the-art facilities for education and research in engineering, including a new specialisation in mechatronics (a combination of mechanical engineering with electrical engineering and computer science). Extending into emerging industries such as mechatronics and robotic technology will offer students exposure to cutting-edge education and research.

IMPROVING RESEARCH PERFORMANCE

CQUniversity has improved its research funding and performance outcomes by developing strategic partnerships in priority research areas and investing in critical areas of growth to improve research ranking against other Australian and international universities. The University's Appleton Institute in Adelaide and the Mackay-based Centre for Family and Domestic Violence Research continued to lead research in two such priority areas in 2015. CQUniversity also established new research institutes and centres aligned with its research priorities: the Institute for Future Farming Systems, the Centre for Railway Engineering, the Centre for Intelligent Systems, and the Centre for Tourism and Regional Opportunities.

The University is committed to increasing its research intensity through programs that encourage and support researchers, such as the Early-Career Researcher program, led by Professor Drew Dawson. Early-career researchers are given mentoring and support to develop their skills in research career planning, grant applications, writing publications, and developing collaboration opportunities. Since 2012, the alumni from this innovative program have submitted more than 650 manuscripts for publication and are named chief investigators on more than \$3 350 700 in nationally competitive grant funding.

In 2015, CQUniversity's researchers submitted 16 proposals to the Australian Research Council (ARC) across the Linkage Project, Discovery Early Career Research Award (DECRA), Discovery Projects, and Discovery Indigenous fund schemes, and nine proposals to National Health and Medical Research Council (NHMRC) funding schemes, earning tremendous success. Of the 16 applications submitted to the ARC, four were successful, achieving a success rate of 25 percent. During the year, more than 83 new research projects were awarded to the University from a variety of funding sources, including a number of national competitive grants, a sample of which are shown in Table 7. Table 8 includes National Competitive Grant funded projects which began in 2015.

TABLE 7: RESEARCH PROJECTS FUNDED BY NATIONAL COMPETITIVE GRANTS AWARDED IN 2015

Grant Recipient/s	Amount	Details
Dr Charli Sargent, Associate Professor Greg Roach, Professor Drew Dawson	\$317 600	An ARC Discovery Project grant for the project, 'I sleep, therefore I can: Using sleep strategically to cope with night work'.
Professor Brijesh Verma	\$270 000	An ARC Discovery Project grant for the project, 'A novel framework for optimised ensemble classifier'.
Dr Anjum Naweed	\$373 536	An ARC Discovery Early Career Researcher Award to further investigate and mitigate safety risks for train drivers.
Dr Dana Stanley	\$360 000	An ARC Discovery Early Career Researcher Award to continue the researcher's work on using microbiota to improve poultry health and reduce the use of antibiotics by the poultry industry.
Dr Amanda Rebar	\$314 644	An Early Career Fellowship from the NHMRC for the project, 'Ringing Pavlov's Bell: Using conditioning tasks to enhance physical activity and reduce cardiovascular disease'.
Dr Michael Cowling, Mr Ken Howah, Dr Mary Tom, Associate Professor Ergun Gide	\$500 000	The project received Category 1 Innovation and Development funding from the Office of Learning and Teaching. CQUniversity researchers are the e-exams pilot team and core partners in the second stage of the 'Transforming Exams' project led by Dr Mathew Hillier, University of Queensland.
Professor Peter Wolfs, Adjunct Laureate Professor Qing-Long Han, Adjunct Associate Professor Fuwen Yang	\$330 000	Researchers are involved in an ARC Discovery Project grant funded project, hosted by Griffith University, to develop novel methods to increase the capacity of Australian power networks.
Professor John Rolfe	\$30 000	Professor Rolfe is chief investigator on the project, 'Understanding, measuring and managing the benefits of urban waterways', funded by an ARC Linkage Grant. La Trobe University leads the project and involves the University of Western Australia, Monash University, CQUniversity, and the University of Manchester in the UK. Partner organisations are the Melbourne Water Corporation and the Department of Environment and Primary Industries. CQUniversity's funding share is just over \$30 000.

TABLE 8: NATIONAL COMPETITIVE GRANT FUNDED PROJECTS LAUNCHED IN 2015

Grant Recipient/s	Amount	Details
Associate Professor Corneel Vandelanotte	\$640 000	A coveted National Health Foundation Future Leader Fellowship to cover four years of the researcher's salary and research activities. Funding will enable further development of projects to tailor technology-based interventions for specific populations, including people with symptoms of depression, older people, children, and sedentary office workers.
Associate Professor Corneel Vandelanotte	\$780 000	An NHMRC project hosted by the University of South Australia. The project is secured over four years, with some funding allocated to CQUniversity.
Professor Sally Ferguson	\$276 700	Discovery Project funding from the ARC to progress her research, 'Sleeping with one ear open: The impact on sleep and waking function'.
Associate Professor Greg Roach, Dr Charli Sargent	\$720 000	NHMRC funding for their project, 'It's the amount that counts: The impact of seven days of sleep restriction on predictors of Type 2 Diabetes'.
Dr Yan Sun	\$315 000	Dr Yan Sun is a co-chief investigator on the project, 'Mitigating the severity of level crossing accidents and derailments', funded through an ARC Discovery Project grant. The host institution is Queensland University of Technology.
Professor John Rolfe	\$370 600	The researcher is part of a project, 'Designing for uncertainty in conservation auctions', based at the University of Western Australia, funded by the ARC. CQUniversity's share of this funding is \$133 306.

RESEARCH INCOME AND PERFORMANCE

CQUniversity continued to strengthen its research performance throughout the year. Initiatives begun in previous years were continued, including commitment to performance-based management for research delivery, the continued provision of a strong research training platform, the growth of higher degree research (HDR) enrolments, and on-time completions. In terms of total income, CQUniversity's research revenue decreased in 2014. However, the University improved its research standing in 2015 through success in securing collaborative research income with increases of four percent in Category 3 and eight percent in Category 4. Category 1 income was down by 22 percent, with a decrease also in Category 2 by 14 percent.

TABLE 9: RESEARCH INCOME 2014

HERDC Category external research grants	Amount (Reported in 2015)
1 Australian Competitive	\$1 390 302
2 Other Public Sector	\$2 728 897
3 Industry and Other	\$3 043 359
4 Cooperative Research Centre	\$1 480 037
Total Research Funding	\$8 642 595

Source: CQUniversity data 2015

TABLE 10: RESEARCH PERFORMANCE 2014

HERDC Category	Reported in 2015
Weighted Research Publications	399.44
Total HDR Student Load (EFTSL)	246
Total HDR Award Completions	46

Source: Higher Education Research Data Collection (HERDC) 2015

TABLE 11: COMMONWEALTH RESEARCH BLOCK GRANT FUNDING 2015

Research Block Grant Categories	Amount
Research Training Scheme	\$2 247 465
Research Infrastructure Block Grant	\$246 391
Australian Postgraduate Awards	\$1 054 738
International Postgraduate Research Scholarship Scheme	\$67 452
Sustainable Research Excellence	\$501 803
Joint Research Engagement	\$1 600 699
Joint Research Engagement: Cadetships	\$23 962
Total	\$5 742 510

Source: CQUniversity data 2015

▶ CQUniversity developed world-class researchers across a wide range of disciplines.

DEVELOPING RESEARCH SKILLS

In 2015, CQUniversity continued to invest significant resources to support HDR candidates. The University allocated more than \$700 000 to financially support HDR candidates with project costs and to provide them with opportunities to present their research results to national and international conferences. Through its Office of Research Services, the University continued its funding and roll-out of a university-wide research training program, which offered participants diverse learning opportunities around thesis writing and development, and communication. In total, 52 workshops were offered during 2015, attracting 496 participants across 12 CQUniversity campuses. Candidates were also offered funds to attend research training at other university campuses. CQUniversity higher degree research supervisors also benefited from two supervisor training multi-day events, with national keynote speakers delivering presentations and seminars. These events attracted 170 CQUniversity academics who are current or aspiring HDR supervisors.

CQUniversity continued its support of HDR candidates through scholarships to fund living allowances and tuition fees. A number of prestigious externally-funded scholarships were awarded in 2015, with grant funds from the ARC, the Poultry Cooperative Research Centre (CRC), and the Bushfire and Natural Hazards CRC. In addition, CQUniversity funded 25 Summer Scholarships and one Indigenous Summer Scholarship to second-, third- and fourth-year undergraduates to undertake short-term eight-week projects with leading researchers across the University.

The Health Collaborative Research Network (Health CRN) is a productive partnership between four universities: Curtin University, Queensland University of Technology, The University of Queensland, and CQUniversity. Within the network, researchers establish quality, sustainable collaborations focused on achieving stronger performance outcomes in health-related research by developing research capacity at CQUniversity. The Health CRN's inclusiveness attracted researchers in mental health and psychosocial disciplines, while remaining within the prescribed key performance indicator descriptors. It operated a no-walls model deliberately targeting all health and wellbeing researchers from the newest doctoral scholar to the highest levels of the University's executive.

The network has enriched many researchers through individual mentoring, peer reviews of publications and grant applications, and attendance at numerous research methods workshops and grant writing retreats. The Health CRN has been instrumental in shaping the University's supervisor training program by establishing an innovative, advanced, one-year grant writing support group aimed at securing NHMRC and ARC grants. The Health CRN exceeded

its milestones and key performance indicators a year early, and its culmination in mid-2015 is expected to embed quality into a sustainable research model for the University.

In 2015, the International Directorate and Office of Research Services received 209 international student HDR applications resulting in an increase in the number of acceptances to 23, representing an approximate 10 percent increase from 2014. The number of applications and acceptances over a five-year period is in Table 12. In 2015, the total number of international research students increased from 17 to 30.

TABLE 12: INTERNATIONAL STUDENT RESEARCH APPLICATION NUMBERS AND ACCEPTANCES BY INTAKE YEAR

Intake year	No. of research applications	No. of acceptances
2011	132	13
2012	174	16
2013	238	19
2014	253	22
2015	209	23

Source: CQUniversity data 2015

INDIGENOUS ENGAGEMENT: 'CLOSING THE GAP' IN RESEARCH

As part of its role, CQUniversity's Office of Indigenous Engagement provides research and support to improve educational and employment outcomes for Aboriginal and Torres Strait Islander people and communities. Through its leadership and practical support, the Office also aims to engage Aboriginal and Torres Strait Islander students in research by actively encouraging participation in postgraduate programs and funded research. In late 2014, the Office received two competitive research grants for projects undertaken in 2015: one project being funded by the National Centre for Student Equity and Higher Education to explore Indigenous access education, resulting in a national roundtable attracting participants from Australia and New Zealand, and the other being funded by CQ Medicare Local Ltd to undertake a study with Aboriginal and Torres Strait Islander people in Central Queensland to work towards 'closing the gap' in Indigenous health. Five small grants were also awarded through the National Indigenous Research and Knowledges Network (NIRAKN) and work has begun on this suite of projects.

The Office of Indigenous Engagement also worked with other CQUniversity directorates to ensure research opportunities included Aboriginal and Torres Strait Islander people. This resulted in several applications being developed between CQUniversity researchers from schools, directorates, and community organisation partners in the fields of aged care, housing, community development, and issues of concern for young people along with retention and attrition of CQUniversity's existing student cohort. The work undertaken is developmental and has positioned the Office to partner with other areas of the University to establish a new research institute, building on regional strengths and opportunities.

CQUniversity's Professor Bronwyn Fredericks is a chief investigator, node leader, and network member of NIRAKN. Administered through the Queensland University of Technology, NIRAKN was established as a multidisciplinary 'hub and spokes' model of Indigenous researchers at various stages of their career from over 24 collaborating universities and five partner organisations, along with the Australian Institute of Aboriginal and Torres Strait Islander Studies, of which CQUniversity is a collaborating institution. Partner organisations include the United Nations University, the Aboriginal and Torres Strait Islander Healing Foundation, the National Congress of Australia's First Peoples, Ninti One Limited, and Waminda Indigenous Women's Organisation.

The network is establishing a coterie of skilled, qualified Indigenous researchers, creating pathways from undergraduate to postgraduate studies to establish a regenerative pipeline of new researchers across institutions and fields of critical research importance. CQUniversity is directly involved in the health and wellbeing node activities and, wherever possible, facilitates access to these activities for Indigenous HDR students. For example, several Indigenous HDR students attended various national NIRAKN capacity-building activities. In addition to this, one honours degree student was supported to visit the Rockhampton campus for a week during the writing of her thesis; one Indigenous honours degree student attended a writer's workshop at Great Keppel Island with other writers and researchers; and one masters degree student attended the School of Education and the Arts' Research Symposium in Brisbane. Five Indigenous research students were also funded to attend the inaugural National Aboriginal and Torres Strait Islander Higher Education Consortium and NIRAKN's International Conference in Adelaide. During 2015, the Office also facilitated a series of workshops over a three-day research intensive event in Brisbane, attended by over 20 Aboriginal and Torres Strait Islander researchers.

RESEARCH IN VOCATIONAL EDUCATION AND TRAINING

As part of its 'comprehensive university' vision of post-secondary education, CQUniversity has sought to engage vocational education and training (VET) staff in research, normally the preserve of higher education university staff, and to undertake VET-related research. Since the merger with CQ TAFE, the Industry, Vocational Training and Access Education Division has continued to develop strategies to fund research in vocational education and training and supporting VET teachers to become skilled and involved in research. To this end, the VET and Access Education Research Development Scheme was implemented in late 2014 to fund research projects in priority areas. In 2015, successful applicants undertook research projects in the following areas:

- » vocational education and training (including VET policy and VET practice)
- » access education and training (including literacy, numeracy, and student experiences in entering tertiary education), and
- » the impacts of vocational training or access education on regional industry growth and/or community development.

TABLE 13: PROJECTS FUNDED BY THE VET AND ACCESS EDUCATION RESEARCH DEVELOPMENT SCHEME IN 2015

Recipient/s	Amount	Project Title
Mr Gary Balderson, Associate Professor Yvonne Toft, Mr Frank Bogna, Mr Geoff Dell, Ms Elise Crawford, Mr Aldo Raineri, Ms Allison Hutton	\$5000	Operational safety training at point of sale of equipment
Dr Michael Cowling, Ms Phillipa Sturgess, Ms Michelle Gray	\$4984	Assessing the digital competency of access education students pre and post program
Mr Antony Dekkers, Mr Clinton Hayes	\$5000	Strategies to remove barriers and increase motivation to use the Tablet PC
Ms Allison Elliot, Ms Penny Skerman, Ms Rosemary Shanks	\$5000	Supporting non English-speaking background students' progression and retention in VET early childhood education courses
Ms Trixie James, Ms Hermina Conradie, Mr Frank Armstrong	\$4884	Males in enabling: Their lives, their experience, their perspective
Mrs Karen Seary, Ms Val Cleary, Ms Suzanne Storer	\$5000	Addressing the skill development needs for VET diploma students articulating to undergraduate degrees
Ms Celeste Sherwood, Mr Antony Dekkers	\$5000	An investigation of university students' perceptions of academic literacy difficulties

With support from the Australian Vocational Education and Training Research Association, CQUniversity's 2015 OctoberVET event showcased the projects undertaken in partnership between the University's TAFE operations and the Higher Education Division (such as those in Table 13), made possible through VET and Access Education Research Development Scheme grants. The Academic Learning Services Unit also completed 15 research outputs for the year, including conference papers and journal articles relating to the scholarship of learning and teaching.

Helping students to improve their career opportunities across vocational and higher education was a priority for CQUniversity during 2015, and OctoberVET, hosted by CQUniversity for academics, teachers, and community leaders aimed to find new ways to make that happen. OctoberVET drew teaching and academic innovators from across a broad range of disciplines and sectors to Mackay to address better cooperation across every level of tertiary education. The theme of the conference, 'A quest for research capability: Challenges and opportunities in bridging the gap between VET and higher education', served to highlight and foster the research culture within CQUniversity and its stakeholders.

SUPPORTING RESEARCH AND INNOVATION THROUGH INFRASTRUCTURE AND TECHNOLOGY

Through a range of infrastructure and information technology projects, CQUniversity continued to invest strongly in building research and innovation capacity. In 2015, a new glasshouse and support buildings, valued around \$550 000, were completed at the University's Central Queensland Innovation and Research Precinct (CQIRP) increasing usage of its facilities. Also at CQIRP, a refurbishment project was undertaken on level 1 of the main building to enable additional research capability, which included four new laboratories (two wet and two dry), staff and HDR student accommodation and collaborative spaces, a new lift, an air conditioning chiller, and amenities, and some ground-level upgrades to improve the open-plan offices. Given the potential risk of damaging tropical storms as experienced earlier in the year, these works also included electrical modifications to ensure emergency power is available when required. Infrastructure works were also undertaken across a range of campuses to provide additional and improved spaces for HDR students.

Information technology upgrades and activities to support research and innovation were also undertaken in 2015:

- » CQUniversity operates a 'Silicon Graphics' high performance research computing (HPC) cluster to support research computing needs. HPC jobs completed in 2015 significantly exceeded any previous year's record, with over 1.75 million HPC jobs processed compared to 400 000 HPC jobs processed in 2014. In 2015, the number of HPC hours of computation exceeded any previous years, with the system averaging over 48 percent usage, up from around 40 percent in 2014, supporting 19 new research users.

- » The ResearchMaster e-Forms project delivered online forms automation for four areas: Higher Degree by Research Progress Report, Animal Ethics Application, Human Ethics Application, and Intention to Submit Projects. Each area of automation delivered improvements in managing projects with faster turnaround and accurate information contributing to significantly improved quality of research projects in 2015.
- » CQUniversity's dedicated research storage experienced increased usage by researchers in 2015 with 27 separate data collections now being stored; researchers anticipate strong growth in 2016.
- » CQU e-Research Support and Professor Dave Swain collaborated to develop a web portal for visualising the 'Taggle' (cattle) data in the Queensland Research Innovation Services Cloud (QRISCloud), with plans to expand to other agricultural sensor data. QRISCloud is operated by Queensland Cyber Infrastructure Foundation.
- » CQUniversity expanded its use of national e-Research facilities with Professor Kerry Walsh's successful application to store data on QRISCloud for his collection of images of whole tree canopies with B74 mango fruit at the stone-hardening stage.
- » Symplectic, a system that automatically captures research publication metadata, has been configured to produce Higher Education Research Data Collection (HERDC) reporting as a proof of concept ahead of a more integrated implementation of Symplectic proposed for 2016. Implementation will allow researchers to maintain their own research publications profile, which in turn supports ongoing ERA and HERDC reporting requirements.
- » The Staff Profile system was significantly enhanced to provide both visibility and global searchability, especially for research staff. Significant redesign of the website research space and the creation and linking of staff profiles into enhanced areas of expertise makes it easier for researchers to publish their achievements in CQUniversity spaces.

BEING INCLUSIVE

Our focus: CQUniversity will provide excellent educational pathways to enable all students to participate in tertiary education regardless of their background.

- ▶ CQUniversity provided equitable access to its programs and learning opportunities that enabled students to succeed.

INCLUSION IS THE STANDARD

In keeping with CQUniversity's aim to be the most inclusive Australian university, an 'inclusion is the standard not the exception' approach was adopted in 2015. This ensures that all students, regardless of their diverse backgrounds, are nurtured and empowered through services that support them to successfully complete their program of studies. With inclusiveness in mind, the University introduced a range of initiatives to promote equity and greater access and participation. To support these initiatives, CQUniversity received \$5.1 million in Commonwealth Higher Education Participation and Partnerships Programme (HEPPP) funding. This has enabled the University to begin 21 projects to address barriers to university education and employment that disadvantaged students experience at different stages in their life journey; these stages include pre-entry to higher and vocational education; at the point of selection, admission and transition into higher and vocational education; during an individual's studies and completion; and in the post-completion phase when finding suitable employment. Examples of these projects are discussed below.

WIDENING PARTICIPATION PROGRAM (SCHOOL OUTREACH)

The Widening Participation Program (School Outreach) continued to successfully engage low socio-economic status schools across Central Queensland. The program delivered year-long activities designed to stimulate students' interest and understanding of careers through tertiary pathways in Years 6 to 10 and improve students' preparation for university and vocational education and training (VET) post-school pathways in Years 11 and 12. A range of activities were delivered specifically to Indigenous students, namely the Indigenous Youth Sports Program (Years 4 to 10); the Indigenous Land and Sea Education Program (Year 10 to 12); and a variety of in-class career-focused activities. Fifty primary schools participated in two-hour sessions focused on articulating aspirations and awareness of strengths. In June, school outreach

expanded into Cairns in partnership with six state high schools and 10 state primary schools. In total, 5808 students, including 4445 secondary school students and 1363 primary school students, participated in activities throughout 2015.

COMMUNITY ASPIRATIONS PROGRAM (CAP-ED)

CAP-ED successfully built on its first year's successes and continued to create learning opportunities for Indigenous people demonstrating to them that university study is achievable. Aimed at increasing Indigenous people's aspirations to come to university, a series of information sessions, network luncheons and workshops were delivered throughout the Central and North Queensland regions, which resulted in student enrolments into the Tertiary Entry Program (TEP) and undergraduate programs.

Important lessons were learned from the program—its success was found to depend on developing a relationship with Elders and Traditional Owners, who provided the important connection to participants. CQUniversity's employment of Indigenous Community Engagement and Project Officers, who have community connections and local knowledge, also facilitated community engagement. Program flexibility to reflect cultural protocols, community needs and priorities, increased community ownership and commitment to the program.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE

In 2015, 1118 students received financial assistance through scholarships or student loans. Funding of \$1 875 055 through the Equity Scholarships program ensured that disadvantaged students accessed financial support, accommodation and resources to pursue an undergraduate education. The program supported non-deferrable costs such as textbooks, internet connection, course- or program-specific resources, as well as travel costs associated with attending compulsory residential schools or unpaid work placements. In addition to the Equity Scholarship program, CQUniversity provided financial assistance through other scholarships and student loans as shown in Table 14.

INCLUSION AND ACCESSIBILITY SERVICE

In 2015, CQUniversity offered an Inclusion and Accessibility Service to implement reasonable adjustments for 537 registered students with a disability. Reasonable adjustments included exam accommodations, the provision of learning materials in alternative formats, and participation assistants to ensure students with a disability could participate in higher education and training on the same basis as other students. The Inclusion and Accessibility Service also worked with external stakeholders and CQUniversity's Widening Participation program to ensure that students from targeted Commonwealth groups were aware of the support available. Resources to raise awareness among staff of disability support to students were also developed.

VOCATIONAL TRAINING AND ACCESS EDUCATION

The University delivers VET, access education through its STEPS and TEP programs, and school-based VET education. The University also promotes greater student access to higher education by designing education pathways from STEPS, TEP and VET into undergraduate programs and streamlining their administration. In 2015, the StudentOne Higher Education for Unification project brought access education, VET and higher education curriculum together into one information management system delivering administration improvements that will aid students in their learning journey. Seamless, expanded pathways from VET diploma and apprenticeship programs into a range of undergraduate degrees were also created, examples of which include:

- » an articulation of eight credits from the Diploma of Business to the Bachelor of Business
- » articulation from the Diploma of Information and Technology to the Associate Degree of Information Technology
- » articulation from the Diploma of Logistics to the Bachelor of Logistics, and
- » articulation from the Diploma of Agriculture to the Bachelor of Agriculture.

TABLE 14: CQUNIVERSITY SCHOLARSHIPS AND FINANCIAL ASSISTANCE

Funding Type	Description	No. of 2014 recipients	Total Amount 2014	No. of 2015 recipients	Total Amount 2015
Equity scholarships	Government-funded scholarships to assist undergraduate students from low-income backgrounds	820	\$1 790 414	1 020	\$1 875 055
Institutional scholarships	CQUniversity-funded scholarships administered by the Student Success Centre	31	\$73 425	40	\$73 052
Indigenous Commonwealth scholarships	Government-funded scholarships to assist Indigenous students from low-income backgrounds	108	\$479 314	91	\$532 869
Donor scholarships	Scholarships donated to CQUniversity by external community and industry partners	72	\$474 293	85	\$484 220
Student loans	Interest-free loans funded by CQUniversity of up to \$1000	87	\$75 674	60	\$50 883
Totals		1 118	\$2 893 120	1 296	\$3 016 079

The University expanded delivery of its STEPS access education program across more of its campuses and centres, including by distance, in Brisbane, Noosa, Bundaberg, Gladstone, Rockhampton, Mackay and Sydney, and at the Geraldton Universities Centre via distance education. For those still at secondary school, the University's VET in Schools program in Mackay, Rockhampton, Gladstone, Emerald, Biloela, and by distance, also enhanced access by offering VET certificate programs, namely Certificates I, II, and III with the additional opportunity to study diploma units, subject to application and interview.

INDIGENOUS ENGAGEMENT

Indigenous students continued to be supported through the Indigenous Tutorial Assistance Scheme (ITAS). Students were matched with tertiary qualified tutors and received professional tutoring and study support. This year ITAS was also provided to eligible TEP and STEPS program students, and aided in student retention rates.

The CQUniversity-based Australian Indigenous Mentoring Experience (AIME) program was delivered to 374 Indigenous year 7 to year 12 students in Rockhampton Woorabinda and Gladstone. The AIME program builds aspirations for students to succeed at school and enrol in VET or undergraduate courses. Career Trackers also commenced working with students on campus this year creating private sector internship opportunities for Indigenous students.

INCLUSIVE ENGAGEMENT AND FACILITIES

CQUniversity continued to cultivate social, cultural and professional experiences and promote inclusiveness through its 'open campus' approach to the use of its campuses, centres and facilities by staff, students and communities. Classrooms, meeting rooms and theatres, played host to events for organisations such as Rio Tinto, Engineers Australia, Education Queensland, and Conservation Volunteers Australia to name a few. Also, a number of multi-campus events were held to promote inclusiveness, including the 'This is Oz' worldwide campaign to support sexual and gender diversity, and 'The Black Dog' community presentation, held simultaneously across all CQUniversity sites, discussing depression, mood disorders and building resilience. Other events hosted at CQUniversity locations included R U OK? Day, Reconciliation Week, the Indigenous Reconciliation Carnival, the Indigenous Careers Expo and Construction Skills Queensland's 'Try-A-Trade' program, as well as multicultural events like 'Taste of the World' and the 'Festival of Lights'.

In the wake of Cyclone Marcia in February, CQUniversity Rockhampton responded by offering more than 60 frontline emergency workers accommodation at Rockhampton's Student Residences as they undertook a massive clean-up effort. The disaster also prompted CQUniversity to host a community forum in March, bringing together experts and the community to discuss community resilience and sustainability when faced with severe weather events and other natural disasters.

CQUniversity's engagement with Indigenous communities and support organisations continued to strengthen through

partnerships and cultural events. One such event was the annual 'CQU Creates Art' exhibition, which visited Rockhampton, Bundaberg, Gladstone, Mackay and Cairns, and for the first time included an Indigenous Art Award category for Aboriginal and Torres Strait Islander artists from across Australia to promote Indigenous culture and artwork. Also in 2015, CQUniversity Gladstone signed a memorandum of understanding (MoU) with the Gidarjil Development Corporation, an Indigenous-owned enterprise, to deliver practical training in natural resource management and scientific monitoring. Philanthropic and corporate support is also a major factor in creating opportunities for Indigenous Australians to participate in university study, made possible through financial contributions, notably from the John Villiers Trust and BHP Billiton BMA.

During 2015, a training partnership between CQUniversity Rockhampton and the Multicultural Development Association enabled students from countries such as Iran, Sri Lanka, Afghanistan, Pakistan and Burma to complete a Certificate II in Horticulture course. In Mackay, a similar partnership was struck between CQUniversity and the George Street Neighbourhood Centre to support disadvantaged learners to gain a qualification and employment through the Certificate III in Early Childhood Education and Care.

► CQUniversity incorporated international, intercultural and Indigenous perspectives into students' study experiences.

INTERNATIONAL STUDENTS

A number of opportunities were made available for international students to experience intercultural and Indigenous perspectives. The International Directorate worked with CQUniversity higher education schools to embed internships into the eight most popular programs for international students: Bachelor of Information Technology, Master of Information Technology, Master of Information Systems, Master of Management for Engineers, Master of Management (Human Resource Management), Master of Management (International Business), Master of Management (Marketing), and Master of Business Administration). Plans are in place for their inclusion in three additional programs in 2016 (i.e. Bachelor of Business, Bachelor of Accounting and Master of Sustainable Tourism). The demand for programs with internships was intense, as demonstrated by the international student enrolments in these programs in Term 3 in 2015 which increased 81.2 percent compared with Term 3 in 2014. By comparison, in Term 3 there was a drop in enrolments of 15.9 percent for programs without these new internships. International student ambassadors were also employed on the metropolitan campuses to provide them with experience in working in international education.

The University's CQUniversity comprises four English language centres, which are in Brisbane, Melbourne, Sydney, and on the Rockhampton North campus. In 2015, CQUniversity worked with the Bachelor of Speech Pathology students to connect domestic and international students and help Vietnamese students with their language development, thereby increasing the interaction between domestic and international students.

Supplementary materials were also included in the University's CQUniversity language courses to encourage international students to read, research and discuss aspects of Indigenous history and culture. Advanced-level groups listened to Indigenous speakers and were encouraged to consider researching and presenting on an aspect of Indigenous knowledges, perspectives or practices. Students also received a brief introduction to Indigenous culture by receiving a Welcome to Country by Traditional Owners given on CQUniversity orientation day and viewing a short online Welcome to Country (at www.sydneybarani.com.au). Each ten-week program includes a class excursion as a way to build rapport and cohesion within the group and to raise student's awareness of Australian life and culture. Excursions such as the Royal Botanic Gardens Aboriginal Heritage Tours or Yiribana Gallery guided tour at the Art Gallery of New South Wales engaged and informed students on Indigenous knowledges, perspectives and practices.

INDIGENISATION OF THE CURRICULUM

Indigenisation is a complex and challenging set of processes that involve inclusive practices of valuing Aboriginal and Torres Strait Islander ways of knowing, being and doing, which historically have been marginalised in university institutions. These processes of valuing and normalising Indigenous epistemologies benefit Indigenous and non-Indigenous staff, students, graduates and local communities. At CQUniversity, inclusive Indigenisation practices included working with all the higher education schools, in which yarning circles were established to discuss valuing Indigenous knowledges and normalising their presence in the curriculum, developing Indigenous pedagogies, decolonising research methodologies, bringing community into the classroom and developing Indigenous graduate attributes.

The University's Professor Bronwyn Fredericks is Pro Vice-Chancellor (Indigenous Engagement) and BHP Billiton Mitsubishi Alliance (BMA) Chair in Indigenous Engagement, and chairs

CQUniversity's Academic Board. Through her leadership and work by the Office of Indigenous Engagement in learning and teaching, the University has been awarded Commonwealth Higher Education Participation Programme funding and has begun a three-year long project to support the Indigenisation of the curriculum across the University. A 'Great Guide to Indigenisation of the Curriculum' publication was finalised in 2015, and will be utilised through a series of workshops across CQUniversity in 2016 and 2017.

INDIGENOUS ENGAGEMENT IN VOCATIONAL EDUCATION AND TRAINING

CQUniversity Gladstone Marina campus hosted an Indigenous Careers Expo coordinated by the Yallarm Advisory and Advocacy Group, which included 'Try-a-Trade' presentations by the University's VET teachers. The expo built on a number of CQUniversity partnerships to provide pre-apprenticeship training to Indigenous students across Central Queensland. In a partnership between CQUniversity, MEGT Australia and Aurizon, an inaugural training project was held involving 20 Indigenous students to provide a 'kick start' for a career in industry. Also in 2015, students from across Central Queensland graduated from a ten-week Certificate II in Engineering Pathways, which was supported by the Department of Prime Minister and Cabinet's Indigenous Advancement Strategy.

INDIGENOUS CULTURAL COMPETENCY TRAINING

Office of Indigenous Engagement staff delivered Indigenous cultural competency training through face-to-face workshops and online through Moodle. This training was primarily designed to increase staff understanding of the life experiences of Aboriginal and Torres Strait Islander peoples in Australia. Training included sessions on Aboriginal and Torres Strait Islander contemporary identities, the impacts of historical policies and practices from assimilation through to contemporary practices of reconciliation, resistance and activism, race and racism, and embedding cultural competence across the CQUniversity footprint.

SUPPORTING INCLUSION THROUGH INFRASTRUCTURE

When the new Cairns campus was opened in October, it became CQUniversity's first bi-lingual campus, with all signage both in English and Gimuy Walubara Yidinji. Associate Professor Henrietta Marrie, a Traditional Owner of the land on which the campus is located, led the project and coordinated the acquisition of the new Cairns Mace, which was designed and crafted by Mr Wayne McGinness of Aboriginal Steel Art.

DISTANCE EDUCATION

Our focus: CQUniversity will provide opportunities for everyone to achieve their educational goals, regardless of their location and circumstances.

CQUniversity engaged students through active and collaborative learning activities, based on authentic design and delivery of courses.

DEVELOPING AND ENHANCING EDUCATION

CQUniversity aspires to provide education opportunities to meet the needs of its diverse student profile, recognising the importance of cultural awareness, preparation for a global workforce and making the University more accessible and relevant to all people regardless of their location and circumstances. To achieve these outcomes, CQUniversity continued to develop new programs and educational pathways for students in 2015.

FLEXIBLE EDUCATION DELIVERY

At CQUniversity students can study programs by distance education, on campus, or through a combination of both. The University is a leading provider of distance education in Queensland and a pioneer in the field as one of the first Australian universities to offer flexible, mixed-mode study. Distance education provides students with the flexibility to undertake a university qualification without needing to visit a campus and the program content can be studied through a number of means including the use of online discussion forums, electronic library resources, by contacting lecturers, and receiving all study materials online.

As Queensland's first dual sector university, it offers a full suite of qualifications from Certificate I to research doctorates and a wide variety of vocational and professional development programs to meet the needs of Central Queensland and beyond. Some distance education students attend residential schools, enabling students to network with lecturers, other students, and industry specialists whilst getting hands-on, practical work experience in their chosen field of study. CQUniversity also provides a private, safe social network called UCROO (pronounced U-Crew), aimed keeping people connected across the University's vast metropolitan and regional footprint. Thus far, student participation has been high, with a fifth of CQUniversity students signed up to the network and over 30 000 contributions in the first 10 weeks of the university year.

ENHANCING CURRICULUM

The University's Learning and Teaching Services Academic Development team continued to work in partnership with academic staff to support their development of new qualifications and their constituent courses, together with those qualifications undergoing five-yearly reviews. The team also supported staff to address strategic aspects and new approaches to learning and teaching, or to refresh their knowledge and skills through workshops and other professional development activities, including the upgrade to Moodle 2.7, in collaboration with the Information and Technology Directorate.

In working to be in the top three distance providers of vocational education and training (VET) programs, CQUniversity increased its VET distance program offerings across all regions, resulting in 100 percent of its diploma courses being offered online or by distance education. To sustain the quality of distance education and delivery, teaching staff undertook professional development to enhance their online teaching capacity, with further development opportunities planned for 2016. CQUniversity also increased the number of VET resources available through the University's online learning management system, Moodle. By late 2015, 50 percent of VET courses delivered through the Vocational School of Business and Humanities were using the Moodle platform, and the Vocational School of Engineering and Trades was progressing towards its 50 percent performance target. Work begun in 2015 on implementing a Moodle course evaluation tool from Term 1 2016 will enable evaluation of all online VET courses.

Through its use of educational technologies, online resources, and innovative curriculum enhancements, the University sought to provide a stimulating and engaging environment for learning across all qualification levels of the Australian Qualifications Framework (AQF). To this end, the University has been investigating workflow to enable inclusion of VET units of competency in some of the early Bachelor of Engineering courses, and aims to achieve this in 2016. In addition, the School of Business and Law has streamlined its approach to the crediting of VET diploma units. Plans to embed the VET diploma in the bachelor program will be considered in 2016.

Embedding VET courses in higher AQF-level qualifications offers all CQUniversity students greater access to a comprehensive university education and opportunities for future employment. The Diploma of Early Childhood Education is embedded in the Bachelor of Education (Early Childhood and Primary) and is in its second year. On completing the diploma, some students took the opportunity to work in the early childhood sector to fund their studies and gain valuable work experience. The University has also developed a Bachelor of Agriculture with an embedded VET diploma and a VET Diploma of Paramedic Science (Ambulance) as a pathway to the Bachelor of Paramedic Science.

The University's Diploma of Nursing enables students to work as enrolled nurses while continuing their studies towards becoming a registered nurse and offers an entry pathway into the Bachelor of Nursing, which continued to increase its distance education students, especially in North Queensland, and in NSW and Victoria. This increase in student numbers is a testament to the quality of

the Bachelor of Nursing program and the level of support students receive. The distance support was so strong for one student, Karyn Davidson from Victoria, that she annually presents a prize to staff who demonstrate their commitment to delivering quality education to distance education students; in 2015 the award was shared by Mrs Colleen Ryan (Noosa) and Ms Justine Connor (Rockhampton).

WORK-INTEGRATED LEARNING

Incorporating work-integrated learning (WIL) into the curriculum is an important element in the University's curriculum and it has a long tradition in education delivery, particularly in regard to digital media, communications and education programs. These programs offer active WIL experiences for students in CQUniversity's regional catchment areas and across Australia. The embedded Diploma of Early Childhood Education and Care within the Bachelor of Education in particular offers unique opportunities for additional WIL placements in early childhood centres.

During 2015, CQUniversity implemented 'Sonia', the widely-used student placement system, and updated business processes to support staff and students in managing WIL across 20 disciplines; this includes nursing, medical science, paramedic science, medical sonography, social work, accident forensics and education (higher and vocational education). These enhancements to business practice will be implemented to manage a further 20 disciplines in 2016.

CQUNIVERSITY GLOBAL

CQUniversity is further embedding internationalisation in its qualifications' content. English language curriculum was updated to be more relevant and reflective of contemporary best industry practice, and aligned with student interests and careers. Also, students were encouraged and are actively participating in short-term or full-semester outbound mobility. CQUniversity aims to make international study experiences accessible to all of its students by 2020. In 2015, the Outbound Mobility program doubled the number of students who participated in CQUGlobal experiences, and \$423 000 was awarded to support students in outbound activities.

EMPLOYABILITY

CQUniversity has a reputation for producing workplace-ready graduates who continue to experience one of the highest employment rates in the country. Graduate Careers Australia reports that for Australian resident bachelor degree graduates, the CQUniversity full-time employment rate is 79.8 percent, almost 12 percent higher than the national rate. The Australian Government's Quality Indicators for Learning and Teaching (QILT) website provides prospective students and the public with a more transparent, authoritative comparison of graduate employment, salaries data, and the study experience perceptions for current undergraduate students. According to the QILT website methodology, overall CQUniversity rated in the top five for full-time employment and median salaries with graduates from the study areas of architecture and building, business and management, education, engineering, health services and support, and computing and information systems, achieving full-time employment rates much higher than the sector average.

ENHANCING ACADEMIC SERVICES AND SUPPORT

Through 2015 CQUniversity focused on delivering a positive experience for all students by providing relevant support and prompt, efficient and effective service, and responding to student feedback and evaluation. In addition to the many non-academic student services and financial assistance on offer, CQUniversity students, including those studying by distance, have access to academic programs and a suite of academic services that support student success, including:

- » Tertiary Entry Program (TEP)
- » Skills for Tertiary Education Preparatory Studies (STEPS) program
- » academic learning services
- » a technology-assisted intervention scheme to support disengaged or academically 'at-risk' students, and
- » a peer-assisted learning scheme (in development).

ACCESS EDUCATION

The University's long-running access education programs, STEPS and TEP continued to attract students seeking to participate in university studies. On-campus delivery of STEPS in Central Queensland regional cities was expanded to various metropolitan campuses and centres, and with the strong demand for STEPS study by distance education, it was offered by distance education for all three terms in 2015. Over 400 completing STEPS and TEP students will articulate to undergraduate programs in Term 1 2016.

These programs help students develop the skills they need to progress along their chosen learning pathway, and offers equitable access to qualifications and learning opportunities to enable students to succeed. By developing and offering a diverse range of educational pathways, and through engagement with students, CQUniversity gives the support students need to reach their full potential.

ACADEMIC LEARNING SERVICES

Throughout 2015, the Academic Learning Centre continued to provide resources and support for on-campus and distance students. The centre delivered 12 432 services to undergraduate and postgraduate coursework students seeking assistance with the communications, mathematics, science, and computing aspects of their studies. These services offered diverse ways to engage students, including through face-to-face consultations, online submissions, drop-in sessions, email inquiries, phone calls, the query line, discussion forums in Moodle, workshops and presentations, and 'Collaborate' sessions to students studying by distance. In addition, an Academic Learning Centre and student lounge were opened for the first time at the CQUniversity Emerald campus.

EASICONNECT

CQUniversity continued to innovate and improve its range of systems to maintain its position as one of the top performing universities in distance education. With ongoing advancements in the available technology and the use of analysis tools, the University has established a more effective intervention service to support academically 'at-risk' students. The Early Alert Student Indicators (EASIconnect) system, developed by Learning and Teaching Services, monitors student engagement in education which helps to identify needs for additional support and services to complement the pedagogy. The EASI system continues to be well utilised by teaching staff to re-engage flagging students. It has been used across 2010 course offerings since Term 1 in 2014 and has delivered 223 979 'nudges' to assist 19 915 individual students during this period. Statistical analysis has shown that students receiving a nudge using the EASI system increase their Moodle activity when compared with students who are not nudged.

PEER-ASSISTED LEARNING

CQUniversity was successful in its bid for Higher Education Participation and Partnerships Programme funding in 2015 to develop a peer-assisted learning scheme (PAL), which is aimed at providing peer support for distance education students. The project is still underway, but anecdotal evidence suggests that the scheme has achieved positive benefits for students learning by distance.

EVALUATING SUCCESS

The University participated in the Australian Graduate Survey to monitor graduates' perceptions of their learning experience, with an 81 percent overall satisfaction rating for the most recent cohort of graduates. Student evaluations of all courses each term are carried out through the Moodle learning management system. This ensures that the student voice is heard effectively, enabling staff to close the loop with students to explain how their feedback has helped courses to improve. The evaluation data is also used to recognise outstanding practice in learning and teaching, with the 'Student Voice' Awards for Overall, On-Campus, and Distance Educator of the Year awarded on the basis of course evaluation data.

▶ CQUniversity developed a community that supports distance education students by engaging the students through the use of excellent distance education pedagogy and materials.

DEVELOPING TEACHING EXCELLENCE

CQUniversity recognises that learning and teaching excellence and leadership is best achieved by recruiting, developing, encouraging and rewarding talented teaching staff and equipping them with effective systems and resources to succeed. To promote teaching excellence among its staff in 2015, CQUniversity implemented a range of professional development opportunities and incentives, including:

- » funded participation in the Graduate Certificate of Tertiary Education
- » academic professional development activities, including participation in communities of practice
- » a learning and teaching grant scheme to fund projects and further scholarship, and
- » recognition in various award categories for teaching excellence.

GRADUATE CERTIFICATE IN TERTIARY EDUCATION

One strategy used to encourage teaching excellence is for all new academic staff and all teaching scholars without a teaching qualification or relevant experience in higher education to complete the first course in the Graduate Certificate in Tertiary Education. The course, the 'Nature of Learning and Teaching' covers the principles and practice of teaching at CQUniversity and is delivered entirely online through Moodle. Seventy-five staff undertook the first course in Terms 1, 2, and 3 in 2015. The Graduate Certificate's second course, 'Designing for Learning', had 29 enrolments in 2015, with the remaining courses, 'Assessment for Learning' and 'Scholarship of Learning and Teaching Research' attracting 30 and 27 enrolments, respectively.

COMMUNITIES OF PRACTICE

The University currently supports 10 communities of practice (COPs). These communities are groups that share interests, share knowledge of systems, solve problems, exchange ideas, and formulate plans to achieve outcomes on topics related to their practice, and comprise academics, teaching and professional staff from across the University. Many COPs have a direct impact on learning and teaching, such as those focused on engagement for sustainability, work-related learning, business improvement, internationalisation of the curriculum, postgraduate supervision, and learning through teamwork.

Two new COPs were established in 2015: the University's Higher Education Participation and Partnerships Programme community and the Business Improvement community. By year's end, 440 staff were active members of a community of practice group and 58 meetings were held. In 2016, CQUniversity aims to encourage staff to establish a Learning Pathways COP aimed at bringing together academic and professional staff from the Higher Education and VET divisions.

LEARNING AND TEACHING GRANT SCHEME

Through its Learning and Teaching Grant scheme, CQUniversity provided support to staff enabling them to engage in the scholarship of learning and teaching, develop innovative educational and skills development and assessment practices, and build capacity in curriculum design. In the latter half of 2015 the 'Writing for Academics' program was introduced. This included writing workshops to assist staff to successfully apply for award and grant funding and to produce competitive applications and publications.

A development process for external grants was also introduced in 2015 to provide peer review of applications prior to submission and to ensure staff have the tools to develop and submit competitive applications for Commonwealth Government Office for Learning and Teaching (OLT) grants. This scheme was available to staff twice during the year to correlate with Commonwealth Government's OLT funding round submission deadlines. Award applicants are supported through an established annual multiple-stage submission and review process in both the internal and external awards programs to ensure competitive applications are submitted.

The University's Scholarship of Learning and Teaching (SoLT) grants also enable staff to develop and test new ideas and to enhance learning and teaching practices to achieve better learning outcomes for students. They also serve as a springboard for external national grant applications. Eight CQUniversity SoLT grants were awarded in 2015, with a total value of \$73 604. In 2015, CQUniversity was collaborating on seven funded OLT projects.

RECOGNISING TEACHING EXCELLENCE

The University continued its recognition of excellence and leadership in learning and teaching through the two-tier Vice-Chancellor's Awards scheme. Through the scheme staff are eligible for recognition of Good Practice in Learning and Teaching (Tier One) and in Outstanding Contributions to Learning and Teaching (Tier Two). Tier One awards recognise staff that have shown good practice beyond normal expectations, in pursuit of improving learning and teaching, while Tier Two awards recognise staff that have shown a sustained outstanding contribution to improving student learning outcomes.

Teaching staff are also recognised through the Student Voice Awards in the three categories of On-Campus Educator of the Year, Distance Educator of the Year, and Educator of the Year. These awards recognise course coordinators of high performing courses. Thirteen individuals and teams were recipients of learning and teaching awards in 2015, and 115 commendations for course coordinators were also noted in the Student Voice Awards process, in response to student evaluation data. Award recipients from across the Higher Education Division and the Industry, Vocational Training and Access Education Division were acknowledged at the 2015 Staff Awards Ceremony.

At the national level, Dr Kate Ames from the School of Education and the Arts was recognised for her teaching leadership, receiving a Citation for Outstanding Contribution to Student Learning from the Australian Office of Learning and Teaching.

DISTANCE EDUCATION STUDENT SUPPORT

CQUniversity supports its large cohort of distance education students through a network of campuses, study centres, and hubs in 24 locations across five Australian states. In addition to its 15 campuses, the University has dedicated distance education study centres and study hubs to help take the 'distance' out of distance education. While facilities vary between centres and hubs, as a minimum students generally have access to computers and work spaces, wireless internet, printing and photocopying facilities, and meeting spaces.

Although distance education offers many students, particularly in remote and regional areas, an opportunity to access a university education, it poses some major challenges. Importantly, teaching practices, course design, study materials and service delivery must all be responsive to the needs of distance students so they remain as engaged and included during their learning journey as their on-campus counterparts. To help them to succeed, CQUniversity supports distance education students in a variety of ways, including electronic library resources; study materials provided online; access to recorded lectures online; study groups and online discussion forums; weekend or online orientation sessions; and access to experienced distance education student mentors.

In 2015, CQUniversity ran a successful pilot project using student video support kiosks in Townsville, Sydney, Brisbane and Cairns. Using touch-screen technology, students linked directly with a TaSAC (Technology and Services Assistance Centre) staff member via video who answered their IT query or transferred them to a librarian for help finding information for assignments or using library resources. Students connected their mobile device or laptop to demonstrate their query or, conversely, staff were able to share their screen with the student to demonstrate a solution to their query. These kiosks will be rolled out to campuses and study hubs around Australia in 2016, enabling distance education students to visit their nearest campus or study hub for real-time video support.

During the year, CQUniversity's South East Queensland region trialled an innovative approach to connecting with distance education students, introducing the 'pop-up' campus. Hosted in Terms 1 and 2, pop-up campuses took services into communities where the larger cohorts of distance students reside. Student services staff, student mentors, academics, campus administration, and library staff were all involved in servicing the pop-up campuses.

With 100 percent of degree students in CQUniversity's Central Highlands region studying by distance, the Emerald campus enhanced facilities and services in 2015, opening a new Academic Learning Centre and student lounge. These new facilities not only provide resources but will also help students to remain study-focussed and socially-connected. Improved engagement with all distance students and raising student awareness about the facilities, services, and activities available to them in their nearest CQUniversity location was also a focus in 2015.

SOCIAL INNOVATION

Our focus: CQUniversity staff and students (individually and collectively) will engage with the world to make it a better place.

- ▶ CQUniversity applied its diverse range of knowledge, skills and abilities, as well as leveraged its relationships and resources to support the University's diverse range of communities. CQUniversity's efforts supported and empowered them to build a better future.

SOCIAL INNOVATION INITIATIVES

CQUniversity is not just a university that 'gives back' to society; it is also a university that inspires its students to become change makers. Through its education and engagement with students and society, CQUniversity aims to involve and inspire its communities and students to create sustainable solutions and achieve positive social change in response to difficult social issues. In 2015, CQUniversity provided leadership, skills and knowledge through education, and community access to facilities and resources to drive key social innovation activities.

CQUNIVERSITY'S BID FOR 'CHANGEMAKER STATUS'

Since 2008, Ashoka U has offered the 'Changemaker Campus' designation to leading institutions in social innovation education, with all sharing the vision for higher education to drive social change by transforming the educational experience into a world-changing experience. The Changemaker Campus network has grown in the United States and internationally, and has a reputation for attracting students who want to participate in positive social change (source: Ashoka U website www.asholau.org).

In 2015, CQUniversity launched its bid to become a Changemaker Campus, which led to a site visit in April by the Ashoka U team as part of its assessment process. In its post-visit report, Ashoka U indicated "... that CQU is at the forefront of a movement to redefine and enhance higher education, particularly in the region. Through the unique institutional structure and history of engagement, Central Queensland University is poised to grow social innovation quickly and contribute to the field on an international level".

CQUniversity has begun addressing those areas the Ashoka U report recommended as areas for further development before the University represents itself to the selection panel in the United States in early 2016. If successful CQUniversity will become the first accredited Ashoka U Changemaker campus in Australia.

INCUBATOR PROJECT

Thirteen students from across the country and across disciplines participated in the first Gladstone Region Social Innovation Incubator. Over a two-week period, they met nearly 50 local people from government (federal, state and local); industry, business, local Indigenous Elders, and various community groups. The students learned about social innovation, design-thinking and social enterprise business models, then divided into four teams to develop a social enterprise response to a social or environmental issue they had identified in Gladstone.

The students then presented their concept and business plan to a Dragons' Den (judging panel) comprised of the Vice-Chancellor and President, Professor Scott Bowman; Councillor Gail Sellers, the Mayor of Gladstone Region; Mr Craig Doyle, Chief Executive, Gladstone Port Authority; Ms Ailsa Lamont, Pro Vice-Chancellor International and Mr Jeremy Hastings, Community Relations Gladstone, Rio Tinto Alcan. Impressed by the projects, the judges (Dragons) awarded two prizes: one prize of \$5000 to 'The Refinery' project, a café-innovation hub, and another prize of \$5000 to the 'Harbour Heroes' project, a digital application to educate primary school children about the Gladstone Harbour's environmental strategies. Given the incubator project's success, CQUniversity has begun investigating the next stage for this project and planning its implementation to other areas. For their participation, the students who enrolled in the Community-Engaged Learning course earned six credit points.

ACCREDITATION AND TRAINING

To equip students with the knowledge and skills for social innovation, the University developed the Graduate Certificate of Social Innovation, which will be delivered from Term 1 in 2016. CQUniversity also encouraged staff involvement in social innovation through its annual Staff Conference, 'Juggling Chainsaws: Action, Balance, Courage'. The conference brought over 80 professional staff together in a series of workshops to learn more about social innovation strategies and design-thinking.

CQUniversity Sydney research student, Mr Sagar Lohani, and his principal supervisor, Professor Indra Abeysekera, attended the Corporate Social Responsibility Summit in Sydney. Corporate social responsibility (CSR) encompasses the economic, legal, ethical, and philanthropic expectations that society places on organisations. The summit's aim was to facilitate fruitful cross-pollination and collaboration between industry practice and scholarly research, and one of its key initiatives was to gather together all key interested parties responsible for driving the acceptance of CSR and sustainability throughout the region, including government, private and public sector, NGOs, SMEs, universities and CPA professionals. The summit was an opportunity for attendees to understand the importance of CSR in eliminating poverty and developing the community in conjunction with business by giving back to the community.

THE BIG IDEA

On the back of an outstanding win in 2014 with 'The Shelter Project', CQUniversity again celebrated success in The Big Idea 2015, a competition for students coordinated by The Big Issue to find new social enterprise ideas that could deliver benefits to society. CQUniversity Adelaide doctorate students, Ms Elisha Vlaholias and Ms Tessa Benveniste, were announced as competition winners in the postgraduate division with their proposed social enterprise, 'The Garden of Earthly Delights'.

The enterprise involves a community garden, with spin-off businesses to benefit people struggling with homelessness. Taken to fruition, The Garden of Earthly Delights will see part of Adelaide's Southern parklands revitalised as a community garden providing flexible and transitional employment, education, and training opportunities for people experiencing homelessness. The proposed garden is inspired by the permaculture ethics of 'earth care', 'people care' and 'fair share', and is also designed to function as a demonstration site and education centre associated with CQUniversity's world-leading Graduate Certificate in Permaculture Design program, which begins from Term 1 of 2016.

SOCIAL INNOVATION THROUGH GIVING BACK

Giving back to the community is an essential part of CQUniversity's social innovation agenda, and is a philosophy that underpins the University's engagement with all the communities across its regional network. In keeping with its 'giving back' ethos, CQUniversity, and its staff and students, continued to donate generously to the community, giving their expertise, hard work, time and money to many worthy causes. The activities described below are examples of this generous spirit:

- » The University donated \$12 943 to numerous organisations including the Workplace Giving program, the Australian Red Cross, the Cancer Council Queensland, CQUni Cares, the Fred Hollows Foundation; the Jenny Simpson Memorial Scholarship Fund, RACQ Capricorn Helicopter Rescue, the Royal Flying Doctor Association, the Salaam Baalak Trust and the Salvation Army.
- » CQUniversity provided facilities at a discounted fee on Rockhampton, Mackay, Bundaberg, Gladstone and Emerald campuses to many community organisations enabling the University to support its communities.
- » In collaboration with TC Clarke and Son, the University removed excess furniture from the Brisbane campus refurbishment and donated its staff time and resources to deliver the usable furniture to a local day care centre at Bray Park.
- » CQUniversity Building and Construction students worked with Rockhampton City campus construction teacher, Mr Craig Schelks, to build a new play bridge for the Narnia kindergarten to replace the one damaged by Tropical Cyclone Marcia. Masters Rockhampton donated \$800 in timber for the project.
- » CQUniversity supported events that lend a hand to rural and remote communities experiencing financial hardship. Early childhood education and care (rural and remote) teacher, Ms Rosemary Shanks, and a large cohort of distance education

CQUniversity students, Ms Elisha Vlaholias and Ms Tessa Benveniste, won the 2015 Big Idea competition with their 'Garden of Earthly Delights' nomination.



students, shared Christmas cheer with western Queensland residents affected by drought. Christmas packages were prepared and distributed at the Springsure Drought Relief Fundraising Bowls Day in November. The event was hosted by Aussie Helpers, a charity assisting farming families impacted by hardship.

- » Academic Learning Centre staffer, Ms Ruth O'Neill, organised for the CQUniversity Sydney students to take part in a charity tournament 'Football for a Cause'. The CQUniversity team players came from all over the globe, including Nigeria, Ghana, Russia, Ukraine, Mauritius, Cambodia, Nepal, Lebanon, Germany and Australia. The event was organised by the UTS Football Club and raised \$7500 for Fair Game and the Cromehurst Foundation. Fair Game delivers unique health education and fitness programs to under-served communities, and Cromehurst is a local school that teaches students with moderate to severe disabilities.
- » Gladstone Beauty students and teachers helped brighten the lives of local cancer patients by volunteering their time to support local charity, Tinks Wish List. In June, CQUniversity opened the doors of its Gladstone training salon, Bella Vita, offering free pampering procedures and a special morning tea.
- » In response to the devastating earthquakes in Nepal, CQUniversity pulled together to help friends and colleagues in Nepal to rebuild schools and homes. Fourteen CQUniversity sites took part in a simultaneous lunchtime fundraiser in May to purchase 10 rotary shelter boxes. Staff and students raised \$16 000 and CQUniversity's committed \$10 000 from its corporate budget. In addition, the Mackay 'Judith, Stuart and Friends' concert in May raised funds to purchase rotary shelter boxes to support the Nepalese.
- » CQUniversity is also a partner for the International Nursing Day Committee, which is partnership of nursing leaders from the Hillcrest Rockhampton Private Hospital, Mercy Health and Aged Care, the CQ Hospital and Health Service, the Australian Country Hospital Heritage Association, and CQUniversity's TAFE Nursing and School of Nursing and Midwifery. The Central Queensland branch of the committee

donated \$1000 to Nepal's Mahendri Lower Secondary School to rebuild classrooms.

- » In October, nine Diploma of Nursing students from CQUniversity's TAFE programs volunteered to help street kids in India by providing basic healthcare products from funds raised in their sausage sizzle and carwash. The CQUniversity students provided health education sessions for street and working children supported by Salaam Baalak Trust, and participated in slum health clinics, hospital visits and women's health sessions in New Delhi.
- » CQUniversity nursing students travelled to Vanuatu to volunteer their skills and knowledge to the local communities. The students were based at Camp Shining Light on the island of Espiritu Santo where they assisted local village clinics, home health visits and educated children about hygiene and self-care. As part of the visit, students donated medical supplies purchased from their fundraising activities. In addition, CQUniversity donated \$5000 to the Vanuatu recovery effort following Tropical Cyclone Pam.

SALAAM BAALAK TRUST

CQUniversity Australia and the Salaam Baalak Trust (SBT) this year celebrated their continuing partnership during a special event at the Australian High Commission in New Delhi. The Trust does amazing work on the streets of New Delhi by providing disadvantaged children with a safe place to call home and an education that will help change their lives. As result of the Trusts' work, many children have a better life and can advance into higher levels of education.

The partnership has established programs, including study tours for education and nursing students, and the CityWalk program, which involves SBT students taking tourists on guided walking tours through the streets of New Delhi. The scholarship program is an example of how the partnership is delivering positive outcomes for children involved with Salaam Baalak.

STATISTICS

2015 FULL YEAR DATA: HIGHER EDUCATION

Note: Totals in the tables below do not always match precisely the sum of values in rows and columns due to rounding. Source: Data is extracted from the CQU University Data Warehouse 31 December 2015.

TABLE 15: TOTAL STUDENT LOAD (EFTSL) BY FUNDING TYPE 2013–2015

Funding Type	2013 EFTSL	2014 EFTSL	2015 EFTSL
Australian Fee Paying	505.5	464.8	368.0
Australian Funded Load	7805.0	8 385.4	8 903.2
International Student	3141.4	3 448.5	3 773.6
Grand Total	11 451.8	12 298.7	13 044.8
Research Training Scheme	174.8	178.8	169.3

TABLE 16: TOTAL STUDENT LOAD (EFTSL) BY LEVEL OF PROGRAM/QUALIFICATION 2013–2015

Program/Qualification	2013 EFTSL	2014 EFTSL	2015 EFTSL
Enabling	760.5	832.4	824.3
Non-award	59.8	45.9	62.2
Postgraduate (Cross-institutional)	10.0	8.6	4.3
Undergraduate (Cross-institutional)	25.1	19.5	19.4
Total	855.4	906.4	910.1
Graduate Certificate	148.5	151.0	141.4
Graduate Diploma (Extended)	29.1	25.8	41.5
Graduate Diploma	565.6	577.7	311.3
Masters (Coursework)	1 676.2	2 375.4	3 011.4
Total	2 419.5	3 129.9	3 505.5
Masters (Research)	41.3	42.3	46.5
Doctorate (Research)	202.2	203.9	190.0
Total	243.4	246.2	236.5
Associate Degree	91.3	124.9	133.3
Associate Diploma	0.3	7.3	12.9
Bachelor (Honours)	177.8	197.1	974.8
Bachelor	7 507.1	7 598.2	7 192.5
Diploma	157.1	88.8	79.3
Total	7 933.5	8 016.2	8 392.6
Grand Total	11 451.8	12 298.7	13 044.8

TABLE 17: TOTAL STUDENT LOAD (EFTSL) BY GENDER AND LEVEL OF PROGRAM/QUALIFICATION 2015

Program/Qualification		Female EFTSL	Male EFTSL	Other EFTSL	Total EFTSL
Non-Award	Enabling	519.4	304.9		824.3
	Non-award	43.0	19.0	0.1	62.2
	Postgraduate (Cross-institutional)	1.9	2.4		4.3
	Undergraduate (Cross-institutional)	11.9	7.5		19.4
	Total	576.1	333.8	0.1	910.1
Postgraduate	Graduate Certificate	58.7	82.7		141.4
	Graduate Diploma (Extended)	12.3	29.1		41.5
	Graduate Diploma	159.4	151.9		311.3
	Masters (Coursework)	982.9	2 028.5		3 011.4
	Total	1 213.4	2 292.1		3 505.5
Research	Masters (Research)	26.8	19.8		46.5
	Doctorate (Research)	96.3	93.8		190.0
	Total	123.0	113.5		236.5
Undergraduate	Associate Degree	24.0	109.3		133.3
	Associate Diploma	9.8	3.1		12.9
	Bachelor (Honours)	406.9	567.9		974.8
	Bachelor	4 948.0	2 244.3	0.3	7 192.5
	Diploma	30.0	49.3		79.3
	Total	5 418.6	2 973.8	0.3	8 392.6
Grand Total		7 331.2	5 713.2	0.4	13 044.8

2015 FULL YEAR DATA: VOCATIONAL EDUCATION AND TRAINING (TAFE: ACTIVE STUDENTS)

Note: Totals in the tables below do not always match precisely the sum of values in rows and columns due to rounding. Source: Data is extracted from the CQUniversity Data Warehouse 31 December 2015.

TABLE 18: TOTAL ACTIVE STUDENTS BY FUNDING TYPE 2014–2015

Funding Type	2014 No. of Students	2015 No. of Students
Certificate 3 Guarantee	2 184	1 948
Fee for Service	3 454	3 990
High Level Subsidy	1 301	827
International	356	203
Other	422	439
User Choice	3 552	3 051
VET in Schools	1 200	1 005
VET Revenue General	1 523	277
HEPPP*	3	21
Grand Total	12 900	11 085

Note: HEPPP refers to the Higher Education Participation and Partnerships Programme

TABLE 19: TOTAL ACTIVE STUDENTS BY COURSE LEVEL 2014–2015

Funding Type	2014 No. of Students	2015 No. of Students
Advanced Diploma	108	51
Certificate I	656	373
Certificate II	2 863	2 547
Certificate III	6 936	5 588
Certificate IV	1 142	831
Diploma	1 534	1 242
Education (not elsewhere classified)	293	592
Non-award course	604	633
Skill Set	0	5
Statement of Attainment (not identifiable by level)	188	204
Grand Total	12 900	11 085

TABLE 20: TOTAL ACTIVE STUDENTS BY COURSE LEVEL BY GENDER 2015

Course Level	Female No. of Students	Male No. of Students	Other No. of Students	Total No. of Students
Advanced Diploma	8	43		51
Certificate I	146	226	1	373
Certificate II	650	1 896	1	2 547
Certificate III	2 119	3 466	3	5 588
Certificate IV	531	297	3	831
Diploma	1 041	200	1	1 242
Education (not elsewhere classified)	244	348		592
Non-award course	406	227		633
Skill Set		5		5
Statement of Attainment (not identifiable by level)	103	101		204
Grand Total	4 787	6 290	8	11 085

TABLE 21: TOTAL ACTIVE STUDENTS BY FUNDING TYPE, STUDY MODE AND TYPE OF ATTENDANCE 2014-2015

Study Mode/Type of Attendance	Certificate 3 Guarantee		Fee for Service		High Level Subsidy		International		Other		User Choice		VET in Schools		VET Revenue General		HEPPP		Total	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Full-time	285	100	205	115	279	146	7	3	6	7	882	435	155	32	218	45			1 989	873
Part-time	735	263	308	316	608	317	17	3	29	11	30	37	268	55	630	88			2 460	1050
Not entered			1	0	3	0							1	0	8	4			10	4
Total	1 003	357	513	430	882	455	24	5	35	18	905	461	401	81	842	136			4 357	1 885
Full-time	34	44	64	125	25	36	1	2	1	3	15	27	31	8	79	31	1	1	246	275
Part-time	290	761	484	2 072	268	272	0	115	1	19	1	17	127	402	97	43	1	19	1 246	3 635
Not entered			1	0	1	0													2	0
Total	324	802	548	2 191	294	308	1	117	2	22	16	43	158	408	173	73	2	20	1 486	3 894
Full-time			473	18							31	8	148	0					652	26
Part-time																				
Not entered																				
Total																				
Full-time																				
Part-time																				
Not entered																				
Total																				
Full-time	361	363	607	265	57	43	333	82	91	118	2 904	2 602	338	149	345	44			4 833	3 586
Part-time	647	532	1 269	1 169	105	59	11	2	310	305	41	150	302	444	330	45			2 899	2 559
Not entered																				
Total	994	862	1 849	1 391	159	101	342	83	385	408	2 920	2 703	622	589	658	89			7 512	5 908
Full-time	8	9	164	150	21	8			0	1	52	39			41	3			282	210
Part-time	3	4	7	10	39	23					0	1			15	0			63	38
Not entered																				
Total	11	12	169	157	60	31			0	1	52	40			54	3			341	244
Grand Total	2 184	1 948	3 454	3 990	1 301	827	356	203	422	439	3 552	3 051	1 200	1 005	1 523	277	3	21	12 900	11 085

NOTE: RPL refers to recognition of prior learning
RCC refers to recognition of current competencies

2015 FULL YEAR DATA: VOCATIONAL EDUCATION AND TRAINING (TAFE: STUDENT COMPLETIONS)

Note: Totals do not always match precisely the sum of values in the rows and columns due to rounding. Source: Data is extracted from the CQUniversity Data Warehouse 12 January 2016.

TABLE 22: TOTAL STUDENT LOAD (EFTSL) COMPLETIONS BY FUNDING TYPE 2014–2015

Funding Type	2014 EFTSL	2015 EFTSL
Certificate 3 Guarantee	656.3	534.5
Fee for Service	598.4	645.9
High Level Subsidy	331.7	338.9
International	302.7	204.5
Other	101.3	106.4
User Choice	1106.9	1096.8
VET in Schools	335.8	280.7
VET Revenue General	405.0	41.7
HEPPP*		1.6
Grand Total	3838.2	3250.9

Note: * HEPPP refers to the Higher Education Participation and Partnerships Programme

TABLE 24: TOTAL STUDENT LOAD (EFTSL) COMPLETIONS BY COURSE LEVEL 2014–2015

Course Level	2014 EFTSL	2015 EFTSL
Advanced Diploma	19.5	8.3
Certificate I	119.3	68.6
Certificate II	755.6	621.9
Certificate III	2068.3	1832.8
Certificate IV	246.1	155.9
Diploma	570.7	477.5
Education (not elsewhere classified)	16.5	45.4
Non-award course	0.6	0.6
Skill Set		0.7
Statement of Attainment (not identifiable by level)	41.7	39.4
Grand Total	3838.2	3250.9

TABLE 23: TOTAL STUDENT LOAD (EFTSL) COMPLETIONS BY COURSE LEVEL BY GENDER 2015

Course Level	Female EFTSL	Male EFTSL	Other EFTSL	Total EFTSL
Advanced Diploma	1.3	7.0		8.3
Certificate I	29.6	38.8	0.1	68.6
Certificate II	149.3	472.5	0.1	621.9
Certificate III	541.2	1289.8	1.8	1832.8
Certificate IV	113.9	40.8	1.2	155.9
Diploma	440.9	36.4	0.2	477.5
Education (not elsewhere classified)	15.8	29.6		45.4
Non-award course	0.1	0.4		0.6
Skill Set		0.7		0.7
Statement of Attainment (not identifiable by level)	18.4	20.9		39.4
Grand Total	1310.6	1936.9	3.4	3250.9

TABLE 25: TOTAL STUDENT LOAD (EFTSL) COMPLETIONS BY FUNDING TYPE, STUDY MODE AND TYPE OF ATTENDANCE 2014–2015

Study Mode/Type of Attendance	Certificate 3 Guarantee		Fee for Service		High Level Subsidy		International		Other		User Choice		VET in Schools		VET Revenue General		HEPPP		Total	
	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Full-time	62.4	22.9	52.2	35.6	63.1	67.9	0.8	1.3	0.9	1.7	254.0	132.7	29.6	5.3	43.9	4.8			506.9	272.3
Part-time	219.6	57.6	71.1	60.1	174.8	134.3	8.6	1.8	8.5	1.7	3.6	6.8	78.0	11.1	138.1	16.0			702.3	289.4
Not entered			0.1		0.8								0.4		1.5	0.9			2.7	0.9
Total	282.0	80.6	123.3	95.7	238.7	202.2	9.4	3.1	9.4	3.4	257.6	139.5	108.0	16.4	183.5	21.7			1211.9	562.6
Full-time	1.9	5.6	6.7	15.2	3.2	5.8	0.3	0.7		0.3	0.1	5.3	4.8	1.1	13.7	4.4			30.8	38.4
Part-time	74.2	212.1	41.4	254.6	25.9	82.3	173.7	0.3	0.6	0.5	1.6	20.1	96.5	11.5	6.0				173.9	828.8
Not entered			0.0		0.1														0.1	
Total	76.1	217.7	48.2	269.8	29.2	88.1	0.3	174.4	0.3	0.8	0.6	6.9	24.9	97.6	25.3	10.3			204.8	867.2
Full-time			96.9	1.7							3.9	0.8	36.3						137.0	2.5
Part-time			19.3	3.7	0.1	0.2													0.1	19.5
Total			116.2	5.5	0.1	0.2					3.9	0.8	36.3						156.5	6.5
Full-time	90.2	135.6	128.4	94.4	18.4	20.9	286.6	26.2	16.7	28.8	824.8	902.4	878	51.2	94.8	3.5			1547.7	1263.0
Part-time	204.2	96.4	79.3	99.3	22.6	16.2	6.3	0.8	75.0	72.6	2.8	31.9	78.9	115.5	75.1	5.6			544.1	438.2
Not entered																				0.1
Total	294.4	232.0	207.7	193.6	41.0	37.1	292.9	27.0	91.6	101.4	827.6	934.3	166.7	166.7	170.0	9.1			2091.9	1701.1
Full-time	3.2	3.3	102.3	79.7	7.3	3.3			0.8	17.2	15.0				20.1	0.6			150.0	102.8
Part-time	0.6	0.8	0.7	1.6	15.5	7.9					0.2				6.1				23.0	10.6
Total	3.8	4.2	103.0	81.3	22.8	11.2			0.8	17.2	15.3				26.2	0.6			173.0	113.3
Grand Total	656.3	534.5	598.4	645.9	331.7	338.9	302.7	204.5	101.3	106.4	1106.9	1096.8	335.8	280.7	405.0	41.7			3838.2	3250.9

NOTE: RPL refers to recognition of prior learning
RCC refers to recognition of current competencies

FINANCIAL PERFORMANCE

RESULTS FOR 2015

The University is reporting a surplus of \$13.526 million at the conclusion of 2015, which demonstrates its strong continuing financial position. The result incorporated the first full financial year inclusion of the VET operations following the merger with CQ TAFE on 1 July 2014. The University effectively continues to carry no real debt, and ended the year in a strong working capital position of just over \$119 million.

Overall revenue, extracting VET asset transfer from 2014, increased by 11.26 percent, with expenditure increasing by 18.2 percent. This can further be broken down to an increase in higher education revenue of 5.9 percent, and a revenue contribution by VET of \$41.3 million. The increase in expenditure was primarily due to the opening of new campuses in Cairns and Townsville, and early release from the Lonsdale Street lease in Melbourne. Extracting the VET expenditure, the change in expenditure was 10.9 percent.

REVENUE PERFORMANCE: DOMESTIC LOAD (HIGHER EDUCATION)

Commonwealth Grant Scheme income increased by 9.12 percent to \$155.438 million, reflecting a continued increase in domestic student load. Domestic student enrolments increased by 527.29 EFTSL from 2014, representing growth of 6.43 percent. The result was an additional \$12.992 million in revenue, and total revenue of \$155.438 million (refer Table 26).

TABLE 26: COMPARISON OF ACTUAL AUSTRALIAN FUNDED LOAD EFTSL AND DOLLARS (EXCLUDING RESEARCH STUDENTS)

Funding	2014 Actual	2015 Actual	Variance	Percentage Variance
Australia Funded Load EFTSL	8206.67	8733.96	527.29	6.43%
Australia Funded Load revenue (\$m)	\$142.446	\$155.438	\$12.992	9.12%

REVENUE PERFORMANCE: FEE PAYING STUDENTS AUSTRALIAN AND INTERNATIONAL (HIGHER EDUCATION)

Revenue from fees and charges showed a solid increase in 2015. Student numbers increased by 228.48 EFTSL, representing growth of 5.94 percent. This was due to a strong increase in the international student numbers, which has been steadily increasing year on year. The result was an additional \$10.706 million in revenue, and total revenue of \$78.655 million (refer Table 27).

TABLE 27: COMPARISON OF ACTUAL FEE-PAYING STUDENT LOAD EFTSL AND DOLLARS (EXCLUDING RESEARCH STUDENTS)

Funding	2014 Actual	2015 Actual	Variance	Percentage Variance
Fee-paying student load EFTSL	3845.85	4074.33	228.48	5.94%
Fee-paying student load revenue (\$m)	\$67.950	\$78.655	\$10.706	15.76%

VET REVENUE

The VET operations transferred across on the 1 July 2014, and therefore 2015 was the first full financial year represented in the University financial statements. Total revenue for VET during this period was \$41.300 million. Revenue was \$7.256 million under budget expectations, as student numbers declined significantly during this period. There is a strong focus on revenue growth and profitability going forward for the VET operations, which commenced with the 'change proposal' at the end of 2015.

EXPENDITURE PERFORMANCE

Total expenditure increased by 18.2 percent in 2015, primarily driven by enterprise bargaining agreement increases and the transfer of the VET operations. The opening of new campuses in Cairns and Townsville also contributed to the change in expenditure. Extracting the VET operations, the expenditure increased by 10.9 percent.

Employee expenses increased by 18.8 percent. Extracting the VET salaries, the change was 8.9 percent. A year-on-year comparison for VET is not relevant as 2014 only contained six months' worth of employee expenses.

BALANCE SHEET

The University has held a current ratio in excess of 2 for the whole of 2015. All investments have been funded from working capital, and the University effectively holds no debt, other than \$3 million in VET working capital transferred across as part of the merger for a three-year period. Assets increased by 29.143 percent, going from \$543.694 million in 2014 to \$702.143 million in 2015.

OTHER MATTERS

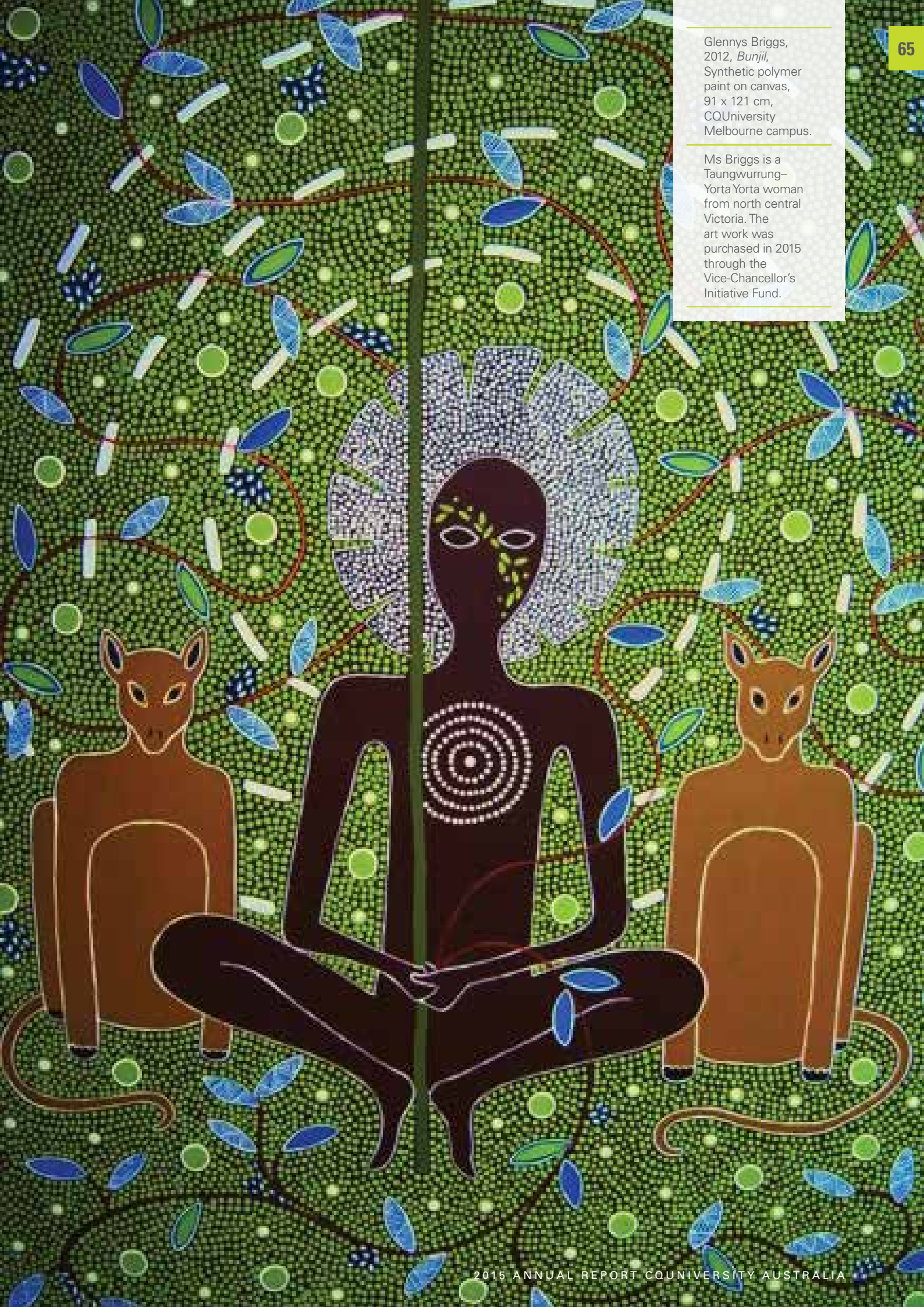
The opening of the Cairns and Townsville campuses were the most significant changes in 2015. The growth in student numbers in those locations has far exceeded expectations and will continue to do so.

The 2015 University budget was very conservative, and the final result far exceeded expectations. CQUniversity is now seeing the results of cost control actions put in place in 2013, and revenue growth based on the investment in strategic initiatives.

Although the declining national market for VET has impacted the University, a strong focus on returning this area to sustainable surpluses is in place.

Glennys Briggs,
2012, *Bunjil*,
Synthetic polymer
paint on canvas,
91 x 121 cm,
CQUniversity
Melbourne campus.

Ms Briggs is a
Taungwurrung–
Yorta Yorta woman
from north central
Victoria. The
art work was
purchased in 2015
through the
Vice-Chancellor's
Initiative Fund.



FINANCIAL STATEMENTS

COUNCIL MEMBERS' REPORT

The members of the Council of Central Queensland University present their report on the consolidated entity consisting of Central Queensland University and the entities it controlled at the end of, or during, the year ended 31 December 2015.

GOVERNING BODY MEMBERS

The following persons were members of the Council of Central Queensland University during 2015 and up to the date of this report:

Chancellor

Mr Rennie Fritschy, BEng(Chem) *Sydney*, BEc *WAust*, FIEAust, FAICD

Vice-Chancellor and President

Professor Scott Bowman, TDCR, DCR, HDCR *CollRadiog*, FAETC *City&Guilds*, MA *GuildHall*, MBA *USC*, PhD *OpenUK*, FAIM, FQAAS

President, Academic Board

Professor Bronwyn Fredericks, CertIVComCult *Creative Connections*, CertIVTrainAssess *GladTrainServ*, DipTeach(Sec) *BCAE*, BEd, MEd *QUT*, MEdStudies *UTas*, PhD *CQU*

Members appointed by the Governor-in-Council

Dr Robyn Minchinton, BAppSc(MLS) *RMIT*, GradDipScsComm *CQU*, PhD *London*

Ms Mary Carroll, MAICD

Mr Peter Coronas AM

Emeritus Professor Robert Castle, MEc *Syd*, DLett(hon causa) *UOW*, Fellow *UOWD*

Mr Desmond Pearson AO, BBus, GradDipMgt, HonDBus *CQU*, FCPA, FIPAA, FAIM, FCA, FISEAM

Additional members appointed by Council

Mr Graham Carpenter, GradDipMgt *CIAE*, MBA *CQU*, FCA, FAICD

Mr Mark Peters, BA *Macq*, LLB *Sydney*, MSc *Oxon*, FAICD

Mr John Abbott, BEng(Mech) *QIT*, LLB *QUT*, CPEng, RPEQ, FIEAust, MAICD

Ms Meredith Papavasiliou, BA, GradDipMgt, MBA *CQU*

Elected members

Dr John Fitzsimmons, BA(Hons), PhD *Adel*, GradCertOnlineLearn *ECU*

Mr Ken Diefenbach, BAppSc(Comp) *QUT*

Mr David Harris, BBus(Mktg), GradDipMgt, MMgmt(Mktg) *CQU*, AMAMI, AIMM, GAICD (Resigned 6 August 2015)

Mr Benjamin Brown (Appointed 28 October 2015)

MEETINGS OF MEMBERS

The number of meetings of the Central Queensland University Council and each Council sub-committee held during the year ended 31 December 2015, and the number of meetings attended by each Council member are provided below.

A = number of meetings attended

B = number of meetings held (including special meetings) during the time the member held office or was a member of the committee

Committee abbreviations

Council	Council (Governing Body)
PRC	Planning and Resources Committee
ACRC	Audit, Compliance and Risk Committee
AB	Academic Board
CHAC	Ceremonial and Honorary Awards Committee
CC	Chancellor's Committee

Committee Member	Council		PRC		ACRC		AB		CHAC		CC	
	A	B	A	B	A	B	A	B	A	B	A	B
Rennie Fritschy	8	9							3	3	3	5
Scott Bowman	8	9	5	7					3	3	5	5
Bronwyn Fredericks	9	9							2	3		
Mary Carroll	6	9										
Robert Castle	9	9					5	5				
Peter Coronas AM	7	9	6	7							3	5
Robyn Minchinton	9	9	7	7	6	6					4	5
Desmond Pearson AO	8	9	7	7	6	6					5	5
John Abbott	8	9	4	7								
Graham Carpenter	5	9	7	7	6	6					5	5
Meredith Papavasiliou	3	9							0	2		
Mark Peters	7	9			5	6						
John Fitzsimmons	9	9										
Ken Diefenbach	8	9										
David Harris	6	6										
Benjamin Brown	1	1										

Review of operations

The University continues to demonstrate a strong financial position with a reported surplus of \$13.526 million for the 2015 year. This result also incorporates the first full financial year inclusion of the VET operations following the merger with CQTAFE on 1 July 2014. The University effectively continues to carry no real debt, and ended the year with a strong working capital position of just over \$119 million.

2015 saw the opening of two new campuses, one in Cairns and the other in Townsville. Student numbers in these locations have far exceeded expectations and it is expected this trend will continue.

The 2015 University budget was very conservative and has resulted in another outstanding financial position. CQUniversity is continuing to see the results of conservative cost control measures and revenue growth based on the investment in strategic initiatives.

Revenues overall have increased due to steady growth in both domestic and international student numbers for our higher education courses. However, due to the declining national market for VET, student numbers have decreased in this space significantly during 2015. A strong focus on returning this area to sustainable surpluses is now in place.

The increase in expenditure was primarily driven by enterprise bargaining agreement increases, the transfer of the VET operations and the opening of the new campuses in Cairns and Townsville.

Many of the major capital works projects associated with the Dual Sector funding grants were completed in 2015 including:

- complete refurbishment of Building 34 on the Rockhampton North campus;
- completion of Stage 2 of the Health Clinic on the Rockhampton North campus;
- completion of the Mackay Engineering building on the Ooralea campus; and
- finalisation of the refurbishment works on the Mackay City campus

There is no doubt that 2015 was a very successful year for the University. The continued investment in strategic initiatives and close monitoring of our financial position will result in a stable and sustainable organization into the future.

Matters subsequent to the end of the financial year

There are no matters which have arisen subsequent to year end that significantly impact upon the operations of the University as disclosed at December 2015.

Insurance of officers

Central Queensland University indemnifies to the extent permitted by law, each councilor, secretary, executive officer or individuals who formerly held one of those positions, against liability incurred in, or arising out of, the conduct of the business of the University or the discharge of the duties of the councilor, secretary or executive officer. The University as a general rule will support and hold harmless an employee who, while acting in good faith, incurs personal liability to others as a result of working for the University.

Central Queensland University has paid premiums for a "Directors and Officers liability Insurance & Employment Practices Liability Insurance Policy", with Zurich Australian Insurance Limited covering the insured person which by definition under the policy shall mean any chancellor, vice-chancellor, deputy vice-chancellor, provost, dean, risk manager, facility member, volunteer, committee or council member, coach, consultant, contractor, assistant, trainer, teacher or academic, researcher, supervisor or student and any other person for whose acts the institution is legally responsible.

This report is made in accordance with a resolution of the members of the Council of Central Queensland University.



Dr Robyn Minchinton
Acting Chancellor
Rockhampton

Date: 22 February 2016.

**Central Queensland University
and Controlled Entities
ABN 39 181 103 288
General Purpose Financial Report
For the year ended 31 December 2015**

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Statements of Comprehensive Income
Statements of Financial Position
Statements of Changes in Equity
Statements of Cash Flows
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Management Certificate

**Central Queensland University
and Controlled Entities
Income Statements
for the year ended 31 December 2015**

	Note	Consolidated		Parent	
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Income from continuing operations					
Australian Government financial assistance					
Australian Government grants	3	132,761	128,181	132,403	128,181
HELP - Australian Government payments	3	66,724	58,950	65,848	58,654
HECS-HELP - Student payments		5,637	6,018	5,638	6,018
State and local Government financial assistance	4	15,614	7,967	15,079	7,967
Fees and charges	5	113,256	96,707	113,112	95,977
Investment and rental income	6	4,862	4,492	4,827	4,452
Royalties, trademarks and licences		6	5	6	5
Consultancy and contracts	7	7,577	8,494	7,577	8,494
Other revenue	8	12,692	10,291	12,779	10,062
Total revenue from continuing operations		359,129	321,105	357,269	319,810
Gain on assets acquired at less than fair value	9	-	120,200	-	120,200
Other income		33	1	-	1
Total income from continuing operations		359,162	441,306	357,269	440,011
Expenses from continuing operations					
Employee related expenses	10	200,222	168,733	198,162	166,771
Depreciation and amortisation	20,21	19,424	15,292	19,396	15,243
Repairs and maintenance	11	12,861	12,487	12,860	12,486
Finance costs		169	222	169	222
Impairment of assets		3,270	864	4,494	836
Management and other fees	12	25,718	22,067	26,613	23,176
Minimum lease payments on operating leases		25,980	20,735	25,912	20,661
Loss on disposal of assets		8	2,923	8	2,923
Other expenses	13	56,902	48,206	56,129	47,829
Total expenses from continuing operations		344,554	291,529	343,743	290,147
Share of profit/(loss) on equity accounted investments (net of tax)	18	(9)	(78)	-	-
Net result from continuing operations before income tax		14,599	149,699	13,526	149,864
Income tax benefit/(expense)	14	58	11	-	-
Net result from continuing operations after income tax		14,657	149,710	13,526	149,864
Net result attributable to members of Central Queensland University from continuing operations		14,657	149,710	13,526	149,864

The above income statements should be read in conjunction with the accompanying notes.

**Central Queensland University
and Controlled Entities
Statements of Comprehensive Income
For the year ended 31 December 2015**

	Note	Consolidated		Parent	
		2015 \$000	2014 \$000	2015 \$000	2014 \$000
Net result from continuing operations after income tax		14,657	149,710	13,526	149,864
Other comprehensive income					
Items that may be reclassified to profit or loss					
Gain (loss) on value of available for sale financial assets, net of tax		7,171	430	7,844	470
Total		<u>7,171</u>	<u>430</u>	<u>7,844</u>	<u>470</u>
Items that will not be reclassified to profit or loss					
Gain (loss) on revaluation of land and buildings, net of tax		116,698	-	116,698	-
Gain (loss) on revaluation of infrastructure, net of tax		(1,022)	-	(1,022)	-
Gain (loss) on revaluation of artwork collection, net of tax		(61)	9	(61)	9
Gain (loss) on revaluation of library collection, net of tax		162	-	162	-
Gain (loss) on foreign exchange reserve		(50)	9	-	-
Total		<u>115,727</u>	<u>18</u>	<u>115,777</u>	<u>9</u>
Total other comprehensive income		<u>122,898</u>	<u>448</u>	<u>123,621</u>	<u>479</u>
Total comprehensive income attributable to members of Central Queensland University		<u>137,555</u>	<u>150,158</u>	<u>137,147</u>	<u>150,343</u>

The above statements of comprehensive income should be read in conjunction with the accompanying notes.

**Central Queensland University
and Controlled Entities
Statements of Financial Position
as at 31 December 2015**

		Consolidated		Parent	
	Notes	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
ASSETS					
Current assets					
Cash and cash equivalents	15	110,588	117,826	108,054	115,409
Receivables	16	18,613	17,380	18,605	17,235
Inventories		997	2,038	996	2,038
Available for sale financial assets	17	11,341	11,145	11,341	11,145
Other non-financial assets		2,712	530	2,710	529
Total current assets		144,251	148,919	141,706	146,356
Non-current assets					
Available for sale financial assets	17	10,232	2,121	10,882	3,540
Investments accounted for using the equity method	18	126	135	-	-
Investment properties	19	3,100	5,155	3,100	5,155
Property, plant & equipment	20	538,203	381,072	538,191	381,032
Intangible assets	21	8,264	7,611	8,264	7,611
Deferred tax assets		279	215	-	-
Total non-current assets		560,204	396,309	560,437	397,338
Total assets		704,455	545,228	702,143	543,694
LIABILITIES					
Current liabilities					
Trade and other payables	22	15,359	15,816	15,168	15,389
Provisions	23	40,838	34,090	40,239	33,974
Other liabilities	25	26,419	21,980	26,255	21,930
Total current liabilities		82,616	71,886	81,662	71,293
Non-current liabilities					
Provisions	23	12,593	9,598	12,583	9,597
Borrowings	24	2,911	2,846	2,911	2,846
Other liabilities	25	21,365	13,482	21,365	13,482
Total non-current liabilities		36,869	25,926	36,859	25,925
Total liabilities		119,485	97,812	118,521	97,218
Net assets		584,970	447,416	583,622	446,475
EQUITY					
Parent entity interest					
Reserves	26(a)	216,422	93,525	216,972	93,351
Retained surplus	26(b)	368,548	353,891	366,650	353,124
Parent entity interest		584,970	447,416	583,622	446,475
Total equity		584,970	447,416	583,622	446,475

The above statements of financial position should be read in conjunction with the accompanying notes.

**Central Queensland University
and Controlled Entities
Statements of Changes in Equity
for the year ended 31 December 2015**

	Note	Consolidated			Parent			
		Reserves \$'000	Retained earnings \$'000	Total: Owners of the parent \$'000	Total \$'000	Reserves \$'000	Retained earnings \$'000	Total \$'000
Balance at 1 January 2014		93,076	204,181	297,257	297,257	92,872	203,260	296,132
Net result from continuing operations after tax		-	149,710	149,710	149,710	-	149,864	149,864
Gain/(loss) on revaluation of artwork	26(a)	9	-	9	9	9	-	9
Gain/(loss) on revaluation of available-for-sale financial assets	26(a)	431	-	431	431	470	-	470
Gain/(loss) on foreign exchange	26(a)	9	-	9	9	-	-	-
Balance at 31 December 2014		93,525	353,891	447,416	447,416	93,351	353,124	446,475
Balance at 1 January 2015		93,525	353,891	447,416	447,416	93,351	353,124	446,475
Net result from continuing operations after tax		-	14,657	14,657	14,657	-	13,526	13,526
Gain/(loss) on revaluation of land and buildings, net of tax	26(a)	116,698	-	116,698	116,698	116,698	-	116,698
Gain/(loss) on revaluation of infrastructure	26(a)	(1,022)	-	(1,022)	(1,022)	(1,022)	-	(1,022)
Gain/(loss) on revaluation of artwork	26(a)	(61)	-	(61)	(61)	(61)	-	(61)
Gain/(loss) on revaluation of library collection	26(a)	162	-	162	162	162	-	162
Gain/(loss) on available-for-sale financial assets	26(a)	7,171	-	7,171	7,171	7,844	-	7,844
Gain/(loss) on foreign exchange	26(a)	(50)	-	(50)	(50)	-	-	-
Balance at 31 December 2015		216,422	368,548	584,970	584,970	216,972	366,650	583,622

The above statements of changes in equity should be read in conjunction with the accompanying notes.

**Central Queensland University
and Controlled Entities
Statement of Cash Flows
for the year ended 31 December 2015**

	Notes	Consolidated		Parent	
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Cash flows from operating activities					
Australian Government Grants	3(h)	199,309	185,067	198,052	184,771
State and Local Government Grants received		15,680	7,813	15,145	7,813
HECS-HELP - Student payments		5,840	5,981	5,733	5,981
OS-HELP (net)	3(h)	327	142	327	142
Receipts from student fees and other customers		136,669	104,322	138,278	103,909
Dividends received		263	-	263	-
Interest received		3,963	3,682	3,930	3,638
Payments to suppliers and employees (inclusive of GST)		(321,616)	(264,629)	(321,329)	(263,581)
Interest and other costs of finance		(30)	(35)	(30)	(35)
GST recovered/paid		11,910	6,518	11,685	6,284
Income taxes paid		(8)	452	-	-
Net cash provided by/(used in) operating activities	34	52,307	49,313	52,054	48,922
Cash flows from investing activities					
Proceeds from sale of property, plant and equipment		282	337	282	337
Proceeds from sale of financial assets		42	73	42	73
Receipts for leave entitlements on merge with CQIT		-	7,336	-	7,336
Payments for financial assets		-	(52)	-	(52)
Payments for property, plant and equipment		(55,671)	(13,970)	(55,537)	(13,792)
Payments for intangibles		(4,197)	(5,493)	(4,197)	(5,493)
Net cash provided by/(used in) investing activities		(59,545)	(11,769)	(59,410)	(11,591)
Cash flows from financing activities					
Proceeds from borrowings		-	3,000	-	3,000
Net cash provided by/(used in) financing activities		-	3,000	-	3,000
Net increase (decrease) in cash and cash equivalents		(7,238)	40,544	(7,356)	40,331
Cash and cash equivalents at the beginning of the financial year		117,826	77,282	115,409	75,078
Effects of exchange rate changes on cash and cash equivalents		1	-	1	-
Cash and cash equivalents at the end of the financial year	15	110,588	117,826	108,054	115,409

The above Statements of Cash Flows should be read in conjunction with the accompanying notes.

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

OBJECTIVES AND PRINCIPAL ACTIVITIES

The principal activities of the consolidated entity are listed in the Council Members' Report.

Note 1: Summary of significant accounting policies

The principal accounting policies adopted in the preparation of these financial statements is set out below. These policies have been consistently applied for all years reported unless otherwise stated. The financial statements include separate statements for Central Queensland University as the parent entity and the consolidated entity consisting of Central Queensland University and its subsidiaries.

(a) Basis of preparation

Central Queensland University is a statutory body established under the *Central Queensland University Act 1998*, and domiciled in Australia.

The annual financial statements represent the audited general purpose financial statements of Central Queensland University. They have been prepared on an accrual basis and comply with the Australian Accounting Standards.

Central Queensland University applies Tier 1 reporting requirements.

Additionally, the statements have been prepared in accordance with the following statutory requirements:

- *Higher Education Support Act 2003* (Financial Statement Guidelines) (Cwth)
- *Central Queensland University Act 1998* (Qld)
- Financial and Performance Management Standard 2009 made under the *Financial Accountability Act 2009* (Qld).

With respect to compliance with Australian Accounting Standards and Interpretations, Central Queensland University has applied those requirements applicable to not-for-profit entities, as the University is a not-for-profit entity. Some of the Australian Accounting Standards requirements for not-for-profit entities are inconsistent with the IFRS requirements.

Date of authorisation for issue

The financial statements were authorised for issue by the Council members of Central Queensland University on 22 February 2016.

Historical cost convention

These financial statements have been prepared under the historical cost convention, except for available-for-sale financial assets, land, buildings and infrastructure, artworks, heritage collection and investment properties.

Critical accounting estimates

The preparation of financial statements in conformity with Australian Accounting Standards requires the use of certain critical accounting estimates. It also requires management to exercise its judgement in the process of applying Central Queensland University and subsidiaries' accounting policies. The estimates and underlying assumptions are reviewed on an ongoing basis. The areas involving a higher degree of judgement or complexity, or areas where assumptions and estimates are significant to the financial statements, are disclosed below and are outlined in the following financial statement notes:

- Available-for-sale financial assets – Note 17
- Property, plant and equipment – Note 20
- Provisions – Note 23
- Contingencies – Note 29.

(b) Basis of consolidation

(i) Subsidiaries

The consolidated financial statements incorporate the assets and liabilities of all subsidiaries of Central Queensland University (*parent entity*) as at 31 December 2015 and the results of all subsidiaries for the year then ended. Central Queensland University and its subsidiaries together are referred to in these financial statements as the Group or the consolidated entity.

Subsidiaries are all those entities (including structured entities) over which the Group has control. The Group has control over an investee when it is exposed, or has rights, to variable returns from its involvement with the investee and has the ability to affect those returns through its power over the investee. Power over the investee exists when the Group has existing rights that give it current ability to direct the relevant activities of the investee. The existence and effect of potential voting rights that are currently exercisable or convertible are considered when assessing whether the Group controls another entity. Returns are not necessarily monetary and can be only positive, only negative or both positive and negative.

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

Subsidiaries are fully consolidated from the date on which control is transferred to the Group. They are de-consolidated from the date that control ceases.

The acquisition method of accounting is used to account for the acquisition of subsidiaries by the Group.

Intercompany transactions, balances and unrealised gains on transactions between Group companies are eliminated. Unrealised losses are also eliminated unless the transaction provides evidence of the impairment of the asset transferred. Accounting policies of subsidiaries have been changed where necessary to ensure consistency with the policies adopted by the Group.

C Management Services Pty Ltd was 'mainstreamed' into Central Queensland University on 1 July 2013. The company has not traded during the reporting period and the directors have no intention to recommence trading in the foreseeable future.

Central Queensland Institute of Higher Learning Pte Ltd based in Singapore ceased trading during 2014 and has been wound up as at 31 December 2015.

Health Train Education Services Pty Ltd based in Edithvale, Victoria is currently winding down operations. The company will be in 'teach out' mode during 2016, with the expectation that it will have ceased trading by the end of that year.

(ii) Associates

Associates are all entities over which the Group has significant influence but not control, generally accompanying a shareholding of between 20% and 50% of the voting rights. Investments in associates are accounted for in the parent entity's financial statements using the cost method, and in the consolidated financial statements using the equity method of accounting after initially being recognised at cost.

The Group's share of its associates' post-acquisition profits or losses is recognised in the income statement, and its share of post-acquisition movements in reserves is recognised in reserves. The cumulative post-acquisition movements are adjusted against the carrying amount of the investment. Dividends receivable from associates are recognised in the parent entity's income statement, while in the consolidated financial statements they reduce the carrying amount of the investment.

When the Group's share of losses in an associate equals or exceeds its interest in the associate, including any other unsecured receivables, the Group does not recognise further losses, unless it has incurred obligations or made payments on behalf of the associate.

(iii) Non-controlling interests

Non-controlling interests are allocated their share of net profit after tax in the statement of comprehensive income and are presented within equity in the consolidated statement of financial position, separately from the equity of the owners of the parent.

Total comprehensive income within an associate is attributed to the non-controlling interest even if that results in a deficit balance.

A change of ownership interest of a subsidiary that does not result in a loss of control is accounted for as an equity transaction.

(c) Foreign currency translation

(i) Functional and presentation currency

Items included in the financial statements of each of the Group's entities are measured using the currency of the primary economic environment in which the entity operates ('the functional currency'). The consolidated financial statements are presented in Australian dollars, which is Central Queensland University's functional and presentation currency.

(ii) Transactions and balances

Foreign currency transactions are translated into the functional currency using the exchange rates prevailing at the dates of the transactions. Foreign exchange gains and losses resulting from the settlement of such transactions and from the translation at year-end exchange rates of monetary assets and liabilities denominated in foreign currencies are recognised in the income statement.

Translation differences on non-monetary financial assets and liabilities are reported as part of the fair value gain or loss.

If gains or losses on non-monetary items are recognised in other comprehensive income, translation gains or losses are also recognised in other comprehensive income. Similarly, if gains or losses on non-monetary items are recognised in profit or loss, translation gains or losses are also recognised in profit or loss.

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

(iii) Group companies

The results and financial position of all the Group entities (none of which has the currency of a hyperinflationary economy) that have a functional currency different from the presentation currency are translated into the presentation currency as follows:

- assets and liabilities for each statement of financial position presented are translated at the closing rate at the end of the reporting period;
- income and expenses for each income statement are translated at average exchange rates (unless this is not a reasonable approximation of the cumulative effect of the rates prevailing on the transaction dates, in which case income and expenses are translated at the dates of the transactions); and
- all resulting exchange differences are recognised as separate components of equity.

(d) Revenue recognition

Revenue is measured at the fair value of the consideration received or receivable. Amounts disclosed as revenue are net of returns, trade allowances, rebates and amounts collected on behalf of third parties. The Group recognises revenue when the amount of revenue can be reliably measured, it is probable that future economic benefits will flow to the Group and specific criteria have been met for each of the Group's activities as described below. The amount of revenue is not considered to be reliably measurable until all contingencies relating to the sale have been resolved. The Group bases its estimates on historical results, taking into consideration the type of customer, the type of transaction and the specifics of each arrangement.

Revenue is recognised for the major business activities as follows:

(i) Government grants

Central Queensland University treats operating grants received from Australian Government entities as income in the year of receipt. A provision is recognised where there is an obligation that the University will be required to return the funds to the government in a future period.

(ii) HELP payments

Revenue from HELP is categorised into those received from the Australian Government and those received directly from students. Revenue is recognised and measured in accordance with the above disclosure.

(iii) Investment income

Investment income is recognised as it accrues based on the interest rate applicable to the asset and distributions received.

(iv) Student Fees and charges

Fees and charges are recognised as income in the year of receipt, except to the extent that fees and charges relate to courses to be held in future periods. Such receipts (or portion thereof) are treated as income in advance in liabilities. Conversely, fees and charges relating to debtors are recognised as revenue in the year to which the prescribed course relates.

(v) Sale of goods

Sale of goods is recognised upon delivery of goods to the customer.

(vi) Consultancy and contract revenue

Consultancy and contract revenue is recognised upon the delivery of the service to the customer.

(vii) Revenue received prior to delivery

Revenue received prior to the delivery of goods to the customer or delivery of the service to the customer is recognised as a liability.

(viii) Lease income

Lease income from operating leases is recognised in income on a straight-line basis over the lease term.

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Notes to the Financial Statements
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(e) Income tax

Central Queensland University is exempt from income tax by virtue of Division 50 of the *Income Tax Assessment Act 1997*.

The University's controlled entities, CQU Travel Centre Pty Ltd, Australian International Campuses Pty Ltd, C Management Services Pty Ltd, and Health Train Education Services Pty Ltd are subject to income tax and these companies apply AASB 112 *Income Taxes*.

The income tax expense or income for the period is the tax payable/receivable on the current period's taxable income. This is based on the national income tax rate adjusted by changes in deferred tax assets and liabilities attributable to temporary differences between the tax bases of assets and liabilities and their carrying amounts in the financial statements, and to unused tax losses.

Deferred tax assets and liabilities are recognised for temporary differences at the tax rates expected to apply when the assets are recovered or liabilities are settled. The relevant tax rates are applied to the cumulative amounts of deductible and taxable temporary differences to measure the deferred tax asset or liability.

Deferred tax assets are recognised for deductible temporary differences and unused tax losses only if it is probable that future taxable amounts will be available to utilise those temporary differences and losses.

(f) Leases

Leases of property, plant and equipment where the Group (as lessee) has substantially all the risks and rewards of ownership, are classified as finance leases. Finance leases are capitalised at the lease's inception at the lower of the fair value of the leased property and the present value of the minimum lease payments. The corresponding rental obligations, net of finance charges, are included in other short-term and long-term payables. Each lease payment is allocated between the liability and finance charges to achieve a constant rate on the finance balance outstanding. The interest element of the finance cost is charged to the income statement over the lease period to produce a constant periodic rate of interest on the remaining balance of the liability for each period. There are no finance leases as at 31 December 2015.

Leases in which a significant portion of the risks and rewards of ownership are retained by the lessor are classified as operating leases (Note 30). Payments made under operating leases (net of any incentives received from the lessor) are charged to the income statement on a straight-line basis over the period of the lease.

Operating lease payments are representative of the pattern of benefits derived from the leased assets and are expensed in the periods in which they are incurred.

Incentives received on entering into operating leases are recognised as liabilities. Lease payments are allocated between rental expense and reduction of the liability.

(g) Acquisition of assets

The acquisition method of accounting is used for all acquisitions of assets regardless of whether equity instruments or other assets are acquired. Cost is measured as the fair value of the assets given or liabilities incurred or assumed at the date of exchange plus incidental costs directly attributable to the acquisition.

Costs incurred on assets subsequent to initial acquisition are capitalised when it is probable that future economic benefits in excess of the originally assessed performance of the asset will flow to the consolidated entity in future years, otherwise, the costs are expensed as incurred.

Acquisition of assets with a cost or other value equal to or in excess of the following thresholds are recognised for financial reporting purposes in the year of acquisition:

Buildings	\$10,000	Land	\$1
Infrastructure	\$10,000	Shares	\$1
Plant and equipment	\$5,000	Goodwill	\$1
Computer software	\$100,000	Other (including artworks and heritage)	\$1

Where settlement of any part of cash consideration is deferred, the amounts payable in the future are discounted to their present value as at the date of exchange. The discount rate used is the entity's incremental borrowing rate, being the rate at which a similar borrowing could be obtained from an independent financier under comparable terms and conditions.

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(h) Impairment of assets

The carrying amounts of the consolidated entity's assets, other than inventories and deferred tax assets, are assessed on an annual basis to determine whether there is any indication of impairment. If any such indication exists, the asset's recoverable amount is estimated.

Goodwill and intangible assets that have an indefinite useful life are not subject to amortisation and are tested annually for impairment, or more frequently if events or changes in circumstances indicate that they might be impaired. Other assets are reviewed for impairment whenever events or changes in circumstances indicate that the carrying amount may not be recoverable. An impairment loss is recognised for the amount by which the asset's carrying amount exceeds its recoverable amount. The recoverable amount is the higher of an asset's fair value less costs of disposal and value in use. For the purposes of assessing impairment, assets are grouped at the lowest levels for which there are separately identifiable cash flows, which are largely independent of the cash inflows from other assets or groups of assets (cash generating units). Non-financial assets, other than goodwill, that suffered impairment are reviewed for possible reversal of the impairment at each reporting date.

(i) Special payments

Special payments include ex gratia expenditure and other expenditure that the Group is not contractually or legally obliged to make to other parties. In compliance with the Financial and Performance Management Standard 2009, the University maintains a register setting out details of all special payments greater than \$5,000. The total of all special payments (including those of \$5,000 or less) is disclosed separately within Other Expenses (Note 13). However, descriptions of the nature of special payments are only provided for special payments greater than \$5,000.

(j) Cash and cash equivalents

Cash and cash equivalents include cash on hand, deposits held at call with financial institutions, other short-term, highly liquid investments with original maturities of three months or less that are readily convertible to known amounts of cash and which are subject to an insignificant risk of changes in value.

(k) Receivables

Commercial and general debtors are initially recognised at fair value and subsequently less impairment losses, and are generally due for settlement within 14 days.

Student debtors are initially recognised at fair value and subsequently less impairment losses, and are due within 14 days of invoice.

Collectability of receivables is reviewed on an ongoing basis. A provision for impaired receivables is established when there is objective evidence that the Group may not be able to collect all amounts due according to the original terms of receivables. Debts that are known to be uncollectible, when formally approved for write off, are written off against the provision for impaired receivables to the extent that the expense has previously been provided for.

(l) Inventories

Inventories are stated at the lower of cost or net realisable value, which is the estimated selling price in the ordinary course of business less the estimated costs of completion and the estimated costs necessary to make the sale.

The cost of inventories comprises all costs of purchases and other costs of bringing the inventories to their present location and condition. Bookshop inventory cost is determined using the weighted average cost method and the CQU Community Sports Centre inventory is determined using the first-in first-out method.

Obsolete, redundant and slow-moving inventories are identified and written down to their estimated current replacement cost.

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Notes to the Financial Statements
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(m) Investments and other financial assets

Classification

The Group classifies its investments in the following categories: loans and receivables, held-to-maturity investments, and available-for-sale financial assets. The classification depends on the purpose for which the investments were acquired. Management determines the classification of its investments at initial recognition and, in the case of assets classified as held-to-maturity, re-evaluates this designation at each reporting date.

(i) Loans and receivables

Loans and receivables are non-derivative financial assets with fixed or determinable payments that are not quoted in an active market. They are included in current assets, except for those with maturities greater than 12 months after the end of the reporting period, which are classified as non-current assets. Loans and receivables are included in receivables in the statement of financial position.

(ii) Held-to-maturity investments

Held-to-maturity investments are non-derivative financial assets with fixed or determinable payments and fixed maturities that the Group's management has the positive intention and ability to hold to maturity.

(iii) Available-for-sale financial assets

Available-for-sale financial assets, comprising principally marketable equity securities, are non-derivatives that are either designated in this category or not classified in any of the other categories. They are included in non-current assets unless management intends to dispose of the investment within 12 months of the end of the reporting period.

Purchases and sales of financial assets are recognised on trade date - the date on which the Group commits to purchase or sell the asset. Investments are initially recognised at fair value plus transaction costs for all financial assets not carried at fair value through profit or loss. Financial assets are de-recognised when the rights to receive cash flows from the financial assets have expired or have been transferred and the Group has transferred substantially all the risks and rewards of ownership.

When securities classified as available-for-sale are sold, the accumulated fair value adjustments recognised in other comprehensive income are included in the income statement as gains and losses from investment securities.

Subsequent measurement

Available-for-sale financial assets are subsequently carried at fair value. Loans and receivables and held-to-maturity investments are carried at amortised cost using the effective interest method.

Fair value

The fair values of investments and other financial assets are based on quoted prices in an active market. If the market for a financial asset is not active (and for unlisted securities), the Group establishes fair value by using valuation techniques that maximise the use of relevant data. These include reference to the estimated price in an orderly transaction that would take place between market participants at the measurement date. Other valuation techniques used are the cost approach and the income approach based on the characteristics of the asset and the assumptions made by market participants.

Impairment

The Group assesses annually whether there is objective evidence that a financial asset or a group of financial assets is impaired. If any such evidence exists an impairment loss is recognised in the income statement.

(n) Fair value measurement

The fair value of assets and liabilities must be measured for recognition and disclosure purposes.

The Group classifies fair value measurements using a fair value hierarchy that reflects the significance of the inputs used in making the measurements.

All assets and liabilities for which fair value is measured or disclosed in the financial statements are categorised within the fair value hierarchy described as follows, based on the lowest level input that is significant to the fair value measurement as a whole:

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(n) Fair value measurement (cont.)

- Level 1
Quoted (unadjusted) market prices in active markets for identical assets or liabilities.
- Level 2
Valuation techniques for which the lowest level input that is significant to the fair value measurement is directly or indirectly observable.
- Level 3
Valuation techniques for which the lowest level input that is significant to the fair value measurement is unobservable.

Fair value measurement of non-financial assets is based on the highest and best use of the asset. The Group considers market participants use of or purchase price of the asset, to use it in a manner that would be highest and best use.

The carrying value less impairment provision of trade receivables and payables are assumed to approximate their fair values due to their short-term nature. The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rate that is available to the Group for similar financial instruments.

(o) Investment properties

Investment properties exclude properties held to meet service delivery objectives of Central Queensland University and are held to earn rental income and/or for capital appreciation.

Investment properties are initially recognised at cost. Costs incurred subsequent to initial acquisition are capitalised when it is probable that future economic benefits in excess of the originally assessed performance of the asset will flow to Central Queensland University. Where an investment property is acquired at no cost or for nominal consideration, its cost shall be deemed to be its fair value as at the date of acquisition.

Subsequent to initial recognition at cost, investment property is carried at fair value, which is based on active market prices of similar properties, adjusted if necessary for any difference in the nature, location or condition of the specific asset. If this information is not available, the Group uses alternative valuation methods such as recent prices in less active markets or discounted cash flow projections. These valuations are reviewed annually by a registered valuer. Changes in fair values are recorded in the income statement as part of other income.

Rental revenue from the leasing of investment properties is recognised in the income statement in the periods in which it is receivable, as this represents the pattern of service rendered through the provision of the properties.

(p) Property, plant and equipment

Land and buildings (except for investment properties – refer to note 1(o) above), infrastructure, library heritage and art collections are shown at fair value, based on periodic, but at least triennial, valuations by external independent valuers less subsequent depreciation for buildings and infrastructure. During intervening years a management assessment of fair value using indices supplied by external valuers is undertaken. This is a specifically tailored assessment of market trends occurring at the time.

The valuation of existing land, buildings and infrastructure was independently revalued as at 31 December 2015 by APV Valuers and Asset Management. Artworks and the University Heritage Collection assessments were provided as at 31 October 2015 by J Harbeck, an Australian Government Cultural Gifts Program Valuer.

Any accumulated depreciation at the date of revaluation is restated proportionately with the change in the gross carrying amount of the asset so that the carrying amount of the asset after valuation equals its revalued amount. All other property, plant and equipment are stated at historical cost less depreciation. Historical cost includes expenditure that is directly attributable to the acquisition of the items.

Subsequent costs are included in the asset's carrying amount or recognised as a separate asset, as appropriate, only when it is probable that future economic benefits associated with the item will flow to the Group and the cost of the item can be measured reliably. All other repairs and maintenance expenses are charged to the income statement during the financial period in which they are incurred.

Increases in the carrying amounts arising on revaluation of land, buildings, infrastructure, library heritage and art collections are credited to reserves in equity. To the extent that the increase reverses a decrease for that class previously recognised in profit or loss, the increase is first recognised in profit or loss. Decreases that reverse previous increases of the same asset class are first charged against revaluation reserves directly in equity of the remaining reserve attributable to the asset class; all other decreases are charged to the income statement.

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Notes to the Financial Statements
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(p) Property, plant and equipment (cont.)

Asset classes land, library heritage and art collections are not depreciated. Depreciation on other assets is calculated using the straight-line method to allocate their cost or revalued amounts, net of their residual values, over their remaining useful lives as follows:

Assets	2015	2014
	Weighted average useful life	Useful life
• Freehold buildings	17 to 131 years	1 to 59 years
• Infrastructure	13 to 163 years	1 to 59 years
	Useful life	Useful life
• Leasehold improvements	1 to 17 years	1 to 17 years
• Plant and equipment	1 to 25 years	1 to 25 years

Change in accounting estimates – reassessment of asset useful lives

The University has reassessed the remaining lives of its building and infrastructure assets from 1 January 2015 using a more sophisticated asset condition based assessment model. The refined condition assessment model utilises a methodology that better represents the pattern in which each asset's future economic benefits are expected to be consumed. The weighted average useful life takes into account the short-life and long-life components of the buildings and infrastructure.

For the year ended 31 December 2015 the impact on depreciation expense was:

- Buildings depreciation was reduced by \$0.688m
- Infrastructure depreciation was reduced by \$0.913m

The useful lives of leasehold improvements and plant and equipment assets are reviewed annually, and adjusted if appropriate.

An asset's carrying amount is written down immediately to its recoverable amount if the asset's carrying amount is greater than its estimated recoverable amount. Gains and losses on disposal are determined by comparing proceeds with carrying amount. These are included in the income statement. Where revalued assets are sold, it is Group policy to transfer the amounts included in other reserves in respect of those assets to retained earnings.

(q) Intangible assets

Intangible assets with a cost or other value equal to or greater than \$100,000 are recognised in the financial statements; items with a lesser value are expensed. Each intangible asset is amortised over its estimated useful life to the Group. The residual value is zero for all the Group's intangible assets.

It has been determined that there is no active market for any of the Group's intangible assets. As such, the assets are recognised and carried at cost less accumulated amortisation and accumulated impairment losses.

No intangible assets have been classified as held for sale or form part of the disposal group held for sale.

Purchased software

Software development costs in excess of \$100,000 are recognised as assets on acquisition only when the consolidated entity controls future economic benefits as a result of the costs incurred that are probable and can be measured reliably. Costs attributable to feasibility assessments are expensed as incurred. The costs capitalised include the cost of purchased software and any materials, direct labour, directly attributable overheads and other incidental costs incurred. The purchase cost of this software is amortised on a straight-line basis over the period of the expected benefit to the University, namely two to ten years.

Research

Expenditure on research activities is recognised in the income statement as an expense, when it is incurred.

Goodwill

Goodwill is initially recorded at the amount by which the purchase price for a business combination exceeds the fair value attributed to the interest in the net fair value of identifiable assets, liabilities and contingent liabilities at the date of acquisition. Goodwill on acquisitions of subsidiaries is included in intangible assets. Changes in the ownership interests in a subsidiary are accounted for as equity transactions and do not affect the carrying amount of goodwill. Goodwill is tested annually for impairment and carried at cost less accumulated impairment losses. Gains and losses on disposal of an entity include the carrying amount of goodwill relating to the entity sold.

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(r) Trade and other payables

These amounts represent liabilities for goods and services provided to the Group prior to the end of the financial year, which are unpaid. The amounts are unsecured and are usually paid within 30 days of recognition.

(s) Borrowings

Borrowings are initially recognised at fair value. Borrowings are subsequently measured at amortised cost. Any difference between the proceeds (net of transaction costs incurred) and the redemption amount is recognised in the income statement over the period of the borrowings using the effective interest method.

Borrowings are removed from the statement of financial position when the obligation specified in the contract is discharged, cancelled or expired. The difference between the carrying amount of a financial liability that has been extinguished or transferred to another party and the consideration paid, including any non-cash assets transferred or liabilities assumed, is recognised in other income or other expenses.

Borrowings are classified as current liabilities unless the Group has an unconditional right to defer settlement of the liability for at least 12 months after the end of the reporting period and does not expect to settle the liability for at least 12 months after the end of the reporting period.

(t) Provisions

Provisions for grant recovery and lease make good are recognised when the Group has a present legal or constructive obligation as a result of past events, it is probable that an outflow of resources will be required to settle the obligation, and the amount can be reliably estimated.

Provisions are not recognised for future operating losses.

Provisions are measured at the present value of management's best estimate of the expenditure required to settle the present obligation at the end of the reporting period. The discount rate used to determine the present value reflects current market assessments of the time value of money and the risks specific to the liability. The increase in the provision due to the passage of time is recognised as a finance cost.

(u) Employee benefits

(i) Short-term obligations

Liabilities for short-term employee benefits including wages, salaries and non-monetary benefits are measured at the amount expected to be paid when the liabilities are settled, if they are expected to be settled wholly before 12 months after the end of the reporting period, and are recognised in other payables.

(ii) Other long-term obligations

The liability for other long-term employee benefits is recognised in non-current provisions if it is not expected to be settled wholly before 12 months after the end of the reporting period. Other long-term employee benefits include annual leave and long service leave liabilities.

It is measured at the present value of expected future payments to be made in respect of services provided by employees up to the reporting date using the projected unit credit method. Consideration is given to expected future wage and salary levels, experience of employee departures and periods of service. Expected future payments are discounted using market yields at the reporting date on national government bonds with terms to maturity and currency that match, as closely as possible, the estimated future cash outflows.

Regardless of the expected timing of settlements, provisions made in respect of employee benefits are classified as a current liability, unless there is an unconditional right to defer the settlement of the liability for at least 12 months after the reporting date, in which case it would be classified as a non-current liability.

(iii) Sick leave

No provision has been made for sick leave as all sick leave is non-vesting and the average sick leave taken in future years by employees is estimated to be less than the annual entitlement of sick leave.

(iv) Time off in lieu

Time off in lieu accrued is not recorded as a liability as it is considered immaterial, and any payment of time in lieu is recognised as an expense.

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(v) Superannuation plans

Central Queensland University contributes to UniSuper and QSuper under arrangements where employees are entitled to defined benefits and accumulated plan benefits on resignation, retirement, disability or death. Continuing employees may contribute to the relevant plan an amount of between 0% and 7% of their wages and salaries. The University contributes to the plan at the applicable rate for each fund ranging from 3% to a maximum of 17%. Minimum amounts of 9.25% (from 1 July 2013) and 9.50% (from 1 July 2014) are paid on behalf of each eligible employee in accordance with the *Superannuation Guarantee Administration Act 1992* (Cwlth).

The University's share of the superannuation plans' assets and accrued vested benefits are not recognised in the financial statements.

The UniSuper Defined Benefit Division (DBD), which is the predominant plan within the University, is a defined benefit plan under superannuation law but is considered to be a defined contribution plan under Accounting Standard AASB 119 *Employee Benefits*. The DBD receives fixed contributions from the consolidated entity and the consolidated entity's legal or constructive obligation is limited to these contributions. Additionally, any actuarial risk and investment risk falls on the consolidated entity's employees.

The University also contributes to QSuper (the Trustee for State Public Sector Superannuation Scheme) in respect of certain employees; however, the University's obligation is considered immaterial.

(vi) Termination benefits

Termination benefits are payable when employment is terminated before the normal retirement date, or when an employee accepts an offer of benefits in exchange for the termination of employment. The Group recognises termination benefits either when it can no longer withdraw the offer of those benefits or when it has recognised costs for restructuring within the scope of AASB 137 that involves the payment of termination benefits. Benefits falling due more than 12 months after the balance date are discounted to present value.

(v) Financial instruments

Recognition

Financial assets and financial liabilities are recognised in the statement of financial position when the Group becomes party to the contractual provisions of the financial instrument.

Classification

Financial instruments are classified and measured as follows:

- receivables – held at amortised cost
- available-for-sale financial assets – fair value and cost (Note 17)
- payables – held at amortised cost
- borrowings – held at amortised cost.

The Group does not enter into transactions for speculative purposes, nor for hedging. Apart from cash and cash equivalents, the Group holds no financial assets classified at fair value through profit or loss.

(w) Rounding of amounts

Amounts in the financial statements have been rounded off to the nearest thousand dollars. Comparative information has been restated where necessary to be consistent with disclosures in the current reporting period.

(x) Goods and services tax (GST)

Revenues, expenses and assets are recognised net of the amount of associated GST, unless the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO). In this case it is recognised as part of the cost of acquisition of an asset or as part of an item of expense.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from or payable to the ATO is included with receivables or payables in the statement of financial position.

Cash flows are presented on a gross basis. The GST component of the cash flows arising from investing or financing activities, which are recoverable from or payable to the ATO, are presented as operating cash flows.

(y) Comparative amounts

Where necessary, comparative information has been reclassified to enhance comparability in respect of changes in presentation adopted in the current year.

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(z) New Accounting Standards and Interpretations issues but not yet operative as at 31 December 2015

The following Australian Accounting Standards and Interpretations issued or amended are applicable to the University but are not yet effective for the 2015 financial year and have not been adopted in the preparation of these financial statements at reporting date. A number of amending standards have also been issued by the AASB but are not yet effective. Some are available for early adoption although most are expected to have minimal impact.

Standard	Title	Issue date	Applies to periods after
AASB 9	Financial Instruments	December 2014	01/01/2018
AASB 15	Revenue from contracts with customers	December 2014	01/01/2018
AASB 2015-6	Extending related party disclosures to public sector entities	March 2015	01/01/2017

AASB 9 makes significant revisions to the classification and measurement of financial assets, by reducing the number of categories and simplifying the measurement choices, including the removal of impairment testing of assets measured at fair value. AASB 2014-1 defers the effective date to 1 January 2018. The University has commenced reviewing the measurement of its financial assets against the new AASB 9 classification and measurement requirements. However, as the classification of financial assets at the date of initial application of this standard will depend on the facts and circumstances existing at that date, the University's conclusions will not be confirmed until closer to that time.

AASB 15 introduces a five - step revenue recognition model (identify the contract, identify the performance obligations, determine the transaction price, allocate the transaction price to the performance obligations and recognise revenue progressively as individual performance obligations are satisfied). The model specifies that revenue should be recognised when an entity transfers control of goods/services to a customer, at the amount to which the entity expects to be entitled. Depending on specific contractual terms, the new model may result in a change in the timing and/or amount of revenue to be recognised. For example, some revenue may be recognised at a point in time (e.g. when control is transferred to the customer) and other revenue may be recognised over the term of the contract (e.g. when the entity satisfies its performance obligations progressively over a period of time). The University has assessed the revenue recognition requirements under the new standard and anticipates the most likely financial statement impact is the deferred recognition of certain revenue (ie recognition as unearned revenue (liability) in the meantime) to the extent that the agency has received cash but not met its associated performance obligations under the arrangement. It is anticipated that changes to terminology will need to be included in policies and further disclosures to disaggregate total revenue and detail of key judgements and estimates will be required.

AASB 2015-6 requirements include a range of disclosures about the remuneration of key management personnel, transactions with related parties/entities, and relationships between parent and controlled entities. The University already discloses information about the remuneration expenses for key management personnel (refer to note 27) in compliance with requirements of the Australian Accounting Standards. Therefore, the most significant implications for AASB 2015-6 for the University's financial statements will be the disclosures to be made about transactions with related parties, including transactions with key management personnel or close members of their families. The implementation of this standard will extend the requirements of AASB 124.

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Note 2. Disaggregated information (dual sector and operations outside Australia)

(a) Industry - Parent Entity

	Higher Education	VET	Total Parent	Higher Education	VET	Total Parent
Income Statement	2015	2015	2015	2014	2014	2014
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Income from continuing operations						
Australian Government financial assistance						
Australian Government grants	132,403	-	132,403	128,181	-	128,181
HELP - Australian Government payments	63,688	2,160	65,848	58,654	-	58,654
HECS-HELP - Student payments	5,638	-	5,638	4,943	1,075	6,018
State and local Government financial assistance	-	15,079	15,079	225	7,742	7,967
Fees and charges	89,899	23,213	113,112	83,715	12,262	95,977
Investment and rental income	4,378	449	4,827	4,158	294	4,452
Royalties, trademarks and licences	6	-	6	5	-	5
Consultancy and contracts	7,577	-	7,577	8,494	-	8,494
Other revenue	12,380	399	12,779	9,947	115	10,062
Total revenue from continuing operations	315,970	41,300	357,269	298,322	21,488	319,810
Gain on assets acquired at less than fair value	-	-	-	-	120,200	120,200
Other income	-	-	-	1	-	1
Total income from continuing operations	315,970	41,300	357,269	298,323	141,688	440,011
Expenses from continuing operations						
Employee related expenses	163,455	34,707	198,162	150,038	16,733	166,771
Depreciation and amortisation	15,901	3,495	19,396	13,138	2,105	15,243
Repairs and maintenance	10,745	2,115	12,860	11,704	782	12,486
Finance costs	169	-	169	222	-	222
Impairment of assets	2,467	2,027	4,494	781	55	836
Management and other fees	24,432	2,181	26,613	22,002	1,174	23,176
Minimum lease payments on operating leases	25,838	74	25,912	20,653	8	20,661
Loss on disposal of assets	5	3	8	6	2,917	2,923
Other expenses	49,908	6,221	56,129	45,480	2,349	47,829
Total expenses from continuing operations	292,921	50,823	343,743	264,024	26,123	290,147
Net result attributable to members of Central Queensland University from continuing operations	23,049	(9,523)	13,526	34,299	115,565	149,864

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Note 2. Disaggregated information (dual sector and operations outside Australia) (cont.)

(a) Industry - Parent Entity

	Higher Education	VET	Total Parent	Higher Education	VET	Total Parent
	2015	2015	2015	2014	2014	2014
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Statement of Comprehensive Income						
Net result from continuing operations after income tax	23,049	(9,523)	13,526	34,299	115,565	149,864
Other comprehensive income						
Items that may be reclassified to profit or loss						
Gain (loss) on value of available for sale financial assets, net of tax	7,844	-	7,844	470	-	470
Total	7,844	-	7,844	470	-	470
Items that will not be reclassified to profit or loss						
Gain (loss) on revaluation of land and buildings, net of tax	57,028	59,670	116,698	-	-	-
Gain (loss) on revaluation of infrastructure, net of tax	4,001	(5,023)	(1,022)	-	-	-
Gain (loss) on revaluation of artwork, net of tax	(61)	-	(61)	9	-	9
Gain (loss) on revaluation of library collection, net of tax	162	-	162	-	-	-
Total	61,130	54,647	115,777	9	-	9
Total other comprehensive income	68,975	54,647	123,621	479	-	479
Total comprehensive income attributable to members of Central Queensland University	92,023	45,124	137,147	34,778	115,565	150,343
Statement of Financial Position						
ASSETS						
Current assets						
Cash and cash equivalents	102,354	5,700	108,054	105,598	9,811	115,409
Receivables	15,523	3,082	18,605	13,292	3,943	17,235
Inventories	996	-	996	2,038	-	2,038
Available for sale financial assets	11,341	-	11,341	11,145	-	11,145
Other non-financial assets	2,664	46	2,710	529	-	529
Total current assets	132,878	8,828	141,706	132,602	13,754	146,356
Non-current assets						
Available for sale financial assets	10,882	-	10,882	3,540	-	3,540
Investment properties	725	2,375	3,100	975	4,180	5,155
Property, plant & equipment	375,229	162,962	538,191	270,072	110,960	381,032
Intangible assets	8,264	-	8,264	7,574	37	7,611
Total non-current assets	395,100	165,337	560,437	282,161	115,177	397,338
Total assets	527,978	174,165	702,143	414,763	128,931	543,694
LIABILITIES						
Current liabilities						
Trade and other payables	14,454	714	15,168	14,242	1,147	15,389
Provisions	31,853	8,386	40,239	26,017	7,957	33,974
Other liabilities	26,041	214	26,255	21,702	228	21,930
Total current liabilities	72,348	9,314	81,662	61,961	9,332	71,293
Non-current liabilities						
Provisions	11,332	1,251	12,583	8,409	1,188	9,597
Borrowings	-	2,911	2,911	-	2,846	2,846
Other liabilities	21,365	-	21,365	13,482	-	13,482
Total non-current liabilities	32,697	4,162	36,859	21,891	4,034	25,925
Total liabilities	105,045	13,476	118,521	83,852	13,366	97,218
Net assets	422,933	160,689	583,622	330,910	115,565	446,475
EQUITY						
Parent entity interest						
Reserves	162,325	54,647	216,972	93,351	-	93,351
Retained surplus	260,608	106,042	366,650	237,559	115,565	353,124
Total equity	422,933	160,689	583,622	330,910	115,565	446,475

**Central Queensland University
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Note 2. Disaggregated information (dual sector and operations outside Australia) (cont.)

(a) Industry - Parent Entity

The allocation of assets and liabilities to the Higher Education or VET division is made on the following basis:

Cash and cash equivalents: All Bank account balances are allocated on a proportional basis.

Receivables: Receivables directly attributable to either Higher Education or VET Division have been applied on that basis.

Investment properties: The allocation of investment properties is based on whether these assets are used solely for VET operations only.

Other financial assets: These are allocated between Higher Education or VET Division based on their direct relationship to the Division established at the time of acquisition of the asset.

Other assets: These are allocated to either the Higher Education or VET Division based on the nature of the asset and its relevance to the Division.

Property, plant and equipment: The allocation of all property, plant and equipment is based on whether these assets are used solely for VET operations only.

Intangible assets: The allocation of intangible assets is based on whether these assets are used solely for VET operations only.

Trade and other payables: Trade payables directly attributable to either Higher Education or VET Division have been applied.

Borrowings: The current loan facility relates to the VET Division. This is an interest free loan from the Department of Employment, Training and Education to the University.

Provisions: Provisions have been directly attributed to either the Higher Education or VET Division as appropriate in relation to the teaching and administrative staff operating within each Division.

Other liabilities: Revenue in advance included in other liabilities is directly attributable to either Higher Education or VET Division.

Statement of Changes in Equity	Higher Education			VET			Total Parent
	Reserves	Retained earnings	Total Higher Education	Reserves	Retained earnings	Total VET	
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
Balance at 1 January 2014	92,872	203,260	296,132	-	-	-	296,132
Net result from continuing operations after tax	-	34,299	34,299	-	115,565	115,565	149,864
Gain (loss) on revaluation of artwork, net of tax	9	-	9	-	-	-	9
Gain (loss) on value of available for sale financial assets, net of tax	470	-	470	-	-	-	470
Balance at 31 December 2014	93,351	237,559	330,910	-	115,565	115,565	446,475
Balance at 1 January 2015	93,351	237,559	330,910	-	115,565	115,565	446,475
Net result from continuing operations after tax	-	23,049	23,049	-	(9,523)	(9,523)	13,526
Gain (loss) on revaluation of land and buildings, net of tax	57,028	-	57,028	59,670	-	59,670	116,698
Gain (loss) on revaluation of infrastructure, net of tax	4,001	-	4,001	(5,023)	-	(5,023)	(1,022)
Gain (loss) on revaluation of artwork, net of tax	(61)	-	(61)	-	-	-	(61)
Gain (loss) on revaluation of library collection, net of tax	162	-	162	-	-	-	162
Gain (loss) on value of available for sale financial assets, net of tax	7,844	-	7,844	-	-	-	7,844
Balance at 31 December 2015	162,325	260,608	422,933	54,647	106,042	160,689	583,622

**Central Queensland University
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Notes to the Financial Statements
for the year ended 31 December 2015**

Note 2. Disaggregated information (dual sector and operations outside Australia) (cont.)

(a) Industry - Parent Entity (cont.)

	Higher Education	VET	Total Parent	Higher Education	VET	Total Parent
Statement of Cashflows	2015	2015	2015	2014	2014	2014
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Cashflows from operating activities						
Australian Government Grants received	195,892	2,160	198,052	183,696	1,075	184,771
State Government Grants received	-	15,145	15,145	71	7,742	7,813
HECS-HELP - Student payments	5,733	-	5,733	5,981	-	5,981
OS-HELP	327	-	327	142	-	142
Receipts from student fees and other customers	113,813	24,465	138,278	94,070	9,839	103,909
Dividends received	263	-	263	-	-	-
Interest received	3,693	237	3,930	3,562	76	3,638
Payments to suppliers and employees (inc GST)	(276,028)	(45,301)	(321,329)	(241,407)	(22,174)	(263,581)
Interest and other costs of finance paid	(30)	-	(30)	(35)	-	(35)
GST recovered/(paid)	11,685	-	11,685	6,284	-	6,284
Net cash provided by/(used in) operating activities	55,348	(3,294)	52,054	52,364	(3,442)	48,922
Cashflows from investing activities						
Proceeds from sale of property, plant and equipment	282	-	282	337	-	337
Proceeds from sale of financial assets	42	-	42	73	-	73
Receipts for leave entitlements on merge with CQIT*	-	-	-	-	7,336	7,336
Payments for financial assets	-	-	-	(52)	-	(52)
Payments for property, plant and equipment	(54,720)	(817)	(55,537)	(16,709)	2,917	(13,792)
Payments for intangibles	(4,197)	-	(4,197)	(5,493)	-	(5,493)
Net cash provided by/(used in) investing activities	(58,593)	(817)	(59,410)	(21,844)	10,253	(11,591)
Cashflows from financing activities						
Proceeds from borrowings	-	-	-	-	3,000	3,000
Net cash provided by/(used in) financing activities	-	-	-	-	3,000	3,000
Net increase (decrease) in cash and cash equivalents	(3,245)	(4,111)	(7,356)	30,520	9,811	40,331
Cash and cash equivalents at the beginning of the financial year	105,598	9,811	115,409	75,078	-	75,078
Effects of exchange rate changes on cash and cash equivalents	1	-	1	-	-	-
Cash and cash equivalents at the end of the financial year	102,354	5,700	108,054	105,598	9,811	115,409

* In accordance with the Merger and Transfer agreement, the Department of Education and Training paid the University the outstanding long service leave and recreation leave entitlements for the former TAFE staff.

(b) Geographical - Consolidated Entity

University courses are delivered in Singapore, China, and Indonesia through partnering arrangements.

	Total Revenue		Net Results before tax		Total Assets	
	2015	2014	2015	2014	2015	2014
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Australia	359,057	441,305	14,611	149,916	704,455	545,022
Overseas	105	-	(3)	(139)	-	206
	359,162	441,305	14,608	149,777	704,455	545,228

**Central Queensland University
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Notes to the Financial Statements
for the year ended 31 December 2015**

		Consolidated		Parent Entity	
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Note 3. Australian Government financial assistance including Australian Government loan programs (HELP)					
(a) Commonwealth Grants Scheme and other grants	37.1				
Commonwealth Grants Scheme		101,044	90,945	101,044	90,945
Indigenous Support Program		837	870	837	870
Partnership and Participation Program		5,097	3,552	5,097	3,552
Disability Support Program		50	51	50	51
Learning and Teaching Performance Fund		554	104	554	104
Total Commonwealth Grants Scheme and other grants		<u>107,582</u>	<u>95,522</u>	<u>107,582</u>	<u>95,522</u>
(b) Higher Education Loan programs	37.2				
HECS-HELP		58,212	51,958	58,212	51,958
FEE-HELP		3,186	3,850	3,186	3,554
VET FEE-HELP		3,035	1,075	2,160	1,075
SA-HELP		2,290	2,067	2,290	2,067
Total Higher Education Loan programs		<u>66,723</u>	<u>58,950</u>	<u>65,848</u>	<u>58,654</u>
(c) Scholarships	37.3				
Australian Postgraduate Awards		1,055	981	1,055	981
International Postgraduate Research Scholarship		67	67	67	67
Commonwealth Education Cost Scholarships		252	374	252	374
Commonwealth Accommodation Scholarships		71	95	71	95
Indigenous Access Scholarships		121	132	121	132
Total Scholarships		<u>1,566</u>	<u>1,648</u>	<u>1,566</u>	<u>1,648</u>
(d) Education research	37.4				
Joint Research Engagement Program		1,625	1,496	1,625	1,496
Research Training Scheme		2,247	2,196	2,247	2,196
Research Infrastructure Block Grants		246	224	246	224
Sustainable Research Excellence in Universities		502	408	502	408
Total Education research grants		<u>4,620</u>	<u>4,324</u>	<u>4,620</u>	<u>4,324</u>
(e) Other capital funding	37.5				
Education Investment fund		15,705	24,252	15,705	24,252
Total other capital funding		<u>15,705</u>	<u>24,252</u>	<u>15,705</u>	<u>24,252</u>
(f) Australian Research Council	37.6				
(i) Discovery					
Project	37.6(i)	313	240	313	240
Total Discovery		<u>313</u>	<u>240</u>	<u>313</u>	<u>240</u>
(ii) Linkages	37.6(ii)				
Projects		279	236	279	236
Total Linkages		<u>279</u>	<u>236</u>	<u>279</u>	<u>236</u>
Total ARC		<u>592</u>	<u>475</u>	<u>592</u>	<u>476</u>

**Central Queensland University
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Notes to the Financial Statements
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	Consolidated		Parent Entity	
	2015	2014	2015	2014
	\$'000	\$'000	\$'000	\$'000
Note 3. Australian Government financial assistance including Australian Government loan programs (HELP) cont.				
(g) Other Australian Government financial assistance				
Non-capital				
Health Workforce Australia	1,583	1,555	1,583	1,555
Indigenous Tutorial Assistance scheme	216	266	216	266
Other	358	-	-	-
Total	2,157	1,821	1,799	1,821
Capital				
Health Workforce Australia	-	139	-	139
Cairns engineering laboratory	490	-	490	-
Emergency Assistance grant (tropical cyclone Marcia)	50	-	50	-
Total	540	139	540	139
Total Other Australian Government financial assistance	2,697	1,961	2,339	1,960
Total Australian Government financial assistance	199,484	187,131	198,251	186,835
Reconciliation				
Australian Government grants	132,761	128,181	132,403	128,181
HECS-HELP payments	58,212	51,958	58,212	51,958
FEE-HELP payments	3,186	3,850	3,186	3,554
VET FEE-HELP payments	3,036	1,075	2,160	1,075
SA-HELP payments	2,290	2,067	2,290	2,067
Total Australian Government financial assistance	199,485	187,131	198,251	186,835
(h) Australian Government grants received - cash basis				
CGS and other Education grants	37.1	108,186	94,837	108,163
Higher Education Loan programs	37.2	65,944	57,570	65,068
Scholarships	37.3	1,566	1,648	1,566
Education research	37.4	4,620	4,324	4,620
Other capital funding	37.5	15,705	24,252	15,705
ARC grants - Discovery	37.6(i)	313	240	313
ARC grants - Linkages	37.6(ii)	278	236	278
Other Australian Government grants		2,697	1,961	2,339
Total Australian Government grants received - cash basis		199,309	185,067	198,052
OS - Help (Net)	37.7	327	142	327
Total Australian Government funding received - cash basis		199,636	185,209	198,379

**Central Queensland University
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Notes to the Financial Statements
for the year ended 31 December 2015**

	Consolidated		Parent Entity	
	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Note 4. State and Local Government financial assistance				
Non-capital				
<i>Higher Education</i>				
Capricornia SME dashboard	-	19	-	19
Widening tertiary participation program	-	225	-	225
<i>VET</i>				
VET Purchaser's grant	12,757	6,375	12,757	6,375
Maintenance grant	1,221	416	1,221	416
IT grant	778	389	778	389
Other	469	154	(66)	154
Total non-capital	<u>15,225</u>	<u>7,578</u>	<u>14,690</u>	<u>7,578</u>
Capital				
<i>VET</i>				
Capital grant	<u>389</u>	<u>389</u>	<u>389</u>	<u>389</u>
Total capital	<u>389</u>	<u>389</u>	<u>389</u>	<u>389</u>
Total State and Local Government financial assistance	<u><u>15,614</u></u>	<u><u>7,967</u></u>	<u><u>15,079</u></u>	<u><u>7,967</u></u>
Note 5. Fees and charges				
Course fees and charges				
Fee-paying onshore overseas students	73,918	67,353	73,918	67,353
Fee-paying offshore overseas students	88	-	88	-
Continuing education	499	1,241	394	282
Fee-paying domestic postgraduate students	2,516	3,068	2,516	3,068
Fee-paying domestic undergraduate students	18	7	18	7
Fee-paying domestic non-award students	579	404	579	404
Other domestic course fees and charges	3,377	2,384	3,377	2,384
Student subsidies	16,910	8,461	16,910	8,461
Training services	2,721	1,296	2,721	1,296
Total course fees and charges	<u>100,626</u>	<u>84,214</u>	<u>100,521</u>	<u>83,255</u>
Non-course fees and charges				
Student services and amenities fees from students	37.8	2,961	3,126	2,912
Lease fees and rental charges		5,268	5,585	5,268
Student accommodation		2,518	2,419	2,419
Unclaimed student payments		759	193	759
Other fees and charges		1,124	1,171	1,429
Total other fees and charges		<u>12,630</u>	<u>12,494</u>	<u>12,591</u>
Total fees and charges		<u><u>113,256</u></u>	<u><u>96,707</u></u>	<u><u>113,112</u></u>
Note 6. Investment and rental income				
Interest income:				
Bank deposits		52	39	17
Available-for-sale investments		3,915	3,639	3,915
Rental		387	426	387
Dividends		263	-	263
Trust distribution		245	388	245
Total investment revenue		<u>4,862</u>	<u>4,492</u>	<u>4,827</u>
Net investment income		<u><u>4,862</u></u>	<u><u>4,492</u></u>	<u><u>4,827</u></u>

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

	Consolidated		Parent Entity	
	2015	2014	2015	2014
	\$'000	\$'000	\$'000	\$'000
Note 7. Consultancy and contracts				
Research				
Contracts	7,329	8,424	7,329	8,424
	7,329	8,424	7,329	8,424
Other				
Consultancy	248	70	248	70
	248	70	248	70
Total consultancy and contracts	7,577	8,494	7,577	8,494
Note 8. Other revenue				
Other revenue				
Donations and bequests	3,655	777	3,655	777
Scholarships and prizes	2,140	1,840	2,140	1,840
Non-government grants	100	1,555	100	1,555
Sales of books and related student materials	3,875	4,120	3,870	4,120
Subsidies	450	1,249	450	1,249
Other	2,472	750	2,564	521
Total other revenue	12,692	10,291	12,779	10,062
Note 9. Gain on assets acquired at less than fair value				
Gain on assets acquired at less than fair value	-	120,200	-	120,200
<p>On 1 July 2014, Central Queensland University (CQU) acquired land, buildings, infrastructure and plant and equipment assets when it merged with Central Queensland Institute of TAFE (CQIT) to become a dual sector university. This acquisition resulted from an agreement between the Department of Education, Training and Employment (DETE) and CQU. Under the agreement, DETE transferred all of CQIT's assets to CQU for no consideration. Prior to this transfer, a valuation (dated 24 March 2014) was performed by G Pyman (FAPI, MRICS), Registered Valuer (No. 1856) which determined the fair value of these assets to be \$120.2m.</p>				
Note 10. Employee related expenses				
Academic				
Salaries	78,495	67,186	78,070	66,048
Contribution to funded superannuation and pension schemes	12,001	10,225	11,963	10,099
Payroll tax	4,752	3,958	4,783	3,934
Worker's compensation	242	179	241	179
Long service leave expense	2,519	2,355	2,519	2,355
Annual leave	8,321	6,907	8,324	6,882
Other	84	69	81	68
Total academic	106,414	90,879	105,981	89,565
Non-academic				
Salaries	68,327	56,771	66,898	56,184
Contribution to funded superannuation and pension schemes	10,514	8,606	10,391	8,574
Payroll tax	4,037	3,163	3,948	3,144
Worker's compensation	202	143	197	142
Long service leave expense	2,397	2,318	2,420	2,313
Annual leave	8,224	6,707	8,224	6,705
Other	107	146	103	144
Total non-academic	93,808	77,854	92,181	77,206
Total employee related expenses	200,222	168,733	198,162	166,771

**Central Queensland University
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Notes to the Financial Statements
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	Consolidated		Parent Entity	
	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Note 10. Employee related expenses (cont.)				
Included in salaries are redundancy payments in the amount of \$1.090m (2014: \$0.5m) (Parent entity)				
Full-time equivalent number of employees including full-time, part-time and casual	1747	1651	1731	1633
Note 11. Repairs and maintenance				
Buildings	2,021	1,724	2,021	1,724
Cleaning	2,215	2,057	2,215	2,064
Repairs and maintenance general	1,957	3,101	1,956	3,096
IT maintenance	2,987	2,850	2,987	2,850
Service contracts	370	489	370	489
Other operating expenses	3,311	2,266	3,311	2,263
Total repairs and maintenance	12,861	12,487	12,860	12,486
Note 12. Management and other fees				
Management fees	1,402	770	2,610	1,483
Consultants fees	420	591	363	586
Commission	6,449	5,626	6,422	5,626
Copyright, royalties and patents	533	607	533	607
Membership fees and subscriptions	1,869	1,572	1,865	1,568
Student related fees	590	1,335	590	1,335
Labour services fees	9,849	6,749	9,678	7,250
Other fees	4,606	4,817	4,552	4,721
Total management and other fees	25,718	22,067	26,613	23,176
Note 13. Other expenses				
Scholarships, grants and prizes	4,460	4,410	4,460	4,410
Minor acquisitions and consumables	10,444	6,757	10,377	6,683
Advertising, marketing and promotional expenses	6,937	5,703	6,823	5,695
Audit fees, bank charges, legal costs, insurance and taxes	2,184	2,322	2,102	2,252
Telecommunications	3,644	3,160	3,632	3,143
Staff development, training and related travel	8,020	6,785	8,073	6,807
Inventories	2,843	2,707	2,843	2,707
Printing, stationery, postages and freight	1,487	1,301	1,458	1,261
Books and subscriptions	2,024	2,122	2,024	2,122
Recovery of grants	3,010	2,781	2,497	2,633
Services and utility costs	5,823	5,232	5,816	5,230
Waivers - student fees	3,826	2,990	3,826	2,990
Special payments (ex gratia)	140	259	140	259
Other expenses	2,060	1,677	2,058	1,637
Total other expenses	56,902	48,206	56,129	47,829

**Central Queensland University
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Notes to the Financial Statements
for the year ended 31 December 2015**

	Notes	Consolidated		Parent Entity	
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Note 14. Income tax expense					
Current tax		14	(11)	-	-
Deferred tax		(72)	(26)	-	-
Under/(over) provided in prior years		-	25	-	-
		<u>(58)</u>	<u>(11)</u>	<u>-</u>	<u>-</u>
Income tax expense is attributable to:					
Operating result from continuing operations		<u>(58)</u>	<u>(11)</u>	<u>-</u>	<u>-</u>
Aggregate income tax expense		<u>(58)</u>	<u>(11)</u>	<u>-</u>	<u>-</u>
Deferred income tax (revenue)/expense included in income tax expense comprises:					
Decrease/(increase) in deferred tax assets		-	(26)	-	-
(Decrease)/increase in deferred tax liabilities		(72)	-	-	-
		<u>(72)</u>	<u>(26)</u>	<u>-</u>	<u>-</u>
(b) Numerical reconciliation of income tax expense to prima facie tax payable					
Operating result from continuing operations before income tax expense		<u>(221)</u>	<u>(85)</u>	<u>-</u>	<u>-</u>
Tax at the Australian tax rate of 30% (2014: 30%)		(66)	(26)	-	-
Tax effect of amounts which are not deductible/(taxable) in calculating taxable income:					
Permanent differences		(4)	16	-	-
Income tax expense		(70)	(10)	-	-
Under/(over) provided in prior years		12	(1)	-	-
Income tax expense		<u>(58)</u>	<u>(11)</u>	<u>-</u>	<u>-</u>

Note 15. Cash and cash equivalents

Cash at bank and on hand	5,259	3,477	2,921	1,157
Deposits at call	105,133	114,252	105,133	114,252
Other - trust fund	196	97	-	-
Total cash and cash equivalents	<u>110,588</u>	<u>117,826</u>	<u>108,054</u>	<u>115,409</u>

(a) Cash at bank and on hand

Cash on hand - these are non-interest bearing.

Cash at bank - these deposits are bearing weighted average interest rate 1.40% (2014: 1.90%).

(b) Deposits at call

The deposits are bearing floating interest rates between 2.00% and 2.80% (2014: 2.50% and 3.33%). These deposits are held in "on-call" accounts and available daily.

**Central Queensland University
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Notes to the Financial Statements
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	Notes	Consolidated		Parent Entity	
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Note 16. Receivables					
Current					
Trade receivables					
Commercial and general debtors		4,929	5,226	4,844	4,938
Student debtors		4,421	3,188	4,421	3,188
Student loans		36	49	36	49
Student board		69	40	69	40
		<u>9,455</u>	<u>8,503</u>	<u>9,370</u>	<u>8,215</u>
Less: Impaired receivables - student debtors		(1,413)	(859)	(1,413)	(840)
Less: Impaired receivables - commercial and general debtors		(167)	(157)	(157)	(157)
		<u>7,875</u>	<u>7,486</u>	<u>7,800</u>	<u>7,218</u>
Other receivables					
Accrued revenue		2,109	7	2,105	5
Prepayments		6,384	7,865	6,384	7,865
(Net) GST		2,245	2,022	2,316	2,147
Total current receivables		<u>18,613</u>	<u>17,380</u>	<u>18,605</u>	<u>17,235</u>
Total receivables		<u>18,613</u>	<u>17,380</u>	<u>18,605</u>	<u>17,235</u>

Impaired receivables

As at 31 December 2015 current receivables of the Group with a nominal value of \$1.580m (2014: \$1.016m) were considered impaired and form the value of the allowance.

Trade receivables with a value of \$3.922m (2014: \$3.127m) for the Group and \$3.818m (2014: \$3.040m) for the Parent entity were past due but not impaired. These relate to a number of independent customers for whom there is no recent history of default. The ageing analysis of these receivables is as follows:

Up to 3 months	3,567	2,740	3,471	2,688
3 to 6 months	316	196	308	190
Over 6 months	39	191	39	162
	<u>3,922</u>	<u>3,127</u>	<u>3,818</u>	<u>3,040</u>

Movements in the allowance for impaired receivables are as follows:

At 1 January	1,016	732	997	732
Allowance for impairment recognised during the year	876	603	867	584
Receivables written off during the year as uncollectible	(313)	(293)	(313)	(293)
Unused amount reversed	1	(26)	19	(26)
	<u>1,580</u>	<u>1,016</u>	<u>1,570</u>	<u>997</u>

The creation and release of the allowance for impaired receivables has been included in 'impairment of assets' in the income statement. Amounts charged to the allowance account are generally written off when there is no expectation of recovering additional cash.

The other amounts within receivables do not contain impaired assets and are not past due. Based on credit history, it is expected that these amounts will be received when due.

**Central Queensland University
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	Notes	Consolidated		Parent Entity	
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Note 17. Available for sale financial assets					
Current					
QIC - Unit trust		<u>11,341</u>	11,145	<u>11,341</u>	11,145
		<u>11,341</u>	<u>11,145</u>	<u>11,341</u>	<u>11,145</u>
Non-current					
Shares in subsidiaries		-	-	650	1,419
Shares in listed companies		926	-	926	-
Shares in unlisted companies					
Education Australia Ltd		9,198	2,003	9,198	2,003
Other		108	118	108	118
		<u>10,232</u>	<u>2,121</u>	<u>10,882</u>	<u>3,540</u>
Total non-current other financial assets		<u>10,232</u>	<u>2,121</u>	<u>10,882</u>	<u>3,540</u>
Total available for sale financial assets		<u><u>21,573</u></u>	<u><u>13,266</u></u>	<u><u>22,223</u></u>	<u><u>14,685</u></u>

Changes in fair values of available for sale financial assets are recorded in other comprehensive income.

Investment funds

The investment funds in the unit trust with Queensland Investment Corporation (QIC) were established to provide the University with short-term funding capabilities.

Subsidiaries

Details of subsidiaries are set out in Note 32. Shares in subsidiaries have been valued using the net asset method where applicable.

Listed companies

During 2015 CQUniversity was bequeathed a significant share portfolio from a donor. The portfolio comprised of shares in Australian listed companies, options, a public unlisted company and some public unit trusts. These shares are valued using closing market value on the last day of trade for the year.

Unlisted securities

Education Australia Ltd is owned by 38 Australian Universities and holds a 50% interest in the publicly listed company, IDP Education Ltd. IDP Education Ltd is a company offering student placement and English language testing services. The University holds less than 3% of the shareholding in Education Australia Ltd. The shares were independently valued on 31 December 2015 by ShineWing Australia Pty Ltd at a discounted market value as there is no active market for these shares. The fair value of the investment increased substantially during the 2015 financial year following the public listing of IDP Australia Ltd.

The University has holdings in other entities and where applicable, applies a management valuation as there is no active market for these shares.

Note 18. Investments accounted for using the equity method

Investments in associates	<u>126</u>	<u>135</u>	<u>-</u>	<u>-</u>
Reconciliation				
Balance at 1 January	135	213	-	-
Share of profit for the year	(9)	(78)	-	-
Balance at 31 December	<u><u>126</u></u>	<u><u>135</u></u>	<u><u>-</u></u>	<u><u>-</u></u>

**Central Queensland University
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Notes to the Financial Statements
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	Notes	Consolidated		Parent Entity	
		2015	2014	2015	2014
		\$'000	\$'000	\$'000	\$'000

Note 18. Investments accounted for using the equity method (cont.)

Name of entity	Description	Ownership interest	
Hortical Pty Ltd	Company established to hold the licence to the intellectual property rights in Non-invasive Sorting Technology and to develop and commercialise these activities.	50%	50%

Summarised financial information in respect of associates is set out below.

Financial Position

Total assets	458	553	-	-
Total liabilities	206	285	-	-
Net assets	252	268	-	-
Share of associates' net assets	126	135	-	-

Financial Performance

Total revenue	44	28	-	-
Profit/(loss)	(17)	(157)	-	-
Share of associates' profit/(loss)	(9)	(78)	-	-

Note 19. Investment properties

At fair value

Opening balance at 1 January	5,155	1,300	5,155	1,300
Change in fair value	(2,055)	(325)	(2,055)	(325)
Additions	-	4,180	-	4,180
Closing balance at 31 December	3,100	5,155	3,100	5,155

(a) Amounts recognised in profit and loss for investment properties

Rental Income	66	58	66	58
Direct operating expenses (rent generating properties)	(71)	(32)	(71)	(32)
Total recognised in profit and loss	(5)	26	(5)	26

(b) Valuation basis

Investment properties at Emerald were comprehensively valued at fair value between 17 November and 23 November 2015 by A Smith (Registered Valuer No. 2304) from Taylor Byrne, Emerald. Investment property at Gladstone was comprehensively revalued at fair value as at 30 November 2015 by M D Sheehan (Registered Valuer No. 1011). These valuations were based on publicly available data on recent rentals and sales of similar buildings in nearby localities. Such valuations were also influenced by details supplied by the University in respect of the age, internal features/design and physical condition of each building.

(c) Leasing arrangements

Investment properties are leased to third parties under individually negotiated lease terms.

**Central Queensland University
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Notes to the Financial Statements
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Note 20. Property, plant and equipment

	Construction in progress	Freehold land	Freehold buildings	Plant and equipment	Leasehold improvements	Other work in progress	Library & collections	Infrastructure	Total
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Consolidated									
At 1 January 2014									
- Cost	701	-	-	34,411	23,142	862	-	-	59,116
- Valuation	-	42,400	239,177	-	-	-	3,313	24,529	309,419
Accumulated depreciation	-	-	(53,229)	(23,628)	(12,777)	-	-	(11,832)	(101,466)
Net book amount	701	42,400	185,948	10,783	10,365	862	3,313	12,697	267,069
Year ended 31 December 2014									
Opening net book amount	701	42,400	185,948	10,783	10,365	862	3,313	12,697	267,069
Revaluation surplus/(deficit)	-	-	-	-	-	-	9	-	9
Additions	8,388	12,340	83,759	6,833	332	4,800	7	14,605	131,064
Disposals	-	-	(2,917)	(266)	-	-	(77)	-	(3,260)
Depreciation charge	-	-	(6,711)	(3,841)	(2,187)	-	-	(1,071)	(13,810)
Capitalisation	(1,073)	-	25	1,462	-	(1,446)	-	1,032	-
Closing net book amount	8,016	54,740	260,104	14,971	8,510	4,216	3,252	27,263	381,072
At 31 December 2014									
- Cost	8,016	-	-	41,042	23,211	4,216	-	-	76,485
- Valuation ¹	-	54,740	383,457	-	-	-	3,252	49,867	491,316
Accumulated depreciation	-	-	(123,353)	(26,071)	(14,701)	-	-	(22,604)	(186,729)
Net book amount	8,016	54,740	260,104	14,971	8,510	4,216	3,252	27,263	381,072
Year ended 31 December 2015									
Opening net book amount	8,016	54,740	260,104	14,971	8,510	4,216	3,252	27,263	381,072
Revaluation surplus/(deficit)	-	(16,450)	133,148	-	-	-	101	(1,022)	115,777
Additions	34,785	-	-	3,749	2,994	16,192	147	11	57,878
Disposals	-	-	-	(197)	(79)	-	3	-	(273)
Transfers	-	-	1,597	-	-	-	-	(1,597)	-
Depreciation charge	-	-	(7,429)	(5,354)	(2,865)	-	-	(604)	(16,252)
Capitalisation	(39,757)	-	33,055	13,532	9,672	(18,364)	-	1,862	-
Closing net book amount	3,044	38,290	420,475	26,701	18,232	2,044	3,503	25,914	538,203
At 31 December 2015									
- Cost	3,044	-	-	56,999	29,128	2,044	-	-	91,215
- Valuation ¹	-	38,290	482,896	-	-	-	3,503	34,908	559,597
Accumulated depreciation	-	-	(62,421)	(30,298)	(10,896)	-	-	(8,994)	(112,609)
Net book amount	3,044	38,290	420,475	26,701	18,232	2,044	3,503	25,914	538,203

**Central Queensland University
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Notes to the Financial Statements
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Note 20. Property, plant and equipment (cont.)

	Construction in progress \$'000	Freehold land \$'000	Freehold buildings \$'000	Plant and equipment \$'000	Leasehold improvements \$'000	Other work in progress \$'000	Library & collections \$'000	Infrastructure \$'000	Total \$'000
Parent entity									
At 1 January 2014									
- Cost	701	-	-	34,337	23,009	862	-	-	58,909
- Valuation	-	42,400	239,177	-	-	-	3,313	24,529	309,419
Accumulated depreciation	-	-	(53,229)	(23,573)	(12,712)	-	-	(11,832)	(101,346)
Net book amount	701	42,400	185,948	10,764	10,297	862	3,313	12,697	266,982
Year ended 31 December 2014									
Opening net book amount	701	42,400	185,948	10,764	10,297	862	3,313	12,697	266,982
Revaluation surplus/(deficit)	-	-	-	-	-	-	9	-	9
Additions	8,388	12,340	83,759	6,833	332	4,800	7	14,605	131,064
Disposals	-	-	(2,917)	(266)	-	-	(76)	-	(3,259)
Depreciation charge	(1,073)	-	(6,712)	(3,838)	(2,143)	-	-	(1,071)	(13,764)
Capitalisation	-	-	25	1,462	-	(1,446)	-	1,032	-
Closing net book amount	8,016	54,740	260,103	14,955	8,486	4,216	3,253	27,263	381,033
At 31 December 2014									
- Cost	8,016	-	-	40,995	23,078	4,216	-	-	76,305
- Valuation ¹	-	54,740	383,456	-	-	-	3,253	49,867	491,316
Accumulated depreciation	-	-	(123,353)	(26,040)	(14,592)	-	-	(22,604)	(186,589)
Net book amount	8,016	54,740	260,104	14,955	8,486	4,216	3,253	27,263	381,033
Year ended 31 December 2015									
Opening net book amount	8,016	54,740	260,104	14,955	8,486	4,216	3,253	27,263	381,033
Revaluation surplus/(deficit)	-	(16,450)	133,148	-	-	-	101	(1,022)	115,777
Additions	34,785	-	-	3,749	2,994	16,192	146	11	57,877
Disposals	-	-	-	(197)	(79)	-	3	-	(273)
Transfers	-	-	1,597	-	-	-	-	(1,597)	-
Depreciation charge	-	-	(7,430)	(5,351)	(2,840)	-	-	(604)	(16,225)
Capitalisation	(39,757)	-	33,055	13,532	9,672	(18,364)	-	1,862	-
Closing net book amount	3,044	38,290	420,475	26,689	18,232	2,044	3,503	25,914	538,191
At 31 December 2015									
- Cost	3,044	-	-	56,925	28,994	2,044	-	-	91,006
- Valuation ¹	-	38,290	482,896	-	-	-	3,503	34,908	559,597
Accumulated depreciation	-	-	(62,421)	(30,236)	(10,762)	-	-	(8,995)	(112,413)
Net book amount	3,044	38,290	420,475	26,689	18,232	2,044	3,503	25,914	538,191

The fair value model is applied to all Buildings, Infrastructure, Land, Library Heritage collection and Artworks, all other property, plant and equipment is valued at cost.

(1) Buildings, Infrastructure and Land were last independently valued to Fair Value as at 31 December 2015 by L Black (Registered Valuer No. 2913), D Griggs (Registered Valuer No. 3204) and M Cross (Registered Valuer No. 3428) from APV Valuers & Asset Management and management assessment. Library Heritage Collection and Artworks were last independently valued to Fair Value as at 31 October 2015 by J Harbeck, Australian Government Cultural Gifts Program Valuer and management assessment. Assets acquired after the comprehensive revaluation by independent valuer are not revalued and are carried at cost. Therefore fair value of these additional assets are based on management assessment.

**Central Queensland University
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Note 21. Intangible assets

Consolidated	Computer Software \$'000	Computer Software Work in Progress \$'000	Goodwill \$'000	Total \$'000
At 1 January 2014				
- Cost	18,090	455	373	18,918
Accumulated amortisation	(15,326)	-	-	(15,326)
Net book amount	<u>2,764</u>	<u>455</u>	<u>373</u>	<u>3,592</u>
Year ended 31 December 2014				
Opening net book amount	2,764	455	373	3,592
Additions	73	5,419	-	5,492
Disposals	-	-	-	-
Amortisation charge	(1,473)	-	-	(1,473)
Capitalisation	5,534	(5,534)	-	-
Closing net book amount	<u>6,898</u>	<u>340</u>	<u>373</u>	<u>7,611</u>
At 31 December 2014				
- Cost	23,697	340	373	24,410
Accumulated amortisation	(16,799)	-	-	(16,799)
Net book amount	<u>6,898</u>	<u>340</u>	<u>373</u>	<u>7,611</u>
Year ended 31 December 2015				
Opening net book amount	6,898	340	373	7,611
Additions	-	4,198	-	4,198
Disposals	-	-	-	-
Impairment write off	-	-	(373)	(373)
Amortisation charge	(3,172)	-	-	(3,172)
Capitalisation	1,970	(1,970)	-	-
Closing net book amount	<u>5,696</u>	<u>2,568</u>	<u>-</u>	<u>8,264</u>
At 31 December 2015				
- Cost	25,579	2,568	-	28,147
Accumulated amortisation	(19,883)	-	-	(19,883)
Net book amount	<u>5,696</u>	<u>2,568</u>	<u>-</u>	<u>8,264</u>

**Central Queensland University
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Notes to the Financial Statements
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Note 21. Intangible assets (cont.)

	Computer Software \$'000	Computer Software Work in Progress \$'000	Goodwill \$'000	Total \$'000
Parent				
At 1 January 2014				
- Cost	18,090	455	373	18,918
Accumulated amortisation	(15,326)	-	-	(15,326)
Net book amount	<u>2,764</u>	<u>455</u>	<u>373</u>	<u>3,592</u>
Year ended 31 December 2014				
Opening net book amount	2,764	455	373	3,592
Additions	73	5,419	-	5,492
Disposals	-	-	-	-
Amortisation charge	(1,473)	-	-	(1,473)
Capitalisation	5,534	(5,534)	-	-
Closing net book amount	<u>6,898</u>	<u>340</u>	<u>373</u>	<u>7,611</u>
At 31 December 2014				
- Cost	23,697	340	373	24,410
Accumulated amortisation	(16,799)	-	-	(16,799)
Net book amount	<u>6,898</u>	<u>340</u>	<u>373</u>	<u>7,611</u>
Year ended 31 December 2015				
Opening net book amount	6,898	340	373	7,611
Additions	-	4,198	-	4,198
Disposals	-	-	-	-
Impairment write off	-	-	(373)	(373)
Amortisation charge	(3,172)	-	-	(3,172)
Capitalisation	1,970	(1,970)	-	-
Closing net book amount	<u>5,696</u>	<u>2,568</u>	<u>-</u>	<u>8,264</u>
At 31 December 2015				
- Cost	25,579	2,568	-	28,147
Accumulated amortisation	(19,883)	-	-	(19,883)
Net book amount	<u>5,696</u>	<u>2,568</u>	<u>-</u>	<u>8,264</u>

**Central Queensland University
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Notes to the Financial Statements
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	Consolidated		Parent entity	
	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Note 22. Trade and other payables				
Current				
OS-HELP liability to Australian Government	469	143	469	143
Trade creditors	9,459	12,187	9,267	11,760
Liability to Australian Government for grant recovery	141	123	141	123
Other creditors	5,290	3,363	5,290	3,363
Total current trade and other payables	<u>15,359</u>	<u>15,816</u>	<u>15,168</u>	<u>15,389</u>
Total trade and other payables	<u>15,359</u>	<u>15,816</u>	<u>15,168</u>	<u>15,389</u>

Note 23. Provisions**Current provisions expected to be settled within 12 months**

Grant recovery	2,484	766	1,956	766
Make good	1,088	-	1,088	-
<i>Employee benefits</i>				
Annual leave	17,961	15,105	17,918	15,049
Long service leave	3,714	4,072	3,686	4,012
Staff redundancies	-	253	-	253

Current provisions expected to be settled after 12 months

<i>Employee benefits</i>				
Annual leave	529	803	529	803
Long service leave	15,062	13,091	15,062	13,091
Total current provisions	<u>40,838</u>	<u>34,090</u>	<u>40,239</u>	<u>33,974</u>

Non-current

Make good	6,702	4,656	6,702	4,656
<i>Employee benefits</i>				
Long service leave	5,891	4,942	5,881	4,941
Total non-current provisions	<u>12,593</u>	<u>9,598</u>	<u>12,583</u>	<u>9,597</u>

Total provisions	<u>53,431</u>	<u>43,688</u>	<u>52,822</u>	<u>43,571</u>
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(a) Movements in provisions

Movements in each class of provision during the financial year, other than employee benefits, are set out below:

	Grant recovery	
	2015 \$'000	2014 \$'000
Consolidated		
Current		
Carrying amount at start of year	766	1,280
Additional provisions recognised	2,738	708
Amounts used	(1,020)	(1,222)
Carrying amount at end of year	<u>2,484</u>	<u>766</u>

Grant recovery

Provision is made for estimated recovery of Australian Government financial assistance in particular Commonwealth Grants Scheme, HECS-HELP, SA-HELP and VET FEE-HELP.

**Central Queensland University
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Note 23. Provisions (cont.)

(a) Movements in provisions (cont.)

	Make good 2015	Make good 2014
	\$'000	\$'000
Consolidated		
Non-current		
Carrying amount at start of year	4,656	4,137
Additional provisions recognised	2,909	30
Change in estimated cashflows	69	-
Increase/(decrease) in discounted amount	155	489
Carrying amount at end of year	<u>7,789</u>	<u>4,656</u>

Leasehold improvements - make good

Provision is made for estimated make good expenses in accordance with the terms of the lease agreements for premises at 120 Spencer Street Melbourne*, 240 Quay Street Rockhampton*, 400 Kent Street Sydney, 1 Finsbury Place Townsville*, 90 Goodchap Street Noosaville, 160 Ann Street Brisbane, Corner of Abbott and Shields Streets Cairns*, 333 Kent Street Sydney*, 44 Greenhill Road Wayville, 134 -140 Little Lonsdale Street Melbourne and 1 Jones Street Townsville. The leases have termination dates of 2027, 2024, 2022, 2021, 2020, 2017 and 2016 respectively when it is expected that these obligations will be realised. * Recognised in the make good provision for the first time in 2015.

	Consolidated		Parent entity	
	2015	2014	2015	2014
	\$'000	\$'000	\$'000	\$'000
Note 24. Borrowings				
Non-current				
Unsecured				
Queensland State Government loan	2,911	2,846	2,911	2,846
Total non-current borrowings	<u>2,911</u>	<u>2,846</u>	<u>2,911</u>	<u>2,846</u>
Total borrowings	<u>2,911</u>	<u>2,846</u>	<u>2,911</u>	<u>2,846</u>

(a) Fair value

	2015		2014	
	Carrying amount	Fair value	Carrying amount	Fair value
	\$'000	\$'000	\$'000	\$'000
Non-traded financial liabilities				
Queensland State Government loan	2,911	2,911	2,846	2,846
	<u>2,911</u>	<u>2,911</u>	<u>2,846</u>	<u>2,846</u>

(b) Risk exposures

The exposure of the consolidated entity's and parent entity's borrowings to interest rate changes is considered minimal as the Queensland State Government loan is interest free.

The carrying amounts of the consolidated entity's and parent entity's borrowings are in Australian dollars.

For an analysis of the sensitivity of borrowings to interest rate risk refer to Note 35.

Note 25. Other liabilities

Current

Revenue received in advance	22,530	18,083	22,423	18,083
Building lease liability*	2,358	1,931	2,358	1,931
Other	1,531	1,966	1,474	1,916
Total current other liabilities	<u>26,419</u>	<u>21,980</u>	<u>26,255</u>	<u>21,930</u>

Non-current

Building lease liability*	21,365	13,482	21,365	13,482
Total non-current other liabilities	<u>21,365</u>	<u>13,482</u>	<u>21,365</u>	<u>13,482</u>

Total other liabilities

	<u>47,784</u>	<u>35,462</u>	<u>47,620</u>	<u>35,412</u>
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*This accumulated liability relates to the University's operating leases for the Metropolitan Campuses' premises which are expensed on a straight-line basis over the terms of the individual lease in accordance with AASB 117. This liability is over the remaining life of the leases.

**Central Queensland University
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Notes to the Financial Statements
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	Consolidated		Parent entity	
	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Note 26. Reserves and retained surpluses				
(a) Reserves				
Property, plant and equipment revaluation reserve	201,436	85,659	201,436	85,659
Available for sale financial assets	14,986	7,816	15,536	7,692
Foreign currency translation reserve	-	50	-	-
Total reserves	216,422	93,525	216,972	93,351
Movements:				
<i>Property, plant and equipment revaluation reserve</i>				
Balance 1 January	85,659	85,650	85,659	85,650
Revaluation increment/(decrement)				
Buildings	133,148	-	133,148	-
Land	(16,450)	-	(16,450)	-
Infrastructure	(1,022)	-	(1,022)	-
Library heritage collection	162	-	162	-
Artwork	(61)	9	(61)	9
Balance 31 December	201,436	85,659	201,436	85,659
<i>Available for sale financial assets reserve</i>				
Balance 1 January	7,815	7,385	7,692	7,222
Fair value increment/(decrement)	7,171	430	7,844	470
Balance 31 December	14,986	7,815	15,536	7,692
<i>Foreign currency translation reserve</i>				
Balance 1 January	50	41	-	-
Fair value increment/(decrement)	(50)	9	-	-
Balance 31 December	-	50	-	-
(b) Retained surplus				
Movements in retained surplus were as follows:				
Retained surplus at 1 January	353,891	204,181	353,124	203,260
Net operating result for the year	14,657	149,710	13,526	149,864
Retained surplus at 31 December	368,548	353,891	366,650	353,124
(c) Nature and purpose of reserves				
The property, plant and equipment revaluation reserve includes the net revaluation increments and decrements arising from the revaluation.				
Available for sale financial assets reserve represents fair value movements in financial assets.				
The foreign currency translation reserve relates to the translation of the results and position of CQU Institute of Higher Learning Pte Ltd whose functional and presentation currency is Singapore dollars into the group accounts which are presented in Australian dollars.				

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Note 27. Key management personnel disclosures

The following details for key executive management personnel include those positions that had authority and responsibility for planning, directing and controlling the activities of the University during 2015. Further information on these positions can be found in the body of the Annual Report.

(a) Names of responsible persons and executive officers

Appointed / (Resigned)

Chancellor

Mr Rennie FRITSCHY

Deputy-Chancellor

Dr Robyn MINCHINTON

Vice-Chancellor and President

Professor Scott BOWMAN

President, Academic Board

Professor Bronwyn FREDERICKS

Members appointed by the Governor-In-Council

Ms Mary CARROLL

Emeritus Professor Robert CASTLE

Mr Peter CORONES AM

Mr Desmond PEARSON AO

Additional members appointed by Council

Mr John ABBOTT

Mr Graham CARPENTER

Ms Meredith PAPAVASILIOU

Mr Mark PETERS

Elected members of Central Queensland University

Dr John FITZSIMMONS (Academic staff representative)

Mr Ken DIEFENBACH (Professional staff representative)

Mr David HARRIS (Student representative)

Mr Benjamin BROWN (Student representative)

(14 May 2015)

28 October 2015

Key Executive Management Personnel (Executive Officers)

Professor Scott BOWMAN

Professor Hilary WINCHESTER

Mr Alastair DAWSON

Professor Helen HUNTLY

Mr Nikola BABOVIC

Professor Pierre VILJOEN

Ms Jenny ROBERTS

Ms Narelle PEARSE

8 October 2015

(7 October 2015)

Further details of executive officers below.

**Central Queensland University
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Note 27. Key management personnel disclosures (cont.)

(a) Names of responsible persons and executive officers (cont.)

Executive officers

Position	Responsibilities	Current Incumbents	
		Name and Appointment / Resignation Date	Contract classification and appointment authority
Vice-Chancellor & President	Responsible for the provision of leadership and driving the strategic planning, finance and external affairs of the University.	Professor Scott BOWMAN Appointed 1 August 2009	Employment contract Chancellor
Provost	Responsible for driving the University's academic, research and engagement strategic and operational agendas.	Professor Hilary WINCHESTER Appointed 19 November 2012	Employment contract Vice-Chancellor & President
Deputy Vice-Chancellor (International & Services)	Responsible for oversight and strategic management of the facilities which support the overall operations of the University.	Mr Alastair DAWSON Appointed 4 July 2012	Employment contract Vice-Chancellor & President
Deputy Vice-Chancellor (Industry, Vocational Training & Access Education)	Responsible for the University's vocational education and training activities.	Professor Helen HUNTLY Appointed 8 October 2015	Employment contract Vice-Chancellor & President
Deputy Vice-Chancellor (Industry, Vocational Training & Access Education)	Responsible for the University's vocational education and training activities.	Mr Nik BABOVIC Appointed 2 May 2011 (Resigned 7 October 2015)	Employment contract Vice-Chancellor & President
Deputy Vice-Chancellor (Finance & Planning)	Responsible for the University's Planning and Financial Management including Risk Management.	Ms Narelle PEARSE Appointed 17 February 2014	Employment contract Vice-Chancellor & President
Deputy Vice-Chancellor (Engagement, Campuses & Mackay-Whitsunday Region)	Responsible for overseeing the University's drive to become Australia's most engaged university, through a multi-faceted engagement strategy encompassing staff, students and the wider community, as well as on-going development of the University's multiple campuses, study centres and study hubs across five states.	Professor Pierre VILJOEN Appointed 1 July 2014	Employment contract Vice-Chancellor & President
Deputy Vice-Chancellor (Student Experience & Governance)	Is the Secretary to the University Council and is responsible for the processes of governance within the University through the Council and its sub-committees. Also responsible for the student journey from enrolment through to graduation.	Ms Jenny ROBERTS Appointed 1 May 2010	Employment contract Vice-Chancellor & President

**Central Queensland University
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Notes to the Financial Statements
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Note 27. Key management personnel disclosures (cont.)

(b) Remuneration of council members, executives and key management personnel

Central Queensland University Council members do not receive any remuneration for attendance at Council meetings or activities. The University does accept financial responsibility for travel costs related to University meetings and activities.

Remuneration policies for key executive management personnel are set by the University Council. The remuneration and other terms of employment for the key executive management personnel are specified in individual employment contracts. The contracts provide for the provision of other benefits where applicable.

For the 2015 year, remuneration of Central Queensland University key executive management personnel increased by 4% (2014 4%) in line with the applicable Enterprise Agreement as approved by the University Council.

There are no performance payments or bonuses paid to any key executive personnel.

Remuneration packages for key executive management personnel comprise the following components:-

- Short term employee benefits include:
 - Base - consisting of cash salary, allowances, and short-term compensated absences paid and provided for the entire year or for that part of the year during which the employee occupied the specified position. Amounts disclosed equal the amount expended in the Statement of Comprehensive Income.
 - Non-monetary benefits - consisting of vehicle and housing benefits together with fringe benefits tax applicable to the benefit.
- Long term employee benefits include long service leave paid and provided for during the period.
- Post employment benefits include superannuation contributions.
- Redundancy payments are in line with individual employment contracts and /or the Enterprise Agreements.

Total fixed remuneration is calculated on a 'total cost' basis and includes the base and non-monetary benefits, long term employee benefits and post-employment benefits.

1 January 2015 to 31 December 2015

Position (commencement or resignation date if applicable)	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Termination Benefits	Total Remuneration
	Base Salary \$'000	Non-Monetary Benefits \$'000	\$'000	\$'000	\$'000	\$'000
Vice-Chancellor & President	465	32	13	78	-	588
Provost	305	12	8	53	-	378
Deputy-Vice Chancellor (International & Services)	328	17	9	53	-	407
Deputy-Vice Chancellor (Industry, Vocational Training & Access Education) (from 8 October 2015)	63	4	1	10	-	78
Deputy-Vice Chancellor (Industry, Vocational Training & Access Education) (to 7 October 2015)	241	22	7	40	74	384
Deputy-Vice Chancellor (Finance & Planning)	248	14	7	44	-	313
Deputy-Vice Chancellor (Engagement & Campuses & Mackay-Whitsunday Region)	251	26	8	42	-	327
Deputy-Vice Chancellor (Student Experience & Governance)	216	27	6	41	-	290
Total remuneration	2,117	154	59	361	74	2,765

**Central Queensland University
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Note 27. Key management personnel disclosures (cont.)

(b) Remuneration of council members, executives and key management personnel (cont.)

1 January 2014 to 31 December 2014

Position (commencement or resignation date if applicable)	Short Term Employee Benefits		Long Term Employee Benefits	Post Employment Benefits	Termination Benefits	Total Remuneration
	Base Salary \$'000	Non-Monetary Benefits \$'000	\$'000	\$'000	\$'000	\$'000
Vice-Chancellor & President	441	40	13	76	-	569
Provost	309	20	8	51	-	388
Deputy-Vice Chancellor (International & Services)	308	28	8	51	-	395
Deputy-Vice Chancellor (Industry, Vocational Training & Access Education)	300	27	8	51	-	387
Deputy-Vice Chancellor (Finance & Planning) (from 19 February 2014)	227	24	6	37	-	293
Deputy-Vice Chancellor (Engagement & Campuses & Mackay-Whitsunday Region) (from 1 July 2014)	115	13	4	21	-	152
Deputy-Vice Chancellor (Student Experience & Governance)	231	22	7	40	-	299
Total remuneration	1,932	173	53	325	-	2,483

	Parent	
	2015 No.	2014 No.
Remuneration of council members		
Nil to \$14,999	14	20
Remuneration of executives and key management personnel		
\$75,000 - \$89,999	1	-
\$150,000 - \$164,999	-	1
\$285,000 - \$299,999	1	2
\$300,000 - \$314,999	1	-
\$315,000 - \$329,999	1	-
\$375,000 - \$389,999	2	2
\$390,000 - \$404,999	-	1
\$405,000 - \$419,999	1	-
\$555,000 - \$569,999	-	1
\$585,000 - \$599,999	1	-

(c) Performance payments

No performance payments were paid or payable during the period.

(d) Loans to key management personnel

No loans were made to any key management personnel during the period.

**Central Queensland University
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Consolidated		Parent Entity	
2015	2014	2015	2014
\$'000	\$'000	\$'000	\$'000

Note 28. Remuneration of auditors

During the year the following fees were paid for services provided by the auditor of the parent entity and its controlled entities.

Assurance services

1. Audit services

Fees paid to the Auditor General of Queensland:

Audit and review of financial reports under the *Financial
Accountability Act 2009*

	295	321	246	274
Total remuneration for audit services	295	321	246	274

Note 29. Contingencies

Contingent liabilities

(a) Consultation with the University's staff and insurers has indicated five (5) pending issues which may result in a claim against the University. These relate to one possible personal injury claim pending against the University and four other potential claims pending against the University covering a variety of issues. It is difficult to quantify the financial impact of these potential claims, as the amount payable for these claims, if any, would be reduced by any payout received from the University's insurers. No material amounts are expected to be paid in relation to these matters as at 31 December 2015.

(b) The University has provided a bank guarantee from the Commonwealth Bank of Australia for \$2,000,000 in 2012 in relation to a building lease for 333 Kent Street, Sydney.

**Central Queensland University
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Notes to the Financial Statements
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Note 30. Commitments

(a) Capital commitments

Capital expenditure contracted for at the reporting date but not recognised as liabilities is as follows:

	Notes	Consolidated		Parent entity	
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
<i>Property, plant and equipment</i>					
Payable:					
Within one year		1,305	31,082	1,305	31,082
Later than one year but not later than five years		-	-	-	-
Later than five years		-	-	-	-
		<u>1,305</u>	<u>31,082</u>	<u>1,305</u>	<u>31,082</u>
<i>Intangible assets</i>					
Payable:					
Within one year		78	144	78	144
Later than one year but not later than five years		-	-	-	-
Later than five years		-	-	-	-
		<u>78</u>	<u>144</u>	<u>78</u>	<u>144</u>
Total capital commitments		<u>1,383</u>	<u>31,226</u>	<u>1,383</u>	<u>31,226</u>

(b) Lease commitments

Operating leases

Commitments in relation to non-property leases contracted for at the reporting date but not recognised as liabilities:

Payable					
Within one year		746	474	707	421
Later than one year but not later than five years		211	563	211	563
		<u>957</u>	<u>1,037</u>	<u>918</u>	<u>984</u>

The consolidated entity leases plant and equipment under non-cancellable operating leases expiring from 1 to 5 years. There are no provisions for contingent rentals within the existing operating leases. There are no provisions within the agreements for additional debt.

Commitments for operating leases for metropolitan campus buildings in existence at the reporting date but not recognised as liabilities:

Payable					
Within one year		22,468	23,592	22,468	23,592
Later than one year but not later than five years		69,246	79,438	69,246	79,438
Later than five years		43,868	62,944	43,868	62,944
		<u>135,582</u>	<u>165,974</u>	<u>135,582</u>	<u>165,974</u>
Receivable					
Within one year		5,411	5,228	5,411	5,228
Later than one year but not later than five years		1,834	7,334	1,834	7,334
		<u>7,245</u>	<u>12,562</u>	<u>7,245</u>	<u>12,562</u>
Total operating lease commitments		<u>128,337</u>	<u>153,412</u>	<u>128,337</u>	<u>153,412</u>

(c) Other expenditure commitments

Payable					
Within one year		7,553	9,505	7,553	9,505
Later than one year but not later than five years		-	-	-	-
Later than five years		-	-	-	-
Total other expenditure commitments		<u>7,553</u>	<u>9,505</u>	<u>7,553</u>	<u>9,505</u>

**Central Queensland University
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Notes to the Financial Statements
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Note 31. Related Parties

(a) Parent entity

The parent entity is Central Queensland University which at 31 December 2015 owns 100% (2014: 100%) of Australian International Campuses Pty Ltd, Australian International Campuses Trust, C Management Services Pty Ltd, CQU Travel Centre Pty Ltd, Health Train Education Services Pty Ltd and Mask-Ed International Pty Ltd.

(b) Subsidiaries

Interests in subsidiaries are set out in Note 32.

(c) Key management personnel

Disclosures relating to council members and specified executives are set out in Note 27.

(d) Transactions with related parties

The following transactions occurred with related parties:

	Consolidated		Parent	
	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Revenue received from controlled entities				
Management fee	-	-	10	-
General	-	-	401	284
Expenses paid to controlled entities				
Management fee (cash contribution)	-	-	600	-
Commission	-	-	125	89
Booking fee	-	-	288	228
General	-	-	400	1,112

(e) Outstanding balances

The following balances are outstanding at the reporting date in relation to transactions with related parties:

Current Receivables

Controlled entities (Trade receivable)	-	-	7	8
--	---	---	---	---

Non-current receivables

Associates	85	85	-	-
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Current payables

Controlled entities	-	-	110	9
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(f) Guarantees

No guarantees have been granted in relation to any related party.

(g) Terms and conditions

A cash payment of \$0.600m and in-kind (non-cash) contributions of \$0.320m were made to Health Train Education Services Pty Ltd. All other transactions were made on normal commercial terms and conditions and at market rates.

**Central Queensland University
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Notes to the Financial Statements
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Note 32. Subsidiaries

The consolidated financial statements incorporate the assets, liabilities and results of the following subsidiaries in accordance with the accounting policy described in note 1(b):

Name of entity and principal activities	Country of incorporation	Class of shares	Equity holding	
			2015 %	2014 %
<p>CQU Travel Centre Pty Ltd The principal activity of the company during the financial year was a licenced international travel agency and provider of educational travel in Australia.</p>	Australia	Ord	100	100
<p>Australian International Campuses Pty Ltd The principal activity of the company is to act as "Trustee" for the Australian International Campuses Trust.</p>	Australia	Ord	100	100
<p>Australian International Campuses Trust The trust was established for the benefit of the Unitholder being, Central Queensland University, to hold in trust the shareholdings in the companies that run the Central Queensland University Australian International Campuses.</p>	Australia	N/A	100	100
<p>C Management Services Pty Ltd This company ceased trading as at the end of October 2013. The principal activity of the Company was to deliver Central Queensland University academic product to international students at the Sydney, Melbourne, Brisbane and Gold Coast international campuses.</p>	Australia	Ord	100	100
<p>Mask-Ed International Pty Ltd Mask-Ed was established for the purpose of commercialising Intellectual Property developed by a member of staff. The company was incorporated during 2011. It has not yet commenced commercial operations.</p>	Australia	Ord	100	100
<p>Health Train Education Services Pty Ltd This company is a Registered Training Organisation in Victoria. The principal activity during the financial year was to deliver vocational education and training services.</p>	Australia	Ord	100	100

Note 33. Events occurring after the balance sheet date

There are no matters which have arisen subsequent to year end that significantly impact upon the operations of the University.

**Central Queensland University
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Notes to the financial statements
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	Notes	Consolidated		Parent	
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Note 34. Reconciliation of net result after income tax to net cash provided by / (used in) operating activities					
Net result for the year		14,657	149,710	13,526	149,864
Depreciation and amortisation	20/21	19,424	15,292	19,396	15,243
Investment fees/expenditure		44	42	44	42
Investment distributions reinvested		(196)	(354)	(199)	(354)
Imputation credits		(39)	(26)	(39)	(26)
Revaluation decrement/(increment) on investment properties		2,055	325	2,055	325
Impairment of assets		373	-	1,623	-
Gain on assets acquired at less than fair value		-	(120,200)	-	(120,200)
Net (gain)/loss on sale of non-current assets		8	2,923	8	2,923
Net exchange differences		(1)	-	(1)	-
Share of profits of associates not received as dividends or distributions		9	78	-	-
Change in operating assets and liabilities					
Decrease/(Increase) in trade debtors		(1,174)	(6,292)	(1,323)	(5,811)
Decrease/(Increase) in inventories		1,041	(90)	1,041	(90)
Decrease/(Increase) in income tax receivable		(2)	499	-	-
Decrease/(Increase) in deferred tax asset		(64)	(58)	-	-
Decrease/(Increase) in other operating assets		(2,808)	(2,185)	(2,696)	(2,189)
Increase/(decrease) in trade creditors		(1,696)	4,670	(1,460)	4,498
Increase/(decrease) in other operating liabilities		13,364	(9,008)	13,250	(9,052)
Increase/(decrease) in other provisions		7,312	13,987	6,829	13,749
Net cash inflow (outflow) from operating activities		52,307	49,313	52,054	48,922

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
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Note 35. Financial risk management

The consolidated entity's activities expose it to a variety of financial risks, as follows:

(a) Market risk

(i) Foreign exchange risk

Foreign currency risk arises when commercial transactions of recognised assets and liabilities are denominated in a currency that is not the entity's functional currency. Fees charged to overseas students are denominated in Australian dollars.

(ii) Price risk

Price risk arises when the value of a financial instrument fluctuates as a result of changes in market prices. The University prices its goods and services based on a combination of cost recovery or market forces depending on the type of item supplied. The University's biggest exposure to competitive market movements in price levels are for its market based investment with QIC, where funds are invested in the QIC Growth Fund. The University monitors its investment with QIC and provides regular reports to management and University Council for high level review and action as required.

(iii) Cash flow and fair value interest rate risk

Interest rate risk is the risk (variability in value) borne by an interest-bearing asset due to the variability of interest rates. The Group minimises its exposure to fluctuating market interest rates by diversifying its investments in both cash and short term funding with Queensland Treasury Corporation (QTC). It regularly reviews its investments and markets to obtain best interest rates. The entity does not have any borrowings which are subject to interest rate risk.

(iv) Summarised sensitivity analysis

The following tables summarise the sensitivity of the Group's financial assets and financial liabilities to interest rate risk. As the Group is not subject to significant foreign exchange risk or other price risks, sensitivity analysis of these risks has been excluded.

2015	Interest rate risk				
	Carrying Amount	-1%		1%	
		Result	Equity	Result	Equity
	\$'000	\$'000	\$'000	\$'000	\$'000
Financial assets					
Cash and cash equivalents	110,588	(1,106)	(1,106)	1,106	1,106
Receivables	18,613	-	-	-	-
Other financial assets	21,573	-	-	-	-
Investments using the equity method	126	-	-	-	-
	150,900	(1,106)	(1,106)	1,106	1,106
Financial liabilities					
Payables	15,359	-	-	-	-
Borrowings	2,911	-	-	-	-
	18,270	-	-	-	-
Total increase / (decrease)	132,630	(1,106)	(1,106)	1,106	1,106
Interest rate risk					
2014	Carrying Amount	-1%		1%	
		Result	Equity	Result	Equity
		\$'000	\$'000	\$'000	\$'000
Cash and cash equivalents	117,826	(1,178)	(1,178)	1,178	1,178
Receivables	17,380	-	-	-	-
Other financial assets	13,266	-	-	-	-
Investments using the equity method	135	-	-	-	-
	148,607	(1,178)	(1,178)	1,178	1,178
Financial liabilities					
Payables	15,816	-	-	-	-
Borrowings	2,846	-	-	-	-
	18,662	-	-	-	-
Total increase / (decrease)	129,945	(1,178)	(1,178)	1,178	1,178

**Central Queensland University
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Notes to the Financial Statements
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Note 35. Financial risk management (cont.)

(b) Credit risk

Credit risk arises from the potential failure of students, other customers and other contractual counterparties to meet their obligations under the respective contracts. The Group has a collections policy in place to manage the collection of accounts receivable. A provision for impaired receivables has been established. Detailed information on the groups' impaired receivables is contained in Note 16.

(c) Liquidity risk

The following tables summarise the maturity of the Group's financial assets and financial liabilities.

Consolidated		Fixed interest maturing in:						
2015	Average Interest Rate	Floating interest rate	1 year or less	1 to 5 years	Over 5 years	Non-interest bearing	Total	
	%	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
Financial assets								
Cash and cash equivalents	1.40%	110,545	-	-	-	43	110,588	
Receivables		-	-	-	-	18,613	18,613	
Available for sale financial assets:								
QIC Unit trust		-	-	-	-	11,341	11,341	
Unlisted shares		-	-	-	-	9,306	9,306	
Listed shares						926	926	
Investments using the equity method		-	-	-	-	126	126	
		110,545	-	-	-	40,355	150,900	
Financial liabilities								
Payables			-	-	-	15,359	15,359	
Borrowings			-	-	-	2,911	2,911	
			-	-	-	18,270	18,270	
Net financial assets/(liabilities)		110,545	-	-	-	22,085	132,630	
		Fixed interest maturing in:						
2014	Average Interest Rate	Floating interest rate	1 year or less	1 to 5 years	Over 5 years	Non-interest bearing	Total	
	%	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	
Financial assets								
Cash and cash equivalents	1.90%	117,783	-	-	-	43	117,826	
Receivables		-	-	-	-	17,380	17,380	
Available for sale financial assets:								
QIC Unit trust		-	-	-	-	11,145	11,145	
Unlisted shares		-	-	-	-	2,121	2,121	
Investments using the equity method		-	-	-	-	135	135	
		117,783	-	-	-	30,824	148,607	
Financial liabilities								
Payables			-	-	-	15,816	15,816	
Borrowings			-	-	-	2,846	2,846	
			-	-	-	18,662	18,662	
Net financial assets/(liabilities)		117,783	-	-	-	12,162	129,945	

**Central Queensland University
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Note 36. Fair value measurements

Consolidated

(a) Fair value measurements

The fair value of financial assets and financial liabilities must be estimated for recognition and measurement or for disclosure purposes.

Due to the short-term nature of the current receivables, their carrying value is assumed to approximate their fair value and based on credit history it is expected that the receivables that are neither past due nor impaired will be received when due.

The carrying amounts and aggregate net fair values of financial assets and liabilities at balance date are:

		Carrying Amount		Fair Value	
		2015	2014	2015	2014
		\$'000	\$'000	\$'000	\$'000
Financial assets					
Cash and cash equivalents	15	110,588	117,826	110,588	117,826
Receivables	16	18,613	17,380	18,613	17,380
Available for sale financial assets					
QIC Unit trust	17	11,341	11,145	11,341	11,145
Unlisted shares	17	9,306	2,121	9,306	2,121
Listed shares	17	926	-	926	-
Investments using the equity method	18	126	135	126	135
Total financial assets		150,900	148,607	150,900	148,607
Financial liabilities					
Payables	22	15,359	15,816	15,359	15,816
Borrowings	24	2,911	2,846	2,911	2,846
Total financial liabilities		18,270	18,662	18,270	18,662

The Group measures and recognises the following assets and liabilities at fair value on a recurring basis:

- Land and buildings
- Infrastructure
- Library and collections
- Available for sale financial assets
- Investments using the equity method
- Investment properties

(b) Fair value hierarchy

Central Queensland University categorises assets and liabilities measured at fair value into a hierarchy based on the level of inputs used in measurement

Level 1 - quoted prices (unadjusted) in active markets for identical assets or liabilities

Level 2 - inputs other than quoted prices within level 1 that are observable for the asset or liability either directly or indirectly

Level 3 - inputs for the asset or liability that are not based on observable market data (unobservable inputs)

**Central Queensland University
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Notes to the Financial Statements
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Note 36. Fair Value Measurements (cont.)

(b) Fair value hierarchy (cont.)

(i) Recognised fair value measurements

Fair value measurements recognised in the balance sheet are categorised into the following levels at 31 December 2015.

Consolidated

Fair value measurement at 31 December 2015

Recurring fair value measurements

Financial assets	Notes	2015 \$'000	Level 1 \$'000	Level 2 \$'000	Level 3 \$'000
Available for sale financial assets:					
QIC Unit trust	17	11,341	11,341	-	-
Unlisted shares	17	9,306	-	-	9,306
Listed shares	17	926	926	-	-
Investments using the equity method	18	126	-	-	126
Total financial assets		21,699	12,267	-	9,432
Non-financial assets					
Land and buildings	20	458,765	-	-	458,765
Infrastructure	20	25,914	-	-	25,914
Library and collections	20	3,503	-	-	3,503
Investment properties	19	3,100	-	2,375	725
Total non-financial assets		491,282	-	2,375	488,907

Fair value measurement at 31 December 2014

Recurring fair value measurements

Financial assets	Notes	2014 \$000	Level 1 \$000	Level 2 \$000	Level 3 \$000
Available for sale financial assets:					
QIC Unit trust	17	11,145	11,145	-	-
Unlisted shares	17	2,121	-	-	2,121
Listed shares	17				
Investments using the equity method	18	135	-	-	135
Total financial assets		13,401	11,145	-	2,256
Non-financial assets					
Land and buildings	20	314,844	-	-	314,844
Infrastructure	20	27,263	-	-	27,263
Library and collections	20	3,252	-	-	3,252
Investment properties	19	5,155	-	4,180	975
Total non-financial assets		350,514	-	4,180	346,334

There were no transfers between levels 1 and 2 for recurring fair value measurements during the year. For transfers in and out of level 3 measurements see (d) below.

Central Queensland University's policy is to recognise transfers into and transfer out of fair value hierarchy levels as at the end of the reporting period.

(ii) Disclosed fair values

Central Queensland University has a number of assets and liabilities which are not measured at fair value, but for which the fair values are disclosed in the notes.

The fair value of assets or liabilities traded in active markets (such as publicly traded derivatives, and trading and available-for-sale securities) is based on quoted market prices for identical assets or liabilities at the end of the reporting period (level 1). This is the most representative of fair value in the circumstances.

The fair value of QIC investments as disclosed in note 17 was determined by reference to published price quotations in an active market (level 1). In the absence of observable market data, the fair value of unlisted shares that are disclosed in note 17 were determined by management valuation.

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

Note 36. Fair Value Measurements (cont.)

(b) Fair value hierarchy (cont.)

(ii) Disclosed fair values (cont.)

The carrying value less impairment provision of trade receivables and payables is a reasonable approximation of their fair values due to the short-term nature of trade receivables. The fair value of financial liabilities for disclosure purposes is estimated by discounting the future contractual cash flows at the current market interest rates that is available to the Group for similar financial instruments (level 3).

The fair value of non-current borrowings disclosed in note 24 is estimated by discounting the future contractual cash flows at the current market interest rates that are available to the Group for similar financial instruments. The non-current borrowing is with the Queensland Department of Education, Training and Employment in accordance with the Merger and Transfer Agreement between the department and Central Queensland University and is an interest free capital loan. The full amount of the loan is to be repaid in full to the department on 30 June 2017.

(c) Valuation techniques used to derive level 2 and level 3 fair values

(i) Recurring fair value measurements

The fair value of financial instruments that are not traded in an active market (for example, over-the-counter derivatives) is determined using valuation techniques. These valuation techniques maximise the use of observable market data where it is available and rely as little as possible on entity specific estimates. If all significant inputs required to fair value an instrument are observable, the instrument is included in level 2.

If one or more of the significant inputs is not based on observable market data, the instrument is included in level 3. This is the case for unlisted securities.

Land, buildings and infrastructure are valued independently at least every three years (comprehensive) and every year (desktop) in between comprehensive valuations. Investment properties are valued independently each year. At the end of each reporting period, the Group updates its assessment of the fair value of each property, taking into account the most recent independent valuations. The Group determines the property's value within a range of reasonable fair value estimates.

The best evidence of fair value is current prices in an active market for similar properties. Where such information is not available the Group considers information from a variety of sources, including:

- Current prices in an active market for properties of different nature or recent prices of similar properties in less active markets, adjusted to reflect those differences
- Discounted cash flow projections based on reliable estimates of future cash flows
- Capitalised income projections based on a property's estimated net market income, and a capitalisation rate derived from an analysis of market evidence.

All resulting fair value estimates for properties are included in level 3.

Where there is directly comparable market evidence level 2 valuation inputs were used to value the residential investment properties. However, for one commercial investment property it was determined that due to evidence of other inputs (such as useful life, pattern of consumption and asset condition) this property has been assigned level 3.

Specialised buildings were valued using the cost approach using professionally qualified Registered Valuers. The approach estimated replacement cost for each building componentising the buildings into significant parts with different useful lives and taking into account a range of factors. While the unit rates based on square metres could be supported from market evidence (level 2) other inputs (such as useful life, pattern of consumption and asset condition) required extensive professional judgement and impacted significantly on the final determination of fair value. As such these assets were classified as having been valued using level 3 valuation inputs.

The Group's major infrastructure assets are unique in design or there was insufficient observable market evidence to support the valuation. As a result the valuation was performed using the cost approach. The approach estimated the replacement cost for each asset by componentising the assets into significant parts with different useful lives and taking into account a range of factors. While the unit rates based on similar capacity could be supported from market evidence (level 2) other inputs (such as estimates of residual value, useful life, pattern of consumption and asset condition) required extensive professional judgement and impacted significantly on the final determination of fair value. As such these assets were classified as having been valued using level 3 valuation inputs.

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

Note 36. Fair Value Measurements (cont.)

(c) Valuation techniques used to derive level 2 and level 3 fair values (cont.)

(i) Recurring fair value measurements (cont.)

During the year there were a number of new projects completed where the actual cost was recorded and the impact of depreciation at year end was negligible. While these could be classified as valued at level 2 given the low proportion of the total portfolio that these represented and the likelihood that in future valuations, they would most likely be valued at level 3, we have adopted a policy that all road and water network infrastructure assets are deemed to be valued at level 3.

(ii) Non-recurring fair value measurements

The University did not measure any financial assets at fair value on a non-recurring basis as at the end of the reporting period.

(d) Fair value measurements using significant unobservable inputs (level 3)

The following table is a reconciliation of level 3 items for the periods ended 31 December 2015 and 2014:

	Land, buildings and infrastructure	Other level 3 assets	Investments using the equity method	Total
	\$'000	\$'000	\$'000	\$'000
Level 3 fair value measurements 2015				
Opening balance	342,107	6,349	135	348,591
Acquisitions	34,929	147	-	35,076
Sales / Disposals	-	3	-	3
Recognised in profit or loss	(8,033)	(250)	-	(8,283)
Recognised in other comprehensive income	115,676	7,286	(9)	122,953
Closing balance	<u>484,679</u>	<u>13,536</u>	<u>126</u>	<u>498,340</u>
Level 3 fair value measurements 2014				
Opening balance	241,045	6,524	213	247,782
Acquisitions	111,761	7	-	111,768
Sales / Disposals	(2,917)	(76)	-	(2,993)
Recognised in profit or loss	(7,782)	(325)	(78)	(8,185)
Recognised in other comprehensive income	-	219	-	219
Closing balance	<u>342,107</u>	<u>6,349</u>	<u>135</u>	<u>348,591</u>

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

Note 36. Fair Value Measurements (cont.)

(d) Fair value measurements using significant unobservable inputs (level 3) (cont.)

(i) Valuation inputs and relationships to fair value

The following table summarises the quantitative information about the significant unobservable inputs used in level 3 fair value measurements. See (c) above for the valuation techniques adopted.

Description	Fair value at 31 Dec 2015 \$'000	Unobservable inputs*	Range of inputs (probability weighted average etc.)		Relationship of unobservable inputs to fair value	
			Lower	Upper	Lower	Upper
Land & Buildings	458,765	Relationship between asset consumption rating scale and the level of consumed service potential.	(2.5%)	2.5%	(11,469)	11,469
Infrastructure	25,914	Value derived by depreciating Replacement cost taking into account age, construction, condition & estimated residual life	(2.5%)	2.5%	(648)	648
Unlisted Shares Education Australia Ltd (included in Other Financial Assets)	9,198	Net assets of unlisted Education Australia Ltd, adjusted for the value of IDP Australia Ltd investment using unaudited accounts	(10%)	10%	(920)	920
		30% discount applied to shares held by Education Australia Ltd in listed equity IDP Australia Ltd to reflect escrow arrangement and restrictive shareholder agreement. 30% discount was applied to the ASX value as at 31 December 2015	(10%)	10%	(276)	276

* There were no significant inter-relationships between unobservable inputs that materially affects fair value

(ii) Valuation processes

The valuation process is managed by a team in the University's Financial Services Division which engages external valuers to perform the valuations of assets required for reporting purposes. The financial services team reports to the Deputy Vice-Chancellor, Finance and Planning. Discussions on valuation processes are held every 12 months including changes in level 2 and 3 fair values.

The University engages external, independent and qualified valuers to determine the fair value of the university land, buildings, infrastructure and investment properties on a regular basis (minimum three years). An annual assessment is undertaken to determine whether the carrying amount of the assets is materially different from the fair value. If any variation is considered material a revaluation is undertaken either by comprehensive revaluation or by applying interim revaluation using appropriate indices.

Buildings, infrastructure and land were last independently valued to fair value as at 31 December 2015 by L Black (Registered Valuer No. 2913), D Griggs (Registered Valuer No. 3204) and M Cross (Registered Valuer No. 3428) from APV Valuers & Asset Management and management assessment. Library heritage collection and artworks were last independently valued to fair value as at 31 October 2015 by J Harbeck, Australian Government Cultural Gifts Program Valuer and management assessment. Assets acquired after the comprehensive revaluation by independent valuer are not revalued and are carried at cost. Therefore fair value of these additional assets are based on management assessment.

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

Note 36. Fair Value Measurements (cont.)

(d) Fair value measurements using significant unobservable inputs (level 3) (cont.)

(ii) Valuation processes (cont.)

The main level 3 inputs used are derived and evaluated as follows:

Relationship between asset consumption rating scale and the level of consumed service potential - under the cost approach the estimated cost to replace the asset is calculated and then adjusted to take account of an accumulated depreciation. In order to achieve this, the valuer determines an asset consumption rating scale for each asset type based on the inter-relationship between a range of factors. These factors and their relationship to the fair value require professional judgement and include asset condition, legal and commercial obsolescence and the determination of key depreciation related assumptions such as useful life and pattern of consumption of the future economic benefit.

The consumption rating scales were based initially on the past experience of the valuation firm and industry guides and were then updated to take into account the experience and understanding of the University's own asset management and finance staff. The results of the valuation were further evaluated by confirmation against the University's own understanding of the assets and the level of remaining service potential.

Asset condition - the nature of infrastructure assets is that there are a very large number of assets which comprise the network and as a result it is not physically possible to inspect every asset for the purposes of completing a valuation. As a consequence reliance is placed on the accuracy of data held in the asset management system and its associated internal controls. This includes regular planning inspections and updates to the system following maintenance activities and renewal treatments.

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

Note 37. Acquittal of Australian Government financial assistance

37.1 Education - CGS and Other Education Grants

Parent entity (CQU) ONLY

Note	Commonwealth Grants Scheme #1		Indigenous Support Program		Partnership & Participation Program #2		Disability Support Program		Learning & Teaching Performance Fund	
	2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	101,625	90,260	837	870	5,097	3,552	50	51	554	104
Net accrual adjustments	(581)	685	-	-	-	-	-	-	-	-
Revenue for the period	101,044	90,945	837	870	5,097	3,552	50	51	554	104
Surplus/(deficit) from the previous year	-	-	-	-	489	578	21	30	101	170
Total revenue including accrued revenue	101,044	90,945	837	870	5,586	4,130	71	81	655	274
Less expenses including accrued expenses	(101,044)	(90,945)	(837)	(870)	(5,547)	(3,640)	(71)	(60)	(26)	(173)
Surplus/(deficit) for reporting period	-	-	-	-	39	489	-	21	629	101

#1 Includes the basic CGS grant amount, CGS - Regional Loading, CGS - Enabling Loading, Maths and Science Transition Loading and Full Fee Places Transition Loading.

#2 Includes Equity Support Program

**Central Queensland University
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Notes to the Financial Statements
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Parent entity (CQU) ONLY

Note 37. Acquittal of Australian Government financial assistance (cont.)

37.1 Education - CGS and Other Education Grants (cont.)

	Note	Diversity and Structural Adjustment Fund #3				Total
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000	
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)		-	-	108,163	94,837	
Net accrual adjustments		-	-	(581)	685	
Revenue for the period	3(a)	-	-	107,582	95,522	
Surplus/(deficit) from the previous year		4,431	20,348	5,042	21,126	
Total revenue including accrued revenue		4,431	20,348	112,624	116,648	
Less expenses including accrued expenses		(4,447)	(15,917)	(111,972)	(111,605)	
Surplus/(deficit) for reporting period		(16)	4,431	652	5,043	

#3 Includes Collaboration and Structural Adjustment Program

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

		Parent entity (CQU) ONLY									
		HECS-HELP									
		(Australian Government payments only)									
		FEE-HELP #4		VET FEE- HELP		SA-HELP		Total			
Note		2015	2014	2015	2014	2015	2014	2015	2014	2015	2014
		\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
	Note 37. Acquittal of Australian Government financial assistance (cont.)										
	37.2 Higher Education Loan Programs (excl OS-HELP)										
	Cash payable/(receivable) at beginning of year	1,792	3,172	-	-	-	-	9	25	1,801	3,195
	Financial assistance received in cash during the reporting period	57,435	50,579	3,186	3,554	2,160	1,075	2,287	2,051	65,068	57,257
	Cash available for period	59,227	53,750	3,186	3,554	2,160	1,075	2,296	2,075	66,869	60,455
	Revenue earned	58,212	51,958	3,186	3,554	2,160	1,075	2,290	2,067	65,848	58,653
	Cash payable/(receivable) at the end of year	1,015	1,792	-	-	-	-	6	9	1,021	1,800

#4 Program is in respect of FEE-HELP for Higher Education only and excludes funds received in respect of VET FEE-HELP.

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

Note 37. Acquittal of Australian Government financial assistance (cont.)
37.3 Scholarships Parent entity (CQU) ONLY

	Note	Australian Postgraduate Awards		International Postgraduate Research Scholarships		Commonwealth Education Cost Scholarships #5		Commonwealth Accommodation Scholarships #5		Indigenous Access Scholarships		Total
		2015	2014	2015	2014	2015	2014	2015	2014	2015	2014	
		\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000	\$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)		1,055	981	67	67	252	374	71	95	121	132	1,648
Net accrual adjustment		-	-	-	-	-	-	-	-	-	-	-
Revenue for the period	3(c)	1,055	981	67	67	252	374	71	95	121	132	1,566
Surplus/(deficit) from the previous year		(6)	4	33	20	387	308	(42)	(70)	14	-	386
Total revenue including accrued revenue		1,049	985	100	87	639	682	29	25	135	132	1,952
Less expenses including accrued expenses		(1,055)	(990)	(67)	(54)	(493)	(295)	(135)	(67)	(153)	(117)	(1,903)
Surplus/(deficit) for reporting period		(6)	(6)	33	33	146	387	(106)	(42)	(18)	14	49
												387

#5 Includes Grandfathered Scholarships, National Priority and National Accommodation Priority Scholarships respectively.

**Central Queensland University
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Notes to the Financial Statements
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Note 37. Acquittal of Australian Government financial assistance (cont.)

37.4 Education Research^{#6}

Parent entity (CQU) ONLY

	Note	Joint Research Engagement		Research Training Scheme		Research Infrastructure Block Grants		Sustainable Research Excellence in Universities		Total	
		2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)		1,625	1,496	2,247	2,196	246	224	502	408	4,620	4,324
Net accrual adjustments		-	-	-	-	-	-	-	-	-	-
Revenue for the period	3(d)	1,625	1,496	2,247	2,196	246	224	502	408	4,620	4,324
Surplus/(Deficit) from the previous year		-	-	-	-	318	159	-	-	318	159
Total revenue including accrued revenue		1,625	1,496	2,247	2,196	564	383	502	408	4,938	4,483
Less expenses including accrued expenses		(1,625)	(1,496)	(2,247)	(2,196)	(469)	(66)	(502)	(408)	(4,843)	(4,165)
Surplus/(Deficit) for reporting period		-	-	-	-	95	318	-	-	95	318

#6 The reported surpluses for Research Infrastructure Block Grants of \$95k for 2015 are expected to be rolled over for future use by Education.

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
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Parent entity (CQU) ONLY

Note 37. Acquittal of Australian Government financial assistance (cont.)

37.5 Other Capital Funding

	Note	2015 \$'000	2014 \$'000	2015 \$'000	2014 \$'000
		Education Investment Fund		Total	
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)		15,705	24,252	15,705	24,252
Net accrual adjustments		-	-	-	-
Revenue for the period	3(e)	15,705	24,252	15,705	24,252
Surplus/(deficit) from the previous year		20,280	9,060	20,280	9,060
Total revenue including accrued revenue		35,985	33,312	35,985	33,312
Less expenses including accrued expenses		(35,198)	(13,031)	(35,198)	(13,031)
Surplus/(deficit) for reporting period		787	20,280	787	20,280

**Central Queensland University
and Controlled Entities**
Notes to the Financial Statements
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Parent entity (CQU) ONLY

Note 37. Acquittal of Australian Government financial assistance (cont.)

37.6 Australian Research Council Grants

(i) Discovery

	Projects		Total Discovery	
Note	2015	2014	2015	2014
	\$'000	\$'000	\$'000	\$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	313	240	313	240
Net accrual adjustment	-	-	-	-
Revenue for the period	313	240	313	240
Surplus/(Deficit) from the previous year	160	100	160	100
Total revenue including accrued revenue	473	340	473	340
Less expenses including accrued expenses	(312)	(178)	(312)	(178)
Surplus/(deficit) for reporting period	161	160	161	160

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
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Parent entity (CQU) ONLY

Note 37. Acquittal of Australian Government financial assistance (cont.)

37.6 Australian Research Council Grants (cont.)

(ii) Linkages

	Projects		Total Linkages	
	2015	2014	2015	2014
	\$'000	\$'000	\$'000	\$'000
Financial assistance received in cash during the reporting period (total cash received from the Australian Government for the program)	278	236	278	236
Net accrual adjustment	1	-	1	-
Revenue for the period	279	236	279	236
				3(f)(ii)
Surplus/(deficit) from the previous year	216	129	216	129
Total revenue including accrued revenue	495	365	495	365
Less expenses including accrued expenses	(174)	(148)	(174)	(148)
Surplus/(deficit) for reporting period	321	216	321	216

**Central Queensland University
and Controlled Entities
Notes to the Financial Statements
for the year ended 31 December 2015**

Note 37. Acquittal of Australian Government financial assistance (cont.)

		Parent entity (CQU) ONLY	
		2015	2014
		\$'000	\$'000
37.7 OS-HELP			
		420	169
Cash received during the reporting period		420	169
Cash spent during the reporting period		(93)	(27)
Net cash received	3(h)	327	142
Cash surplus / (deficit) from the previous period		143	1
Cash surplus / (deficit) for the reporting period		470	143
37.8 Student Services and amenities fee			
Unspent/(overspent) revenue from previous period		4,304	2,466
SA-HELP revenue earned	3(b)	2,290	2,067
Students Services and Amenities Fees direct from students	5	2,912	1,205
Total revenue expendable in period		9,506	5,737
Student services expenses during period		(4,192)	(1,433)
Unspent/(overspent) student services revenue		5,314	4,304

Central Queensland University

Management Certificate

We have prepared the annual financial statements pursuant to the provisions of the *Financial Accountability Act 2009* and other prescribed requirements and we certify that—

- (a) The financial statements are in agreement with the accounts and records of the Central Queensland University; and
- (b) In our opinion –
 - (i) The prescribed requirements in respect of the establishment and keeping of accounts have been complied with in all material respects;
 - (ii) The financial statements have been drawn up to present a true and fair view of the transactions of Central Queensland University for the period 1 January 2015 to 31 December 2015, and of the financial position as at 31 December 2015 in accordance with prescribed accounting standards and conform with the Guidelines for the Preparation of Annual Financial Statements issued by the Department of Education.
 - (iii) At the time of this Certificate there are reasonable grounds to believe that the University will be able to pay its debts as and when they fall due;
 - (iv) The amount of Australian government-financial assistance expended during the year was for the purposes for which it was provided;
 - (v) The requirements of applicable legislation, contracts, agreements and programme guidelines that apply to the Australian government financial assistance identified in these financial statements have been complied with; and
 - (vi) Student Services and Amenities Fees have been charged strictly in accordance with the *Higher Education Support Act 2003* and the Administration Guidelines made under the Act. Revenue from the fee was spent strictly in accordance with the Act and only on services and amenities specified in subsection 19-38(4) of the Act.

RM Minchinton

Dr R. Minchinton
Acting Chancellor

Date: 22 February 2016

HPW Winchester

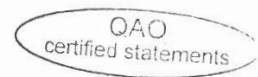
Professor H. Winchester
Acting Vice-Chancellor and President

Date: 22 February 2016

N. Pearce

N. Pearce
Deputy Vice-Chancellor (Finance and Planning)

Date: 22 February 2016



INDEPENDENT AUDITOR'S REPORT

To the Council of Central Queensland University

Report on the Financial Report

I have audited the accompanying financial report of Central Queensland University, which comprises the statements of financial position as at 31 December 2015, the income statements, statements of comprehensive income, statements of changes in equity and statements of cash flows for the year then ended, notes comprising a summary of significant accounting policies and other explanatory information, and certificates given by the Chancellor, Vice-Chancellor and President and the Chief Financial Officer / Deputy Vice-Chancellor (Finance and Planning) of the entity and the consolidated entity comprising Central Queensland University and the entities it controlled at the year's end or from time to time during the financial year.

The Council's Responsibility for the Financial Report

The Council is responsible for the preparation of the financial report that gives a true and fair view in accordance with prescribed accounting requirements identified in the *Financial Accountability Act 2009* and the *Financial and Performance Management Standard 2009*, including compliance with Australian Accounting Standards. The Council's responsibility also includes such internal control as the Council determines is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on the financial report based on the audit. The audit was conducted in accordance with the *Auditor-General of Queensland Auditing Standards*, which incorporate the Australian Auditing Standards. Those standards require compliance with relevant ethical requirements relating to audit engagements and that the audit is planned and performed to obtain reasonable assurance about whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgement, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation of the financial report that gives a true and fair view in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control, other than in expressing an opinion on compliance with prescribed requirements. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the Council, as well as evaluating the overall presentation of the financial report including any mandatory financial reporting requirements approved by the Treasurer for application in Queensland.

I believe that the audit evidence obtained is sufficient and appropriate to provide a basis for my audit opinion.

Independence

The *Auditor-General Act 2009* promotes the independence of the Auditor-General and all authorised auditors. The Auditor-General is the auditor of all Queensland public sector entities and can be removed only by Parliament.

The Auditor-General may conduct an audit in any way considered appropriate and is not subject to direction by any person about the way in which audit powers are to be exercised. The Auditor-General has for the purposes of conducting an audit, access to all documents and property and can report to Parliament matters which in the Auditor-General's opinion are significant.

Opinion

In accordance with s.40 of the *Auditor-General Act 2009* –

- (a) I have received all the information and explanations which I have required; and
- (b) in my opinion –
 - (i) the prescribed requirements in relation to the establishment and keeping of accounts have been complied with in all material respects; and
 - (ii) the financial report presents a true and fair view, in accordance with the prescribed accounting standards, of the transactions of Central Queensland University and the consolidated entity for the financial year 1 January 2015 to 31 December 2015 and of the financial position as at the end of that year.

Other Matters - Electronic Presentation of the Audited Financial Report

Those viewing an electronic presentation of these financial statements should note that audit does not provide assurance on the integrity of the information presented electronically and does not provide an opinion on any information which may be hyperlinked to or from the financial statements. If users of the financial statements are concerned with the inherent risks arising from electronic presentation of information, they are advised to refer to the printed copy of the audited financial statements to confirm the accuracy of this electronically presented information.



J F WELSH FCPA
(as Delegate of the Auditor-General of Queensland)



Queensland Audit Office
Brisbane

GLOSSARY

AC	Companion of the Order of Australia
AIME	Australian Indigenous Mentoring Experience program
AM	Member of the Order of Australia
AO	Officer of the Order of Australia
AQF	Australian Qualifications Framework
ARC	Australian Research Council
AVC	Associate Vice-Chancellor
BHP	Broken Hill Proprietary Company Limited
BMA	Billiton Mitsubishi Alliance
CAP-ED	Community Aspirations Program
CBD	Central business district
COP	Communities of practice
CPA	A finance, accounting and business professional with a specific qualification
CPA Australia	Professional accounting body in Australia
CQ	Central Queensland
CQIRP	Central Queensland Innovation and Research Precinct
CQ TAFE	Central Queensland TAFE
CQUni	CQUniversity
CRC	Cooperative Research Centre
CRN	Collaborative Research Network
CVS	Colour Vision Systems
CWLTH	Commonwealth
DECRA	Discovery Early Career Research Award
DESC	Distance education study centre
EASI	Early Alert Student Indicators system
EFTSL	Equivalent full-time student load
ELICOS	English language intensive courses for overseas students
ENAS	Emergency Notification Alert System
ERA	Excellence in Research for Australia
ESOS	Education Services for Overseas Students Act 2000
FTE	Full-time equivalent
GCTE	Graduate Certificate in Tertiary Education
GPA	Grade point average
GU	Guanxi University in Nanning, China
HDR	Higher degree by research
HEPPP	Higher Education Participation and Partnerships Programme
HERDC	Higher Education Research Data Collection
HEUG	Higher Education User Group
HEW	Higher education worker

HPC	High performance research computing
ICT	Information and communication technology
IT	Information technology
MASK-ED	A trade-marked teaching method using silicone props
MAV	Moodle Activity Viewer system
MBA	Master of Business Administration
NGO	Non-government organisation
NHMRC	National Health and Medical Research Council
NIRAKN	National Indigenous Research and Knowledge Network
OLT	Office for Learning and Teaching, Australian Government
PAL	Peer-assisted learning
PhD	Doctor of Philosophy
PUP-ED	An extension of Mask-Ed, a trade-marked teaching method using puppets
QILT	Australian Government's Quality Indicators for Learning and Teaching
QLD	Queensland
QRISCloud	Queensland Research Innovation Services Cloud
QTAC	Queensland Tertiary Admissions Centre
QUT	Queensland University of Technology
RCC	Recognition of current competencies
RPL	Recognition of prior learning
RUN	Regional Universities Network
SA	South Australia
SATAC	South Australian Tertiary Admission Centre
SBT	Salaam Baalak Trust
SME	Small and medium-sized enterprise
SoLT	Scholarship of Learning and Teaching
STEPS	Skills for Tertiary Education Preparatory Studies program
SUN	Start Uni Now
TAFE	Technical and Further Education
TaSAC	Technology and Services Assistance Centre
TEP	Tertiary Entry Program
UCROO	CQUniversity's social network system
UK	United Kingdom
VET	Vocational education and training
VETIS	VET in Schools
VIC	Victoria
WA	Western Australia
WIL	Work-integrated learning
YMCA	Charitable community organisation



Bachelor of Exercise and Sport Sciences student Shaun Bruce is also a valuable team member of the CQUniversity Cairns Taipans.



CONNECT

