



INDIGENOUS STUDENT SUCCESS PROGRAMME 2017 Performance Report

Organisation

La Trobe University

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Introduction

The organisational structure supporting Indigenous initiatives and activities at the university comprises the Office of the Executive Director, Indigenous Strategy and Education - Indigenous Student Services, Community Engagement and relationship management; Indigenous Workforce Development – staff recruitment and collaboration in Indigenous cultural awareness training with the Diversity & Inclusion Unit in Human Resources; Indigenous Australian Perspectives in Curriculum - some collaboration and inclusion across colleges; and Indigenous Australian Studies Research - some development and inclusion across colleges and research centres.

The Office of the Executive Director Indigenous Strategy & Education establishes and develops resources to increase Indigenous Australian perspectives within curriculum, build research capacity and support in Indigenous Australian research topics. Indigenous Community engagement and participation in decision making has been strengthened through formalisation of governance structures including the appointment of a University Elder and the establishment of the Indigenous Advisory Council which is co-chaired by the University Elder and the Deputy Vice-Chancellor (Academic).

The university identifies the following indicators as important in measuring the success and quality of its approach to Indigenous Education:

- Increased awareness of La Trobe University, its staff, courses and programs by members of the Indigenous Australian communities
- Increased presence on all campuses of Indigenous Australian community members which includes explicit opportunities for participation in educational decision making
- Student Success measured in appropriate achievement including, participating at a variety of levels and course loads
- Increased diversity in the levels and duties undertaken by Indigenous Australian staff
- Increased Research contribution made by La Trobe University staff resulting in tangible benefits to Indigenous Australian communities and active connection to teaching practice within existing and new subject offerings
- Changes in curriculum where necessary reflect and advance the historical and contemporary cultures, lives and stories of Indigenous Australian people
- Increased reputation for La Trobe University researchers as valued contributors to community development within Indigenous Australian communities and organizations
- Explicit and ongoing recognition and appreciation for Indigenous Australian cultures and people as part of the university experience for both staff and students reflecting the university's commitment to reconciliation

The roles and responsibilities of Indigenous specific staff

- Executive Director, Indigenous Strategy and Education – oversight and management of Indigenous Strategy, Indigenous Student Services and Indigenous Employment programs, strategic and planning advice to senior executive through Deputy Vice-Chancellor (Academic), provision of advice on curriculum, strategic projects, cultural Immersion and policy development.
- Associate Director, Indigenous Education & Student Services – manages services for Indigenous students across all campuses, planning, reporting and monitoring services, provision of advice on curriculum, strategic projects, cultural immersion and policy development.

- Indigenous Workplace Adviser – collaboratively working with Human Resources on staff recruitment, employment relations and induction processes. Liaising University-wide on engagement opportunities for Indigenous peoples. Provision of advice on Indigenous employment and related policy and procedures development.
- Indigenous Strategy & Education Executive Officer
- Indigenous Student Recruitment Manager – co-ordinates recruitment strategies across all campus including whole of university programs, national recruitment and state wide programs such as Toorong Marnong and TIS.
- Toorong Marnong Project Officer
- Indigenous Student Services Officers
- Indigenous Strategy & Education Administrative Officer

Presence of commitment to the advancement of Indigenous education and strategy in University documents

A number of University documents reflect its ongoing commitment to advancing Indigenous aspirations and achievements including:

La Trobe University Act 2009

Indigenous Australians are mentioned in the *La Trobe University Act 2009* (Authorized Version No. 005):

5 Objects of the University

The objects of the University include:

- (f) to use its expertise and resources to involve Aboriginal and Torres Strait Islander people of Australia in its teaching and learning, research and advancement of knowledge activities and thereby contribute to:
 - (i) realising Aboriginal and Torres Strait Islander aspirations; and
 - (ii) the safe guarding of the ancient and rich Aboriginal and Torres Strait Islander cultural heritage

[http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt7.nsf/DD E300B846EED9C7CA257616000A3571/BAF63615F74BDE12CA257AE1001BBA8E/\\$FILE/09-75aa005%20authorised.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt7.nsf/DD E300B846EED9C7CA257616000A3571/BAF63615F74BDE12CA257AE1001BBA8E/$FILE/09-75aa005%20authorised.pdf) (accessed 28 May 2013)

Regional Strategic Plan 2009-2012:

La Trobe's Commitment to Regional Communities:

"We will use our network of campuses to provide educational opportunities that are inclusive; encouraging participation of a diverse range of students, particularly Indigenous, low SES, rural and isolated students".

<http://www.latrobe.edu.au/about/downloads/regional-strategic-plan-final-10June09.pdf> –
accessed 28 May 2013)

1. Enrolments (Access)

Strategies to improve access to university for Indigenous Australian students

Indigenous Student Recruitment Manager

The Indigenous Student Recruitment Manager capitalises on existing relationships across all campuses internal and external to the university to increase access in line with our *Gamagoen Yarrbat* and *Future Ready* targets.

The Koorie Academy of Excellence (KAE)

The development of the Koorie Academy of Excellence (KAE) was initiated by Northern Metropolitan Region of the Department of Education and Early Childhood Development (NMR DET) and Victorian Aboriginal Education Association Incorporated (VAEAI). The Academy aims to develop the next generation of academic and community leadership. Since 2012, KAE has expanded and draws membership from 24 schools in the northern metropolitan region and is now the second largest cohort in the state. The program requires the member to dedicate set time for cultural, community and academic activities (outside of school hours). La Trobe University is a partner with the KAE and academy activities are regularly held at the university.

The Toorong Marnong Accord

The "Toorong Marnong" Aboriginal Higher Education accord was re-signed by the 9 Victorian Vice-Chancellors at the end 2015 at the National Aboriginal Education Conference. The accord between the Victorian Vice-Chancellors Committee and the Victorian Aboriginal Education Association Incorporated (VAEAI) aims to increase opportunities for Indigenous participation in higher education through collaborative measures. The three signature programs of Toorong Marnong are interactive on-line program called 'Track2Uni', Indigenous Tertiary Information Sessions (I-TIS) for the community and Victorian Universities, and; an active 24 hour hotline when ATAR scores are released. The Toorong Marnong Project Officer is located here at La Trobe University.

The '*SOAR Program*', (Sports and Occupational Aspiration Raising Camp) was successfully held for the first time in 2015 and continued in 2016 and 2017 with increased numbers each year. The program is an intensive, on-campus experiential initiative aimed to familiarise Year 9 secondary students with the university environment, where they will hear from leading academics in the area of sports management and development as well as other disciplines.

Indigenous Student Recruitment

A collaborative arrangement for Indigenous student recruitment was developed between the Office of Indigenous Strategy and Education and the Future Students Centre. As part of Indigenous Student Recruitment, we look at economies of scale and resource sharing as well as other initiatives. We provide a range of assistance including the reimbursement for Indigenous applicants and their VTAC application fee if successful in gaining admission at La Trobe. An Indigenous Guide for prospective students was produced in 2017 and is used with other promotional collateral to increase awareness of what La Trobe offers Indigenous students.

I-Aspire

With the support of the Felton Bequest, we developed *I-Aspire* as an Indigenous engagement and enrichment program to recruit and support Indigenous students into La Trobe's early admissions program *Aspire*. This *I-Aspire* program builds on the *Aspire Generation* pathway program by adding a range of enrichment activities designed to meet the needs of Indigenous students.

La Trobe uses connections with Indigenous communities across Melbourne and regional Victoria to identify and recruit Indigenous youth suited to the new *I-Aspire* program. This includes drawing on the community connections of the University's Indigenous Student Services Officers at all La Trobe's campuses. Two additional eligibility criteria have been added to the standard *Aspire* criteria for participation in the *I-Aspire* program: cultural engagement with Elders and communities (for example, through dance and performance groups); and exceptional sporting talent or aptitude (thereby opening up the opportunity for a future career pathway through La Trobe's extensive sports offerings).

Scholarships, bridging/enabling support and outreach activities:

1a Scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
From Regional/ Remote	2637	19	5276	4	2500	3	78707	26
Undergraduate	2637	22	5276	5	2500	3	91984	30
Post-graduate							25000	5
LISS*							30000	5
Residential							26000	3
Total								

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$66289
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$83983

La Trobe University Indigenous Outreach Activities

- Ongoing visits to schools listed in our Schools Partnerships Program through our Future Students Centre.
- Taking the lead in the Toorong Marnong activities which includes careers and training expos, information stalls, production of culturally appropriate TM marketing collateral, arranging Victorian Indigenous Tertiary Information Sessions (I-TIS), maintenance of the Tracks to Uni website and the 1800 hotline during change of preference times
- School Visits at Mildura Campus and various Vic/NSW river communities
- Strengthening relationship with Chaffey Secondary College via the Koorie Girls Academy (sponsorship, mentoring, visits, prizes) brokered by Mildura Indigenous Student Services Officer
- Creation of a Memorandum of Understanding between La Trobe University and Ganbina Inc (training centre) brokered by Shepparton Indigenous Student Services Officer, Ngarrapna Indigenous Education Unit

- Sponsorship of the Elders Dinner of the Encountering Aboriginal Victoria subject, Shepparton Campus
- Participation in the Weenthunga Health Network activities, Bendigo Campus
- Regional based forums with community, Aboriginal Co-operatives, State Government Department of Education and La Trobe University stakeholders as part of our REAP (Regional Education Action Plan).
- Development of the Mildura Education Reference Group
- Evaluation of events and programs delivered to Indigenous students and broader community includes feedback and advice for quality improvements and best practice.
- La Trobe University through its senior Indigenous staff is an active member of the National Indigenous Australian Higher Education Consortium Aboriginal Corporation (NATSIHEC (AC)) and the World Indigenous Nations Higher Education Consortium (WINHEC).
- Associate Director involved in the development of Indigenous Cultural Protocols guidelines
- Executive Director and Associate Director are members of the Innovative Research Universities (IRU) Aboriginal Working Group.
- Sunraysia Indigenous Educational Excellence Program (SIEEP) is a pilot outreach program seeking to raise aspirations, increase social cultural navigational capacities, and enhance academic achievement among a group of Indigenous secondary students in Victoria's Sunraysia region. Drawing upon the expertise of Indigenous community members and personnel from across LTU, SIEEP will provide an educationally and culturally enriched camp experience for Indigenous students to build their capacity for participation in university. In addition, it provides *in situ* professional learning for teachers to assist them in supporting student participants.

Commencing Indigenous Australian students

	2016	2017
Indigenous Australian students	97	141
Non Indigenous Australian students (Domestic students):	10,772	11,259

The rise or fall of Indigenous Equivalent Full-Time Student Loads (EFTSL)

The proactive work of Indigenous Student Services translated into greater awareness of La Trobe courses and support services and initiatives for students once they are enrolled. Staff such as Indigenous Student Services Officers undertake recruitment, engagement and partnership activities. These capitalise on exposure of La Trobe University as a destination of choice within our Communities.

Another key factor contributing to our increased numbers is secondary schools and colleges fostering increased Indigenous graduate numbers largely as a result of consolidating relationships with local Indigenous organisations and the employment of Koorie Educational Support Officers. This in turn increases the pool of prospective year 12 leavers who may apply for admission into tertiary courses.

One particular initiative that we introduced in the second half of 2017 was the I-Aspire Program, funded by the Felton Bequest as briefly outlined above. Secondary school students who have been introduced to this program are increasingly responding favourably to the initiative, due largely to the outreach activities developed and delivered by our ISSO and other ISS staff.

The rise and fall of EFTSL of Indigenous Australian students from remote and regional areas

La Trobe admits Indigenous students from remote and regional areas such as Alice Springs, Tennant Creek and Katherine in the NT, as well as a number of online students from Western Australia and Queensland. There has been a steady increase in these enrolments and we expect

this to continue going forward. The majority of regional and remote Indigenous students who do relocate for their studies attend our regional campuses, especially Bendigo Campus, preferring to live and study at smaller campuses.

About 50 percent of ISE strategies are funded by ISSP funding whilst the university contributes the other 50 percent of the total cost, including the costs of 9 Indigenous Strategy and Education staff salaries.

2. Progression (participation and outcomes)

The total number of Indigenous Australian student enrolments for 2016 and 2017

	2016	2017
Indigenous Australian students:	232	281
Non Indigenous Australian students (Domestic students only):	28,176	29,198

La Trobe has in place a number of strategies to improve unit success rates and retention of Indigenous Australian students as well as to improve the cultural competency of staff and/ or to ensure the university offers a culturally safe and enriching environment. These include:

- University wide on-line module called Wominjeka La Trobe to develop a threshold understanding of Indigenous Australian insights to prepare all commencing students to engage in an informed and meaningful way in Indigenous Australian perspectives. University staff may also request access to the module and work is currently taking place on the development of a staff version of the module, a specific research version and a version for external partners.
- Inclusion of representatives of the Indigenous communities as guest lecturers and presenters across courses and disciplines, at both metropolitan and regional campuses.
- Expansion of current subject offerings in Aboriginal Studies as part of the School of Humanities and Social Sciences, in particular at regional campuses, thus attracting more students through the provision of a coherent major within the Bachelor of Arts degree.
- Continued provision of guest lectures and presentations in a range of disciplines including: Psychology, Occupational Therapy, Politics, Linguistics, Gender, Sexuality and Diversity Studies, Education, Sociology, Linguistics, Business and Public Health.
- Implementation and support of Encountering Aboriginal Victoria, an Aboriginal Studies 'On-Country Learning' subject offered at the Shepparton Campus in collaboration with local Elders and community members.
- National Sorry Day March and Ceremony, Shepparton Campus; National Sorry Day Sunset Ceremony, Bendigo; events; Reconciliation and NAIDOC Week activities, which encourage participation by the Victorian Indigenous communities in the life of the University. The Bendigo Campus hosts NAIDOC Day for Indigenous communities in Central Victoria. The Mildura Campus hosts a number of events throughout the year in collaboration with the Dulka Yappata Koorie Cultural Centre of the Sunraysia TAFE which aims to bring Indigenous Community onto campus.
- Contribution to Curriculum Review and Renewal at La Trobe University by invitation.
- The University has long established relationships with Elders of the Traditional Custodians of Country and Indigenous Community Organisations and Groups where campuses are located.

- Two Indigenous Australian Adjunct Professors were appointed at Mildura Campus - Dennis Mitchell (Bachelor of Teaching graduate) currently Principal of Ranfurly Primary School, Mildura and Rudy Kirby, CEO of Mallee District Aboriginal Corporation (MDAC).
- Participation in La Trobe University "Family Day" activities, exploring Indigenous Cultural practices.
- Implementation of the Indigenous Strategy and Education Annual Dinner – an event to recognise and acknowledge the various areas across the University who help us in reaching our operational and strategic goals. This in turn expands awareness across the University of Indigenous issues that may impact the Indigenous student experience for the better. The dinner includes cultural celebrations as well as presentation of awards including an Indigenous Alumnus award.
- 2017 was the year that La Trobe University turned 50, an anniversary shared with the 1967 Referendum. One of the major calendar events for the year was the re-ignition of the Hyllus Marls Memorial Lecture which was held in March. Special Guest Speaker was Dr Anita Heiss who spoke to a near full Union Hall, with entertainment provided by Australian Idol winner Isaiah Firebrace.
- Also held as part of the 50th Anniversary schedule was the Closing the Gap Symposium, a one-day event which included speakers such as Professor Martin Nakata (JCU), Dr Gary Thomas (UQ), Dr Julie Andrews (LTU), Dr Tracey Bunda, Associate Professor Len Collard (UWA) and Professor Mark Rose (LTU). A panel was also included that was chaired by the Associate Director Indigenous Education & Student Services and comprised of LTU Indigenous students and staff as well as Indigenous alumnus.
- Participation and sponsorship of the Albury-Wodonga La Trobe University NAIDOC Awards
- Ongoing membership on and collaboration with Local Aboriginal Education Consultative Groups (LAECG) and Local Indigenous Network Services (LINS)
- Engaging Indigenous Elders and other Indigenous Knowledge holders onto campus' to participate in cultural events in addition to continued participation in Indigenous Community engagement activities within the areas where campuses are located

The number and level (UG/PG) of study for Indigenous Australian students that received tutorial assistance in 2017.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Undergraduate	52	1543	99646.84
	Post graduate	6	267	17242.86
	Other			
	<i>total</i>	58	1810	116889.8
Indigenous Support Unit or other Indigenous student support activities	(optional breakdown of major activities or just total)			
	<i>total</i>			

The size of the Indigenous Support Unit or other Indigenous student support activities

We are in a privileged position to be able to provide pathways to tertiary studies for Indigenous students both for metropolitan and regional Victorian Indigenous communities. We have two campuses in Melbourne – our main one at Bundoora and a city campus at 360 Collins St. Our regional campuses are located at Bendigo, Mildura, Shepparton and Wodonga. We also have a Sydney Campus.

Bundoora and Bendigo Campuses, with our biggest student cohorts (180 and 80 respectively) have large dedicated learning and meeting spaces in addition to staff offices. Our Mildura staff member is co-located at the Sunraysia TAFE in the Dulka Yappata Training Centre (across the car-park from La Trobe's Mildura Campus) and looks after approximately 20 students. Wodonga Campus is serviced by an office for the ISSO and an additional larger room for Indigenous students (approximately 20) to study and meet. Unfortunately Shepparton Campus space constraints mean only our ISSO has an office – there is currently no additional dedicated space for Indigenous students (approximately 20).

Overall, our Indigenous cohort is diverse with about one third being year 12 leavers and two thirds mature aged. We tend to enrol more female students than male and most enrolments are in the College of Arts, Social Sciences and Commerce (with increases in Business, International Development and Education/Teaching. Numbers have steadily increased in the College of Science, Health and Engineering, especially in the areas of Nursing, Social Work and Animal Vet Biosciences.

Each campus is funded according to the number of students enrolled and the level of retention, cultural and recruitment activities required to increase access, participation and cultural understanding.

3. Completions (outcomes)

Strategies to improve award course completion of Indigenous Australian students;

- Appointment and maintenance of full time Indigenous Student Services Officers at all campuses regardless of numbers, who act as the contact point from inquiry right through to graduation and alumni relations.
- Provision of Indigenous specific Orientation Program for commencing Indigenous students across campuses.
- Continued provision of tutorial assistance through the Indigenous Academic Enrichment Program (IAEP).
- Increase in numbers of Indigenous tutors working in the IAEP, most of whom are La Trobe graduates.
- Development of a specific Indigenous Student Database which may be used to monitor student performance, experience and utilisation of University and other services.
- Maintenance of networks of college staff both academic and professional assisting with student progression, support and advocacy.
- Offering a suite of bursaries to Indigenous students including funds to support their participation in subject placements, fora, conferences and other events related to their studies to encourage progression and exposure to leaders in their respective disciplines.
- In conjunction with College Academic Skills advisors, developing academic support workshops for Indigenous students.

- Facilitating academic opportunities to promote scholarly excellence of Indigenous students across colleges and campuses, including publication of work and seminars at forums for dissemination of research and promoting Indigenous cultural protocols and values to academic community.
- Development of an Indigenous-specific Library Orientation and Access program, to familiarise commencing students with Library services and facilities.
- Consolidating Indigenous Student Services relationships with specific academic and other support areas to ensure responsibilities are widely known and information provided to students is fullest and latest.
- Hosting the Innovative Research Universities (IRU) Indigenous Higher Degree by Research Forum to increase capacity amongst post graduate students, share experiences and encourage high achieving undergraduate and honours students to consider post graduate studies.
- Sponsorship of eligible LTU Indigenous Higher Degree students to attend.
- Engagement of Indigenous Counsellor in the Counselling Service who is available to provide timely and culturally appropriate wellbeing support to Indigenous students.
- Review explicit targets within *Gamagoen Yarrbat*, the University wide Indigenous Education strategy.

The total number of Indigenous Australian student completions at Bachelor level and above in 2017, compared to 2016 (please provide an all student comparison).

	2016	2017
Indigenous Australian students: (Higher Degree)	3	0
Non Indigenous Australian students: (Higher Degree)	199	221
Indigenous Australian students: (Other postgraduate)	26	9
Non Indigenous Australian students: (Other postgraduate)	2,670	2,413
Indigenous Australian students: (Bachelor degree)	24	22
Non Indigenous Australian students: (Bachelor degree)	5,723	5,648

Indigenous completions have remained steady of the 2016 to 2017 period. Whilst there have been minor decreases for Indigenous completions that same experience is the case for all La Trobe students.

Graduates Opportunities

We maintain stakeholder relationships with a variety of external employees and ISE staff are in regular contact with job providers, trainers and other organisations to build on the aspirations of our students. These include: Career Trackers Indigenous Internships, APSC, VPS, Australian Government Indigenous Graduate Recruitment Program areas (BoM, Transport, Royal Women's Hospital) to engage Indigenous student uptake of graduate opportunities.

Some of our Indigenous graduates completed work placements within Indigenous community organisations and were then successful in gaining post-graduation employment at these organisations, which include Victorian Aboriginal Health Service, Victorian Aboriginal Legal Service, Victorian Aboriginal Child Care Agency and Victorian Aboriginal Community Controlled Health Organisation. These are significant outcomes as our graduates contribute to the improvement of Indigenous lives in Victoria as well as increasing the Indigenous workforce. The ISSOs also work closely with the Indigenous Workforce Adviser who promotes opportunities for Indigenous student employment in the corporate space (eg. Crown, Spotless, AFLSportsready).

We foster long term relationships with our Indigenous alumnus, including inviting them to the many cultural events throughout the year both on campus and externally.

4. La Trobe University Indigenous Strategy

Gamagoen Yarrbat 2015 -2017

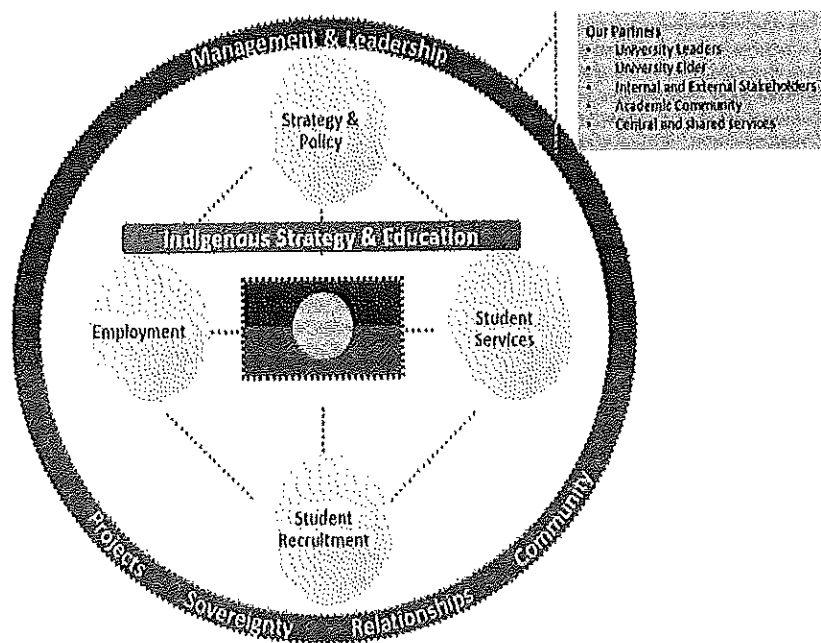
The La Trobe Indigenous strategy '*gamagoen yarrbat*' revolves around five distinct domains of: Students, University Alignment, Indigenous Employment, Knowledge/Research and Community Engagement. It is designed so that in tandem with Future Ready, La Trobe University will become the higher education destination of choice for the Indigenous Australian community as well as enhancing the learning experience for all students.

'*gamagoen yarrbat*' is designed to create a whole of university approach to Indigenous Australian education both for Indigenous and non-Indigenous students at La Trobe University. While our principal task is to attract and support through to completion Indigenous Australian students, we are more than mindful of our part in the very rich fabric of university life.

A key enabler of '*gamagoen yarrbat*' will be our dynamic and authentic relationship with the Victorian Indigenous Australian community. '*gamagoen yarrbat*' crafts the future through aspiration and vision linking the university's very rich heritage and educational assets in place-based innovative delivery and balanced support and enrichment.

The Strategy can be located at:

<https://www.latrobe.edu.au/indigenous/education>



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We are supported by senior management and leadership, and through the pillars of strategy, policy, student support, student recruitment and employment we deliver high quality projects, encourage sovereignty, develop strong relationships and make a difference with and for Community.

Discuss the practical implementation and evaluation of your Indigenous Education Strategy; and
 We maintain that the presence of Indigenous Cultural Protocols (ICP) include attributes such as the four cultural qualities promoted by the University (Care, Accountable, Innovative, Connected) in our day to day operations, providing a holistic, responsive, transparent, student facing service.

Our area has always been a student-centred function of the University, and as we progress through the academic year we interact with many other areas such as: Student Recruitment, Admissions and Graduations, Schools Partnerships, Finance, HR, Counselling, the Library, Residential Services, Scholarships, Governance, Academic Board, Security, International Office, La Trobe Student Union (LTSU), the Colleges and their Departments and Schools, Media and Communications, the Office of the Vice-Chancellor, Planning and Institutional Performance Unit (PIPU), Infrastructure & Operations, the International Students' Association, University Events, La Trobe Learning and Teaching, Human Research Ethics Committee, Graduate Research School, Community Engagement, University Council, Legal Office, Educational Partnerships and Quality, Compliance, Grounds and Landscaping, and Information and Communication Technology.

Progress against the key indicators is presented to Senior Executive Group annually.

Report progress against targets and milestones outlined in the strategy.

Principal PI	Proposed targets 2015	Proposed targets 2016	Proposed targets 2017
Number of Indigenous enrolled	190 enrolled (135 EFTSL)	210 enrolled (140 EFTSL)	250 enrolled (160 EFTSL)
Number of Indigenous completions	38	42	50
Number of all Indigenous professional staff	28	33	38
Number of all Indigenous academic staff	5	6	7

Achieved

Student access and participation/enrolment targets
 Student success/completion targets
 Recruitment of Indigenous professional staff targets
 Recruitment of Indigenous academic staff targets
 Development of Indigenous partnerships through Community Engagement objectives
 Impacting inclusion of Indigenous curriculum development and Indigenous perspectives in subjects

In progress

Development of an Indigenous Research Plan
 Inclusion of Indigenous-specific Policy
 Formalising a Whole of University framework
 Cultural competency roll out to all university staff
 Renewal of the Indigenous Workforce (Employment) Strategy

5. Indigenous Workforce Strategy

In early 2016, the office's Indigenous Employment Co-ordinator resigned so activities in this space were ad hoc and not as concerted. In January 2017 we engaged an Indigenous Workforce Adviser and significant progress has since been made. A revised Indigenous Workforce Strategy, *Tambalang*, is currently being finalised; work has been done in streamlining recruitment processes in Human Resources, and; in collaboration with Diversity & Inclusion, Human Resources, we are developing cultural training for the wider university community.

Gamagoen Yarrbat Indigenous Education Strategy (2015-2017) presents Indigenous Employment as a strategic domain. This domain builds on the La Trobe University Closing the Gap, 35 in 5: Indigenous Employment Strategy 2010-2015. *Gamagoen Yarrbat* has defined targets for both professional and academic staff. The strategy seeks to source, and create opportunities to increase employment of Indigenous professional and academic by;

- Assisting Colleges to set targets
- Develop 'grow our own' strategy
- Make use of 'special measures' arrangement
- Profile La Trobe University nationally
- Electronic EOI recruitment strategy

This Indigenous Employment Strategy is accessible to the public on the University website through the following link:

http://www.latrobe.edu.au/data/assets/pdf_file/0016/83140/Indigenous-employment-strategy.pdf

Our prime strategy is the promotion of the Indigenous programs and notification of vacancies to potential Indigenous applicants has been achieved through a number of initiatives undertaken this includes the ongoing consultation with Indigenous community organisations, Job Services Australia and IEP providers who provide specialist services to Indigenous clients to assist potential applicants in the recruitment process including:

- La Trobe University vacancies are promoted through a weekly vacancy list developed by the Indigenous Employment Co-ordinator and distributed to a national Indigenous network of in excess of 300 Indigenous contacts. These vacancies are then further distributed through various Indigenous networks.
- The Expression of Interest registration form allows Indigenous Australians to register interest at any time. It also forms a dynamic data base linked to the University's E-recruitment Page-up Program for Indigenous applicants to register. This form is distributed at Career Expos, to Indigenous community organisations, networks and IEP providers to promote the program to the Indigenous community.
- This Indigenous Workforce Adviser contacts applicants and provides ongoing support to the applicant during and after the recruitment process including: Development of applications, pre-interview support, post-interview support.
- A database is used to record, track and match Indigenous applicants to potential roles. Indigenous applicants who apply for vacancies or submit an Expression of Interest form will be held on the database for future matching, consideration and notification of roles that may become available in the future.

- Attendance at Career and Employment Expos promoting La Trobe as an Employer of Choice.
- Marketing materials were developed and are regularly distributed at career expos and community events.

Expression of Interest for Indigenous Australians

The webpage link for our Expression of Interest can be found here:

<http://careers.pageuppeople.com/533/caw/en/job/544876/indigenous-employment-program-expression-of-interest>

We are currently producing our next Indigenous Workforce Strategy. In the absence of a formal strategy, our Indigenous Workforce Advisor works with Indigenous applicants for jobs, maintains the on-line Expression of Interest form to keep a database of potential applicants and supports current staff in a variety of ways. The IWA also co-ordinates the Indigenous Workforce Steering Committee and the annual Indigenous Staff Forum as well as works very closely with other Human Resources stakeholders. These include: Manager Recruitment, Recruitment Advisors, Senior Business Partner, HR Assist, Employee Relations, Organisational Development and Diversity & Inclusion.

Indigenous Workforce Steering Committee

The key roles of the Steering Committee are to:

- Monitor and evaluate the Indigenous Workforce Strategy.
- Provide advice and feedback to La Trobe University on Indigenous practices within the context of the implementation of the Strategy;
- Drive employment opportunities at La Trobe University within the context of wider initiatives such as the achievement of the Federal Government's "Closing the Gap" Initiative.
- Monitor and advise on employment options for Indigenous Australian people within the University;
- Ensure community consultation in the ongoing development of Indigenous Australian employment opportunities throughout the University.
- Advise on mechanisms to enhance the effectiveness for recruitment, retention and career development of Indigenous Australian employees within the University.

The Committee is comprised of members from Indigenous Strategy & Education, Human Resources, the two University Colleges, the National Tertiary Education Union and other areas of the University as appropriate. See Appendix A for Terms of Reference and Composition.

Indigenous Staff Forum

Held annually the Indigenous Staff Forum is co-ordinated and managed by the Indigenous Workforce Advisor. The main objective of the Forum is to bring all Indigenous staff together from across our campuses to network, discuss professional development opportunities, participate in wellbeing activities and contribute to diversity and inclusion activities. Sessions are hosted by Human Resources staff as well as Indigenous Strategy staff and an Indigenous motivational speaker is also included in the Program.

5a Indigenous workforce data (2017 breakdown)

Area	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
ASSC	Casual Academic (Business)			x	
ASSC (MI)	Casual Academic (Aboriginal Studies)			x	
ASSC	Casual Academic (Sociology)			x	
ASSC	Project Officer				x
ASSC (BE)	Lecturer (Education)	x			
DVC(A)	ESMC2 Executive Director Indigenous Strategy & Education#		x		
DVC(A)	HEO10 Associate Director Indigenous Education & Student Services		x		
DVC(A)	HEO8 Indigenous Workforce Advisor		x		
DVC(A)	HEO8 Executive Officer				
DVC(A)	HEO7 Indigenous Student Recruitment Officer		x		
DVC(A)	HEO6 Toorong Marnong Project Officer		x		
DVC(A)	HEO5 Indigenous Student Services Officer Bundoora		x		
DVC(A)	HEO5 Indigenous Student Services Officer Bendigo		x		
DVC(A)	HEO5 Indigenous Student Services Officer Mildura		x		
DVC(A)	HEO5 Indigenous Student Services Officer Shepparton		x		
DVC(A)	HEO5 Indigenous Student Services Officer Wodonga		x		
DVC(A)	HEO5 Administration Officer		x		
DVC(A)	Casual Academic (IAEP)				x
DVC(A)	Casual Academic (IAEP)				x
DVC(A)	Casual Academic (IAEP)				x
DVC(R)	Executive Assistant		x		
SHE	Senior Lecturer (Nursing)	x			
SHE	Casual Academic (OT)			x	
SHE	Senior Research Fellow* (Molecular Sciences)	x			
SHE	Senior Research Fellow (Nursing)	x			
SHE	Research Officer (Nursing)	x			
SHE	Casual Academic (Public Health)			x	
SHE	Casual General (Public Health)				x
VP (ADMIN)	Management Accountant		x		
VP (ADMIN)	Counsellor		x		

executive position

Note that in 2017, the Department will work with institutions to establish an Indigenous workforce target of 3% where such a target does not already exist.

Possible 3 year outlook:

Year	%	Total
2018	1%	28
2019	2%	56
2020	3%	83

Based on University's 2017 total workforce of

6. Indigenous involvement in decision-making

La Trobe University Indigenous Advisory Council

The role of the Indigenous Advisory Council is to provide leadership, advice and direction on the implementation of the University's Indigenous Education Strategic Plan ('gamagoen yarrbat') primarily at the strategic level.

Two Indigenous Advisory Council meetings were held in 2017, in August and December. The focus of the first meeting was to introduce La Trobe University to external members and clarifying expectations. A Copy of the Council Terms of Reference & Membership as Appendix B.

The Advisory Council met in May 2018 where this report was discussed and endorsed. The draft of this report was distributed to members and their comments have been incorporated accordingly.

Indigenous Staff Members of the Indigenous Advisory Council

Name	Position	Years at LTU
Mark Rose	Executive Director Indigenous Strategy & Education	4 years
Nellie Green	Associate Director Indigenous Education & Student Services	16 years
Joy Murphy#	University Elder	2 years
Julie Andrews	Lecturer Level B	25 years
Michael Chisholm	Indigenous Student Services Officer -- Shepparton	9 years
Julie Sanders	Indigenous Workforce Adviser	1 year
Christopher Saunders ###	Indigenous Student Representative, La Trobe Student Union	2 years

not a staff member -- receives a stipend as University Elder

not a staff member - an Indigenous student

Other activities to involve Indigenous Australian people in the decisions of the university, curriculum development and/or evaluation/review.

The following information details the committee membership of Indigenous staff, including in administrative, academic and research areas. Items with a * are Indigenous-specific committees.

Executive Director

Member, Senior Leadership Group
Member, Academic Board
Member, DVC(A) Senior Leadership Team
Member, Indigenous Advisory Council*
Member, University Human Ethics Committee
Member, Senior Staff Forum
Chair, Indigenous Employment Advisory Committee*
Member, Indigenous Student Services Committee*
Member, Scholarship Sub-Committee
Member, Student First – Customer Advocacy Group
Member, Equity, Diversity & Inclusion Committee, College of Arts, Social Sciences & Commerce

University Elder

Co-Chair, Indigenous Advisory Council*

Associate Director

Member, Indigenous Advisory Council*
Member, Indigenous Employment Advisory Committee*
Chair, Indigenous Student Services Committee*
Member, Academic Board (elected professional staff representative)
Member, La Trobe University 50th Anniversary Working Group

Indigenous Workforce Adviser

Member, Indigenous Employment Advisory Committee*
Member, Indigenous Student Services Committee*
Member, Indigenous Advisory Council*
Member, Athena Swan Self-Assessment Team
Member, Intersectionality Working Group

Indigenous Student Services Officer – Bundoora

Member, Indigenous Student Services Committee*
Member, Multicultural Week Organising Committee

Indigenous Student Services Officer – Bendigo

Member, Indigenous Student Services Committee*
Member, Bendigo Operational Co-ordination Group
Member, Bendigo Wellbeing Committee
Member, SoTL Research Project “Developing a culturally safe process of integrating Indigenous pedagogies and knowledges into allied health curriculum”

Indigenous Student Services Officer – Mildura

Member, Indigenous Student Services Committee*

Indigenous Student Services Officer – Shepparton
Member, Indigenous Student Services Committee*
Member, Indigenous Advisory Council*

Indigenous Student Services Officer – Wodonga
Member, Indigenous Student Services Committee*

Senior Lecturer, Nursing

Member, School of Nursing & Midwifery Undergraduate Course Committee
Member, School of Nursing & Midwifery Undergraduate Course Committee
Co-Project Leader, SoTL Research Project "Developing a culturally safe process of integrating Indigenous pedagogies and knowledges into allied health curriculum"
Member, La Trobe Rural Health School Planning and Resource Committee (SPARC)

Senior Research Fellow, Judith Lumley Centre

Member, Lowitja Partnership Committee
Member, School of Nursing & Midwifery Undergraduate Course Committee

6a. Statement by the Indigenous Governance Mechanism

Consistent with subsection 17(2)(b) of the guidelines, the Indigenous Governance Mechanism should make a statement with reference to the performance report and the acquittal report in this section.

The Indigenous Advisory Council is the primary governance mechanism for La Trobe University relating to Indigenous initiatives. As its meeting on 21st May 2018, the members in attendance agreed to endorse this report, noting that it reflects a comprehensive outline of the services provided through the Office of Indigenous Strategy & Education and other relevant areas of La Trobe University.

The Council also endorsed the financial acquittal, noting that the ISSP funds were fully expended in accordance with the ISSP Guidelines.

It should be noted that, while the Indigenous Advisory Council was quorate, the University Elder and the Victorian Aboriginal Education Association Inc (VAEAI) representative were apologies for this meeting. A copy of this report was distributed to all Council members seeking comment and endorsement but no further feedback was received.

APPENDIX A: Indigenous Workforce Steering Committee

The Indigenous Workforce Steering Committee will continue to monitor and evaluate *'Tambalang'*, the Indigenous Workforce Strategy 2018 - 2020.

Terms of Reference

The key roles of the Steering Committee will include:

- Provide advice and feedback to La Trobe University on Indigenous practices within the context of the implementation of the Strategy;
- Drive employment opportunities at La Trobe University within the context of wider initiatives such as the achievement of the Federal Government's "Closing the Gap" Initiative.
- Monitor and advise on employment options for Indigenous people at all levels within the University;
- Ensure community consultation in the ongoing development of Indigenous employment opportunities throughout the University;
- Advise on mechanisms to enhance the effectiveness for recruitment, retention and career development of Indigenous employees within the University;
- Contribute and monitor the cultural competency initiatives of the University as they related to Indigenous cultures, societies, communities and peoples.

Composition

Executive Director, Indigenous Strategy & Education
Executive Director, Human Resources
Associate Director, Indigenous Strategy & Student Services
Indigenous Workforce Advisor
NTEU Representative
Recruitment Manager, Human Resources

APPENDIX B: Indigenous Advisory Council

1. TITLE OF COUNCIL

Indigenous Advisory Council – La Trobe University

2. ESTABLISHMENT

The Indigenous Advisory Council is established under Part 2, Section 5, F (i) of the La Trobe University Act (the Act).

3. FUNCTIONS AND RESPONSIBILITIES

The role of the Indigenous Advisory Council is to provide leadership, advice and direction on the implementation of the University's Indigenous Strategic Plan ('*gamagoen yarrbat*') primarily at the strategic level. The Indigenous Advisory Council will make recommendations through the chairpersons to the Vice-Chancellor and related committees on strategic matters regarding Indigenous (HE, Employment and Research) outcomes, as well have matters referred to it by Vice-Chancellor for the provision of advice. The Indigenous Advisory Council will assist the Deputy Vice-Chancellor (Academic) to oversee and monitor the implementation of the Indigenous Strategic Plan. It will consider and take account of the advice and direction of the Indigenous Strategy & Education Executive Director where relevant and appropriate.

Terms of Reference

The Indigenous Advisory Council shall:

- Provide strategic advice and recommendations through the chairperson, to SEG and other related groups and committees about policy, programs and services that impact on Indigenous staff and student outcomes at the University;
- Provide advice and assistance to the University on the implementation, development, monitoring and evaluation of the University's Indigenous Plan and attendant strategies;
- Critically review and analyse plans and reports relating to Indigenous and provide constructive advice and support in reciprocation;
- Provide advice to the Deputy Vice-Chancellor (Academic) on University responses to reviews related to Indigenous tertiary education, employment and research;
- Establish and coordinate sub-committees, task groups and networks as appropriate to address specific Indigenous outcomes;
- Provide reports to the Vice-Chancellor, Senior Executive Group and Senior Leadership Group;
- Refer matters to SEG for decision as appropriate; and
- Oversee the development of the University's annual Indigenous Business/Operational Plan and analyse progress and outcomes through an annual report to SEG.

4. MEMBERSHIP

The membership of the Indigenous Advisory Council shall comprise the following:

- University Elder (Ex-officio and Co-Chair)
- Deputy Vice-Chancellor (Academic) (Co-Chair)
- Executive Director Indigenous Strategy & Education (Deputy Chair)
- Associate Director Indigenous Education & Student Services
- Pro Vice-Chancellor, ASSC (or delegate)
- Pro Vice-Chancellor, SHE (or delegate)
- Indigenous Workforce Adviser
- Indigenous academic staff member (as nominated by the Chairs)

- Indigenous regional staff member (as nominated by the Chairs)
- Two (2) Indigenous Community representatives
- Indigenous Student Representative
- External member with a background in Indigenous Higher Education

The Indigenous Advisory Council may:

- Include members with overlapping areas of representation;
- Co-opt additional members as required; and
- Appoint persons who are not members of the Council to its sub-committees and task groups.

5. PROPOSED SUB-COMMITTEES

- Indigenous Workforce Development
- Indigenous Curriculum
- Indigenous Student Services
- Indigenous Research Group

6. PROXIES

A proxy may be nominated to attend a meeting should there be exceptional circumstances that prevent a member from attending.

7. CHAIR

The Co-Chairs of the Council will be the University Elder and the Deputy Vice-Chancellor (Academic). In the absence of either Co-Chair, the Deputy Chair will co-preside over meetings of the Council.

8. SECRETARY

Administrative support will be provided by the Executive Officer, Office of Indigenous Strategy & Education.

9. TERM OF OFFICE

All members other than ex-officio members will serve for a term consistent with their tenure in their respective substantive positions. On departure from their professional appointments, the successor (or their replacements) to their substantive positions will become members of the Indigenous Advisory Council.

10. QUORUM

At a meeting of the Indigenous Advisory Council a quorum is constituted by 50% plus (1) one members of the Indigenous Advisory Council.

11. MEETINGS

The Indigenous Advisory Council will meet at least three (3) times per year, and the Chairs may call additional meetings if necessary.

12. RESOLUTIONS OF THE INDIGENOUS ADVISORY COUNCIL

Matters requiring a resolution by the Indigenous Advisory Council are to be determined by consensus of the members present. The Chair shall have a deliberative and casting vote should a vote be required to determine a matter where consensus has not been achieved.

13. AGENDA

The agenda is to be distributed with supporting documentation at least seven (7) days prior to meeting date.

14. REPORTING

A report from each meeting of the Indigenous Advisory Council will be provided to the next meeting of the Senior Executive Group. An annual report will be presented to or tabled at University Council.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

La Trobe University

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	1,005,972.62		1,005,972.62
Rollover of funds from previous years			
Interest earned/ royalties	197.32		197.32
Sale of assets			
(include other categories as appropriate e.g. HEPP for other funds)			
A. Total Income 2017	\$1,006,169.94	\$	\$1,006,169.94

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	619,759.11	870,569.13	1,490,328.24
Administration	172,861.79	126,674.77	299,536.56
Travel – domestic	22,844.53	80,740.22	103,584.75
Travel – international	186.01	25,801.67	25,987.68
ISSP Asset purchases			
Conference fees and related costs		9,902.04	9,902.04
(other major expenditure categories ensuring breakdown sums to total at B below)			
Scholarships	190,518.50		190,518.50
B. Total Expenditure 2017	1,006,169.94	\$1,090,467.83	\$2,095,637.77
C. Unexpended funds PM&C agreed to rollover			
D. Unexpended Funds to be returned to PM&C			
E. TOTAL ISSP Funding use (B+C+D)	1,006,169.94		

Note: A-E must equal zero

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- If GST is not paid to you, do not complete the table in this section 3.
- If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).		\$
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)		\$
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets summary (only a requirement for assets over \$5000- see clause 16 of guidelines)

Asset Description/ category	Adjustable Value	ISSP contribution


4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age

5. Financial Acquittal supported and initialled by:

MARK SMITH
(Print name of relevant officer)

CHIEF FINANCIAL OFFICER
(Print position title)

 23-8-2018
(Signature and date)

Telephone contact: 03 9479 5540 E-mail: m.smith2@latrobe.edu.au

Note:

- If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function.
- If the organisation is **not normally subject to audit by an Auditor-General**, then the organisation's auditor should sign this authorisation.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

Complete this certification after reading the completed 2017 Performance Report and 2017 Financial Acquittal for the Indigenous Student Success Programme.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2017 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2017 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

- (i) the Minister or the Minister's delegate may seek further information to support this certification; and
- (ii) in the event that I have not remitted GST paid under the Agreement to the Australian Taxation Office, that it is my obligation to remit those amounts, as required under the *A New Tax System (Goods and Services Tax) Act 1999*; and
- (iii) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by university's Indigenous Governance:

Name:
Title:
Signed: Date:

Certification made by Vice-Chancellor or equivalent delegate:

Name:
Title:
Signed: Date: