

Indigenous Student Success Program

2022 Financial Acquittal

Organisation LA TROBE UNIVERSITY

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2022 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2022 ²	
ISSP Grant 2022 (flexible component)	1,508,170
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	0
<i>If no interest has been earned briefly state why</i> ISSP funding does not sit in an interest earning account, allowing the funds to be readily available.	
Sale of ISSP assets	0
2022 ISSP Grant Income (excluding rollovers)	\$ 1,508,170

Table 1b Other funding used to support Indigenous students in 2022 (excluding GST) ⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	
Other Commonwealth Government funding	
Funds derived from external sources ⁷	
Total of other non-ISSP funds for 2022	\$

Table 1c ISSP Grant Expenditure on support for Indigenous students during 2022 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	39,608
Salaries for staff working on ISSP activities ¹¹	743,645
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	0
Travel – domestic (airfares, accommodation & meals)	93,924
Travel – international (airfares)	0
Travel – international (accommodation and meals)	72
Conference fees and related costs ¹²	8,019
ISSP Asset purchases made during 2022 ¹³	0
Other – marketing/advertising, equipment rental, printing, promotional activities, IT & computer	81,074
Other - Consulting	73,900
Other - Student Support	71,210
Other - Scholarship non-hr	111,500
A. Total Expenditure of ISSP 2022 Grant (excluding expenditure from all rollovers into 2022)	\$1,222,952
B. Unexpended 2022 ISSP funds <i>approved</i> for rollover into 2023 grant year¹⁴	285,218
C. Unexpended 2022 ISSP funding to be <i>returned</i> to the NIAA	0
2022 ISSP funding committed (A + B + C) ¹⁵	\$1,508,170

2. Rollovers

Table 2 Rollovers ¹⁶

			The two options below should total unspent funds for that line	
	Project Funds Rolled over (\$)	Project Funds Expended/committed ¹⁷ (\$)	Excess Option 1: Unspent funds to be rolled into 2023 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the NIAA ¹⁹ (\$)
2020 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds				
2021 funds rolled over into 2022 - please complete column for Option 1 or 2 for any unspent funds			531,809	
Unexpended 2022 Funds (From Table 1c, Rows B and C)			285,218	
Total funds approved for rollover into 2023 or to be returned ²⁰			817,027	

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2022²¹

1. GST received by you in 2022 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²²			\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)			\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	

4. ISSP Assets

Table 4a ISSP Assets inventory ²³

Asset Description/ category	Adjustable Value ²⁴	ISSP contribution ²⁵

Table 4b ISSP Assets - purchases during 2022 ²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2022

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁷	ISSP component ²⁸	Disposals Age ²⁹

5. Endorsement of the Financial Acquittal³⁰

2022 Financial Acquittal supported and initialled by authorised officer:

Name:

JODIE BANFIELD

Title:

CHIEF FINANCIAL OFFICER

Phone:

03 9479 1090

Email:

j.banfield@latrobe.edu.au

Signed:

Jodie Banfield

Date:

24/02/2023

INDIGENOUS STUDENT SUCCESS PROGRAM 2022 CERTIFICATION

Complete this certification after reading the completed 2022 Performance Report and 2022 Financial Acquittal for the Indigenous Student Success Program.

I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Program as set out in the Indigenous Student Success Program guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2022 Indigenous Student Success Program Performance report presents an accurate summary of the Institution's use of program funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2022 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2022 under the Indigenous Student Success Program; and
- (iv) Indigenous Student Success Program funds, and any interest earned or royalties/income derived from these funds, was expended on activities consistent with the Indigenous Student Success Program 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) the information contain in this report may be shared with Universities Australia; and
- (iii) 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
- (iv) it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

Certification recommended by the university's Indigenous Governance Mechanism:

Name: PROFESSOR MICHAEL DONOVAN

Title: PRO VICE-CHANCELLOR (INDIGENOUS)

Signed:



Date:

20/04/2023

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name:

Title:

Signed:

Date:

Additional information for completing the template

- ¹ The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2022, as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. The information in tables 1a, 1b and 1c helps NIAA recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- ² Do not include rollovers in ISSP 2022 Grant amount. Prior year's rollover figures to be included in Table 2.
- ³ Interest earned on ISSP is considered to be ISSP funding and must be used in accordance with the ISSP Guidelines.
- ⁴ Please estimate the funds available if exact amounts are not known.
- ⁵ Please insert additional lines if the listing below do not suit your university's arrangements.
- ⁶ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁷ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁸ Where applicable, figures provided in this table must be consistent with the figures provided in the institution's 2022 Performance Report.
- ⁹ Please insert additional lines if the listing below do not suit your university's arrangements.
- ¹⁰ List the expenditure of the income listed in Table 1a, not including the funding rolled over from previous years (this is detailed in Table 2).
- ¹¹ If the staff member works on non-ISSP specific activities, only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities. Include expenditure on salaries for staff that provide tutorial assistance. May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹² Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹³ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁴ This should match the figure in Table 2.
- ¹⁵ This figure should equal the Grand total in Table 1a
- ¹⁶ All rollovers have to be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.
- ¹⁷ For 2020 and 2021 funds rolled into 2022, the amount included here should be the amount expended in 2022.
- ¹⁸ This is the amount of the rollover not expended that has been approved to be rolled over into 2023.
- ¹⁹ This is the amount of the rollover not expended and not rolled over into 2023. NIAA will issue an invoice for any amounts listed in this column.
- ²⁰ Total funds in this row should equal the unspent ISSP balance in the Providers bank account at 31 Dec 2022.
- ²¹ If GST is not paid to you, do not complete Table 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.
- ²² This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²³ Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²⁴ Adjustable value means the cost of an asset less its decline in value determined in accordance with the Australian Taxation Office Guide to Depreciating Assets 2022.
- ²⁵ The ISSP contribution should be recorded in the same ratio to the ISSP funds used to purchase the item (this includes any sale of an older asset trade in of old assets purchased with ISSP funding).
- ²⁶ Include any assets purchased during 2022 using ISSP funding that are valued over \$5,000. Any assets in this category should have been agreed with the NIAA prior to the item being purchased.
- ²⁷ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁸ The ISSP component should be the proportion of the sale price in the same ratio as the proportion of ISSP funding that contributed to the purchase of the asset.
- ²⁹ Where groups of assets are disposed of, an average age can be provided.
- ³⁰ Appropriate endorsement/authorisation is required to ensure compliance with the ISSP Guidelines and the 2023 Outcome Letter. If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this endorsement must be signed by the Chief Financial Officer or an executive officer with primary responsibility for the organisation's internal audit function (e.g. an internal auditor). If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.
- ³¹ For the purposes of this certification, an equivalent delegate is either the Acting Vice Chancellor, a Deputy Vice-Chancellor, a Provost, or a relevant senior executive who reports directly to the Vice-Chancellor.

Indigenous Student Success Program 2022 Performance Report

Organisation	LA TROBE UNIVERSITY		
Contact Person	PROFESSOR MICHAEL DONOVAN, PRO-VICE CHANCELLOR (INDIGENOUS)		
Phone	0425248685	E-mail	m.donovan@latrobe.edu.au

1. Enrolments (Access)

Supporting Indigenous applications

The principal mechanism to support Indigenous access to studies at La Trobe University (LTU) is the application of Special Entry Access Scheme (SEAS). Up to 20 bonus points are available to Indigenous students to support their entry into nearly all La Trobe undergraduate courses. These additional points are available to students via VTAC, UAC, and direct entry. LTU provides a range of supports, alternative pathways, and assistance for Indigenous applicants, including the development of Indigenous specific course entries into high demand bachelor's degrees. In collaboration with the school of Rural Health an addition 10 health related degrees were awarded an Indigenous specific VTAC entry. Prospective students are provided with culturally safe assistance from our Indigenous Student Services Team while undertaking the application process.

Student Equity and Diversity Plan

Alongside SEAS, we also foster deep engagement with Indigenous communities, Aboriginal Controlled Organisations and Secondary Schools throughout Victoria. Engagement is facilitated through Indigenous Strategy and Education Division and with our Widening Participation Division. Our Student Equity and Diversity Plan underpins the joint work of both these teams to expand access for underrepresented cohorts of students. This includes an expansion of our university-level curricula offerings in partner secondary schools and introduction of mentoring programs for aspiring tertiary education students across our regional campuses.

Rise with La Trobe

Rise with La Trobe grew tremendously in 2022. The program supported 118 high school students from throughout Australia. The Indigenous specific pathways program has significantly increased access for prospective Indigenous Students and provided an array of culturally safe and inclusive opportunities, workshops and programs to provide wrap around supports to nurture the educational journey into Higher Education.

In 2022 Rise welcomed its first cohort of participants. The program supported Indigenous High School students to prepare for their future university studies and build a relationship with the university. Participants of the program had access to an array of activities, workshops, and events, which encompassed academic learning, cultural activities and connections, mentoring, academic assistance, introductions to university life and many more opportunities. It also includes an academic pathway, which awarded participants with a conditional offer to La Trobe upon completion of year 12, and one of LTU's, three academic pathway units/programs (Achieve, Prepare or Tertiary Preparation Program). Students can transition to a La Trobe degree via a combination of a conditional offer, alternative entry score (LT Entrance Score) and/or an ATAR bonus: Each graduate of RISE with La Trobe was also offered a \$5,000 per annum stipend scholarship.

In 2022 the University established the Indigenous Accommodation Scholarship. These scholarships provide access to all Indigenous students wanting to live on campus, guaranteed accommodation. This is funded through revenue foregone. This provides for up to \$4M per year in accommodation scholarships by 2026 for our Indigenous student cohort.

Further to this, the university endorsed Indigenous specific entry into 10 bachelor's degree, with reduced assessment mechanisms to improve access into popular courses.

Scholarships

The University recognises the critical role ISSP funding plays in supporting a range of bursaries and scholarships for Indigenous students. In 2022, the University continued our commitment of ensuring all commencing Indigenous students with either a \$5,000 per annum access scholarship or an Indigenous Accommodation scholarship. These scholarships are supported from several funding sources, including ISSP, Higher Education Participation and Partnership Program (HEPPP), Operating and philanthropic giving. In 2022 our Scholarships Strategy indicated that Indigenous students in receipt of scholarships had a retention rate of 73.7%.

Ensuring our entire commencing Indigenous cohort receives a form of financial assistance is a key pillar of our revised approach to scholarships.

In 2022 the retention rate for our Indigenous students was 73.7% with our success rates for our Indigenous students receiving scholarships at 82.1%, this was an increase from 2021 of 1.1%.

In 2022 the University committed to the new Indigenous Accommodation Scholarship as mentioned above. This scholarship offers our Indigenous students safe, secure, and affordable housing and guarantees a place in one of our accommodation facilities across any of our campuses. The scholarship also provides a financial advantage by covering any gap left after Rent Assistance.

Table 1 ISSP Scholarships - breakdown of 2022 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³		0		0		0		0
Undergraduate ⁴	247,015.80	73	4,092.00	1			251,107.80	74
Post-graduate ⁵	6,250.00	4					6,250.00	4
Other								
Total	253,265.80	77	4,092.00	1			257,357.80	78

2. Progression (outcomes)

Several intentional strategies have been introduced since 2021 to drive better outcomes for our students. The University's Student Success and Retention Plan underpins our efforts to continue to drive improvements in student progression.

The Student Advising Program and Academic Progressions Policy are the institutional responses to supporting student progression. This program includes an Indigenous specific advising program, which provides cultural safe and appropriate developmental advising support to our cohort of Indigenous students. This support is provided at ten times the intensity when compared to our broader cohort of students.

The instalment of an 'At Risk' Trigger system within our CRM alerts Indigenous Student Services Staff to students who are either at risk of failing or falling below a WAM of 60. The strategy has allowed for Indigenous Student Support (ISS) staff to intervene and provide additional Indigenous Academic Enrichment Program (IAEP), tutoring and additional academic supports to students who fall into either of these categories. This early warning system increased student engagement with ISS staff and increased IAEP usage from the previous year.

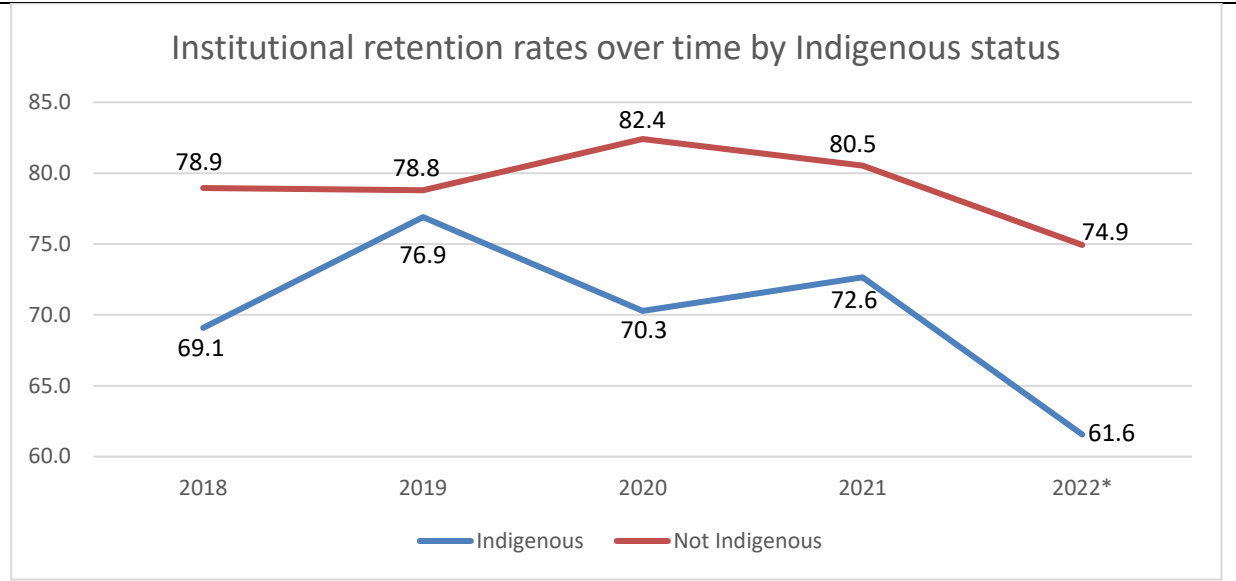
Our advising program for undergraduate students has continued to support institutional retention but saw an institutional decrease in 2022. Our three dedicated Indigenous Student Advisors continue to work closely with other Academic Advisors. These staff continue to be responsible for the proactive outreach and monitoring of Indigenous students on all La Trobe campuses. The expansion of the Advising Program to Indigenous students is in response to the declining retention amongst our Indigenous cohort. We see this as a result of continued recovery from COVID-19, but eager to reach parity between our cohorts.

In 2022 we also introduced Completion Scholarships, of \$5,000, for all Indigenous students entering the final year of their degree. These targeted scholarships are directly designed to support progression and completion rates amongst our Indigenous students by relieving financial pressures towards the end of their programs. These scholarships are funded from sources other than ISSP.

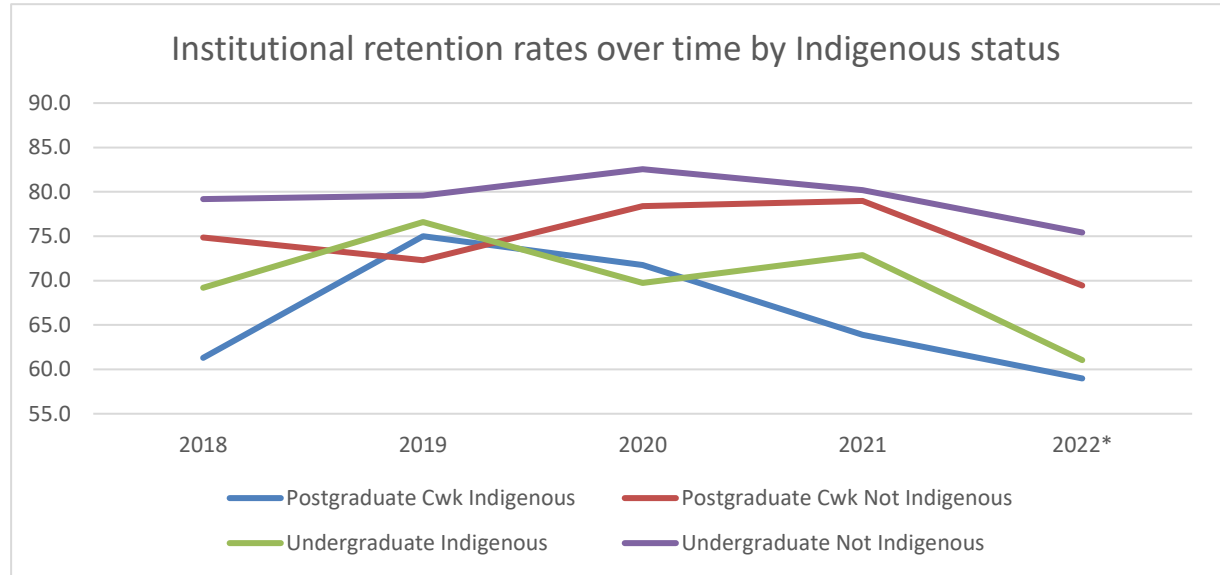
There continues to be a gap between our provisional retention outcomes between our Indigenous and non-Indigenous cohorts (Figure A). It is pleasing to see a narrowing of this gap in provisional 2022 data (Figure B).

The employment of Indigenous Engagement Officers has enabled the Indigenous Strategy and Education (ISE) unit to provide dedicated staff to Student Engagement activities, programs, and events. The work of these employees has improved student engagement and participation and created an overall increase in student satisfaction and connection with the university and Indigenous peers. In addition, the university provided funding to offer each final year student a \$5,000 scholarship to assist with financial hardship during their final year of study.

Using targeted analytical data, course completion is mapped at the end of each semester and evaluated against previous years to see what if any changes have been implemented to help explain data. To accompany this the ISE division periodically circulated Indigenous student surveys to include the student voice and help improve on services.



*Figure A – Provisional retention rates for Indigenous and non-Indigenous students



*Figure B – Provisional retention rates for Indigenous and non-Indigenous students, by course type

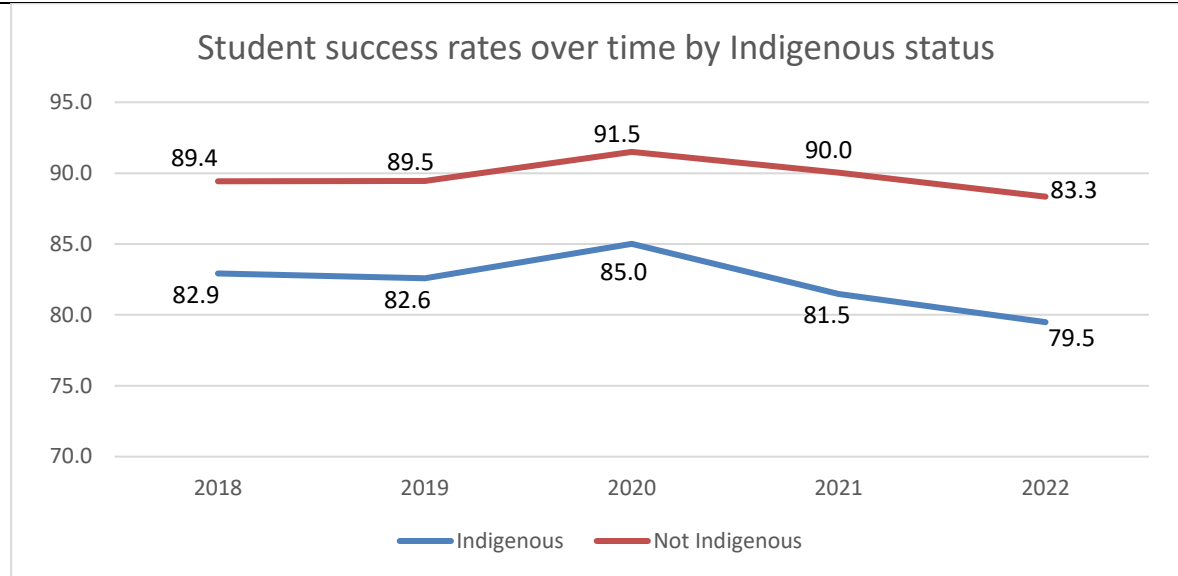


Figure C – Student success rates over time by Indigenous status

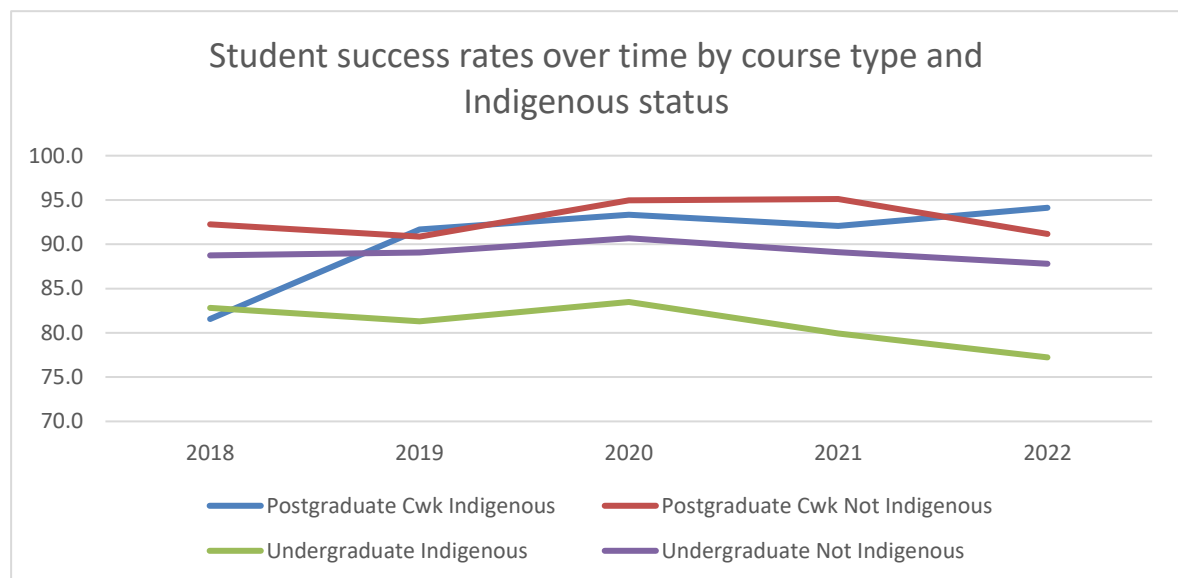


Figure D – Student success rates over time by course type and Indigenous status

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

- Appointment of Indigenous student support staff at all campuses
- Indigenous-specific Orientation Program for commencing Indigenous students across campuses.
- Wominjeka La Trobe module
- Active maintenance of the University's long-established relationships with Elders of the traditional custodians of Country and Indigenous community organisations and groups, in all the regions where campuses are located.
- Ongoing membership of, and collaboration with, Local Aboriginal Education Consultative Groups (LAECG) and Local Aboriginal Networks (LANs).
- Engaging Indigenous Elders and other Indigenous Knowledge holders on campus to participate in cultural events, in addition to continued participation in Indigenous community engagement activities within the areas where campuses are located.
- Development of a specific Indigenous Student Database
- Maintenance of network of college academic and professional staff that assist with student progression, support and advocacy.
- Offer a suite of bursaries (complimentary to scholarship support)
- Develop academic support workshops for Indigenous students
- Facilitate academic opportunities to promote scholarly excellence of Indigenous students
- Develop an Indigenous-specific library orientation and access program
- Consolidate Indigenous Student Services professional development around academic and other support areas to ensure information disseminated to students is comprehensive and up to date.
- Implementing the Indigenous Student Services Charter.
- Evaluate events and programs delivered to Indigenous students and the broader community

We have seen a similar gap across in our success rates (Figure C and Figure D), with a slight increase in the gap between our Indigenous and Non-Indigenous students in 2022 outcomes by course type.

Table 2 Tutorial assistance provided in 2022

Level of study	Number of unique students assisted⁶	Total number of tutorial sessions attended⁷	Total hours of assistance⁸	Expenditure⁹(\$)
Enabling				
Undergraduate	32	573	1,757	124,663
Post-graduate	4	65	156	11,072
Other				
Total	36	638	1,913	135,735

3. Completions (outcomes)

In 2022, La Trobe had an overall drop in completions by 12% from the previous year. The decline is continuing recovery of COVID with students continuing to take Leave of Absence (LOA) or becoming Absent Without Leave (AWOL). The Indigenous Student Support (ISS) team continued to contact these students to encourage a return to study.

Our deployed strategies to achieve improvements in completions are outlined in 2 above - "Progression (access and outcomes)".

La Trobe's internal six-year completion rate is approximately -20% for our Indigenous cohort compared to our non-Indigenous cohort. Completion rates compiled by Department of Education Skills and Employment (DESE) will vary due to their view of student movements across the sector.

4. Regional and remote students

Our regional and remote students are provided with culturally safe study spaces and access to the Indigenous Academic Enrichment Program (IAEP).

The launch of RISE with La Trobe focused on supporting regional and remote prospective students. With over 85% of all participants residing in a regional or remote location.

The introduction of marketing and information sharing short films were developed and circulated to our regional and remote stakeholders and partners.

A range of educational, cultural, and social activities/events were provided to Indigenous students from each region. Some of the highlights where students were brought together were:

- Indigenous games, where students from all campuses were invited to participate and compete in the games held in Brisbane, alongside First Nation students from throughout Australia.
- A snow trip to introduce students to snow Country and to each other was also run in July.
- Individually the campuses celebrated NAIDOC Week with targeted activities in each region, all of which held an event inviting community, family, and friends to attend.
- Sorry Day was recognised with either a ceremony event or a morning tea.
- Social events throughout the year included movie nights, bowling, Indigenous theatre, and yarning circles.
- Orientation and Open day were manned at each campus and provided educational sessions, resources, and personalised assistance to both commencing and prospective students.

Table 4 ISSP Scholarship data for remote and regional students¹⁰

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2021 Payments	97,691.75	31	8,184.00	2			105,875.80	33
B. 2022 Offers ¹¹	240,000.00	75 (48 awarded)	5,000.00	2			250,000.00	50
C. Percentage ¹² (C=B/A*100)							236%	
2022 Payments	151,201.50	79	0	4			151,201.50	83

5. Eligibility criteria

5.1 Indigenous Education Strategy

La Trobe's Indigenous Education Strategy, 'Gamagoen Yarrbat', has five distinct domains:

- students
- university alignment
- Indigenous employment
- knowledge/research and
- community engagement

Gamagoen Yarrbat continues to align with the University's Strategic Plan 2020 - 2030, through two strategic goals:

- To position La Trobe as the higher education destination of choice for the Indigenous Australian community; and
- Enhance 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.

A key enabler of 'Gamagoen Yarrbat' remains to be our dynamic and authentic relationship with the Victorian Indigenous Australian community. 'Gamagoen Yarrbat' continues to create the future through aspiration – linking the university's very rich heritage and educational assets in place-based innovative delivery and balanced support and enrichment.

The University has developed an overarching Indigenous Strategy (and associated Implementation Plan) and adoption of this is due July 2023.

Enrolment Year	Student Count
2018	312
2019	286
2020	322
2021	283
2022	313

Table A. Indigenous student count 2018 – 2022

The Indigenous Education Strategy is currently being redeveloped and will fall in line with our new Indigenous Strategy and Education, Indigenous Strategy. This is due to be launched in July 2023 and has been endorsed by our Senior Executive Group (SEG) and University Council.

[Link here](#) for Gamagoen Yarrbat Indigenous Education Strategy

There is no current link to the Indigenous Strategy 2023 – 2030, an endorsed draft has been included as an attachment at the end of this report.

5.2 Indigenous Workforce Strategy

La Trobe University (LTU) acknowledges and thanks our Indigenous employees for their outstanding contribution and commitment to our university. We value the contributions that our Indigenous staff make to enriching the experience of our students and acknowledge the cultural load they hold on to behalf of their community and the University.

La Trobe is committed to creating a culturally safe, inclusive, and supportive environment for our staff by giving staff opportunities to start, develop and build their careers in ways that help them to achieve their aspirations for the future.

LTU continues its commitment in creating opportunities for Indigenous staff to develop their careers and progress within the University and beyond and to ensure recruitment, performance and promotions policies and practices are culturally safe and recognise the cultural skills, relationships, leadership, and community work undertaken by our staff.

To meet these commitments LTU will:

- Increase employment opportunities across all levels of professional, academic, and executive classifications for Indigenous people.
- Review recruitment and selection policies and processes and ensure they better support Indigenous people to join the University.
- Review current staff retention activities and consult with Indigenous staff to implement comprehensive internal and external retention strategies and services to support the ongoing employment of Indigenous staff.
- Developed tailored opportunities and programs to support Indigenous staff to develop their professional and leadership skills.
- Review existing workload, career success and promotions processes and policies to embed recognition of the cultural work, community work, and leadership undertaken by Indigenous staff.
- Establish structures to support and build capacity with Indigenous staff to senior discipline levels.
- Provide opportunities for Indigenous staff to connect with each other, share their experiences and explore their culture.
- Establish and maintain capacity building of Indigenous staff across schools and faculty in relation to Indigenous understandings. Support the capacity building and career progression of Indigenous staff and contribute towards embedding Indigenous knowledges in the curriculum

Our Indigenous Stakeholder and Candidate Coordinator continues to promote all La Trobe University roles to attract and increase Indigenous applications and engages with a variety of external stakeholders, communities, agencies, and media outlets to promote opportunities at La Trobe whilst working with the recruitment team to understand the type of roles that can be promoted to suit applicants.

The Candidate Onboarding, Compliance and Candidate Care Officer continues to support new staff entering the university and is key to supporting staff retention at the university. By continuing these two roles the University continues to invest to increased capacity to support Indigenous recruitment and workforce support.

2022 saw a decrease in the number of Indigenous Academics employed at the University, this is presumed to be due to the increase in identified academic positions throughout the sector.

Indigenous Employment seeks to establish La Trobe University (LTU) as an Employer of Choice for Indigenous Australian people, with the primary aim to establish and maintain an environment that is respectful and appreciative of Aboriginal and Torres Strait Islander people as prospective, current and previous employees.

LTU currently employs two Indigenous senior academics with a third position currently under recruitment with the position hoping to be filled by mid-year, 2023.

The objectives of the Indigenous Workforce Strategy remain the same as was detailed in 2021, these include:

- (a) to maximise staff development along with the transfer of job skills and information in order to increase Indigenous Australian employees' knowledge, independence, remuneration, job security and self-sufficiency;
- (b) to increase, encourage and foster Indigenous Australian employees at all levels of work activity, including, specifically, academic roles, within the University;
- (c) to facilitate and encourage the direct involvement of Indigenous Australian employees in determining their own career strategies, goals and objectives;
- (d) to seek to increase the number of Indigenous Australian staff. Without limiting the ways in which this may be achieved, the parties will take reasonable steps to meet an indicative target of employing nine (9) new, full-time equivalent, ongoing Indigenous Australian employees per annum;
- (e) to facilitate the participation of Indigenous Australian employees in cultural and ceremonial activities where practical;
- (f) assisting colleges to set targets by identifying or targeting vacancies for Indigenous applicants;
- (g) developing a 'grow our own' strategy by tracking students through their studies and matching them into positions once graduated;
- (h) utilising 'special measures' accommodations;
- (i) profiling La Trobe nationally; and
- (j) electronic expression of interest recruitment strategy

There is currently no link to the Indigenous Strategy, draft document attached to report.

Indigenous Staff Forum

Managed and coordinated by the Indigenous Workforce Advisor, is the Indigenous Staff Forum, reintroduced in 2022 after the 2021 pandemic. The forum's objectives are 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. An Indigenous speaker is invited as part of the program.

5.3 Indigenous Governance Mechanism

In 2022, our Indigenous Governance Mechanism included our Pro Vice-Chancellor (Indigenous) (from August 2022), the Senior Manager, Indigenous Strategy, Education and Community Liaison, and our Advisor, Indigenous Student Recruitment.

The University has adopted an Indigenous Governance Mechanism Charter, which includes the establishment of an ISSP Advisory Committee. This body provides advice on all matters relevant to the management, reporting and evaluation of ISSP funding.

The annual ISSP budget is endorsed by the University's Senior Executive Group (and its sub-committees) so they can provide comment on the alignment of the expenditure with broader strategies. The Pro Vice-Chancellor (Indigenous) is a member of the Senior Executive Group.

5.1.1. 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.

Professor Michael Donovan, Pro Vice-Chancellor (Indigenous)
Email: M.Donovan@latrobe.edu.au

Additional information for completing the template

¹ This information provides for the number of students and cost of the scholarships expended in 2022. The figures for students should include the actual number (head count, not the EFTSL). Scholarship figures (head count and costs) should include the university award scholarships from the flexible finding pool as well as any preserved scholarships. Only payments made during 2022 should be included in this table. For multi-year scholarship agreements, payments to be made in future grant years will be recorded in the performance reporting for the relevant future grant year.

² This figures provide for the total number of students receiving scholarships and expenditure for those scholarships. For the student count, in cases where a student receives more than one scholarship, the student would only be counted once in the total (consequently the total figure may not be the sum of the preceding columns). For the expenditure, the total should be the total of the preceding expenditure columns.

³ Include payments to all enabling students, including remote and regional students.

⁴ Include payments to all undergraduate students, including remote and regional students.

⁵ Include payments to all postgraduate students, including remote and regional students.

⁶ Total number of unique students supported by tutorial assistance (if students have attended multiple tutorial sessions, still count them as 1 student).

⁷ Record total number of tutorial sessions attended by students (each class a student attends counts as 1, the same student may attend multiple tutorial sessions throughout the year).

⁸ Record only hours of instruction received by the students (do not include staff planning or organising time).

⁹ Include any costs associated with providing tutorial assistance, including staffing costs, materials, facilities etc.

¹⁰ Only record amounts which required payment during the 2022 calendar year. For multi-year scholarship offers, payments to be made in future grant years will be recorded against the reporting for the relevant future grant year. Note the data in this table is a subset of the scholarship data provided in Table 1.

¹¹ Record all verbal and written scholarship offers for the 2022 calendar year, including those offers that were not accepted by the student. Record the 2022 component of new scholarship offers and the planned 2021 value of previously awarded scholarships (including continuing scholarships).

¹² This data confirms the university's compliance with Section 21(3) of the Guidelines.