



## INDIGENOUS EDUCATION STATEMENT - OVERVIEW

The Department of the Prime Minister and Cabinet (PM&C) requires information from **Universities relating to their 2015 outcomes and future plans** to meet their ongoing responsibilities for Aboriginal and Torres Strait Islander student achievement in higher education.

These responsibilities include assessing and reporting on progress towards improved educational outcomes for Aboriginal and Torres Strait Islander peoples as set out in the goals of the National Aboriginal and Torres Strait Islander Education Policy.

The Indigenous Education Statement is used to determine University's eligibility for Indigenous Support Programme (ISP) funding. Please refer to the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008* which details ISP grant conditions. There are three conditions of eligibility for ISP - Table A Universities must demonstrate to PM&C that they:

- Have implemented strategies for improving access, participation, retention and success of Aboriginal and Torres Strait Islander students;
- Have increased participation of Aboriginal and Torres Strait Islander peoples in the University's decision-making processes; and
- Have an Aboriginal and Torres Strait Islander employment strategy.

Universities in receipt of ISP funding are required to provide PM&C with a report on the expenditure of the grant amount. The expenditure report for 2015 ISP funds is included within this document. Please provide as much information as possible.

**The certification page is required to be signed by the University's most senior financial manager. This page does not require an external auditor's certification.**

It is recommended that the format for the Indigenous Education Statement is followed to ensure Universities report against all relevant criteria. However, this should not limit Universities that wish to report on a wider range of matters.

In accordance with the Guidelines, the Indigenous Education Statement is **due** to be submitted to and accepted by the Department of Prime Minister and Cabinet **on or before 31 May 2016**. Please allow sufficient time for follow up discussions between PM&C and the University to avoid any delay in the payment of the second ISP instalment due in early July 2016.

Please submit signed electronic documents by email to: [scholarships@pmc.gov.au](mailto:scholarships@pmc.gov.au)

### PM&C contact officers:

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## 2015 INDIGENOUS EDUCATION STATEMENT

*La Trobe University*

*Office of Indigenous Strategy and Education*

### **SECTION 1      ACHIEVEMENT OF NATIONAL ABORIGINAL AND TORRES STRAIT ISLANDER EDUCATION POLICY (AEP) GOALS IN 2015 AND PLANS FOR FUTURE YEARS**

Please provide evidence of:

- strategies you have implemented which seek to achieve the AEP goals and your assessment of whether these strategies are working;
- constraints on your ability to achieve the AEP goals; and
- plans for future improvement of existing strategies or implementation of new strategies to meet each of the AEP goals relevant to higher education.

**The AEP goals (paraphrased) relating to higher education are to:**

- 1 Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander peoples in educational decision-making.
- 2 Increase the number of Aboriginal and Torres Strait Islander peoples employed, as academic and non-academic staff in higher education institutions.
- 3 Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.
- 4 Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.
- 5 Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.
- 6 To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

**1. Establish effective arrangements for the participation of Aboriginal and Torres Strait Islander people in educational decision-making.**

***Aboriginal and Torres Strait Islander people involved in institutional governance and decision-making bodies and processes***

- Membership of Executive Director on the SLG (Senior Leadership Group)
- Local Aboriginal community members are involved in campus advisory boards.
- Indigenous Specific Committees with Indigenous membership include Indigenous Student Services Committee; Indigenous Employment Advisory Committee.
- Central University Committees with Indigenous members include: Senior Staff Forum; Academic Board, Indigenous Employment Advisory Committee; Selection, Participation and Retention Committees for both Colleges, Scholarship Committee; Student First – Customer Advocacy Group.
- The University's Ethics Committee has Indigenous Australian representation. The approvals process for research dealing with Indigenous Australians and related issues are linked to Aboriginal and Torres Strait Islander people from the Office of Indigenous Strategy and Education.
- Individual Research Centres (including the *Collaborative Research Centre* for Aboriginal and Torres Strait Islander Health) with activities in Indigenous Australian communities are advised by Aboriginal and Torres Strait Islander people from the Office of Indigenous Strategy and Education.

***The roles and responsibilities of Aboriginal and Torres Strait Islander leaders within your institution.***

- Executive Director, Office of 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 Senior Deputy Vice-Chancellor.
- The Office of Indigenous Strategy and Education is the office within the University and has the responsibility for initiatives across the University in relations to Indigenous Education, Student Services and Employment.
- Associate Director, Office of Indigenous Strategy and Education – manages services for Indigenous students across all campuses, planning, reporting and monitoring services, provision of advice on curriculum, strategic projects and policy development.
- 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
- Indigenous Employment Co-ordinator – collaboratively working with Human Resources on staff recruitment, employment relations and induction processes. Liaising University-wide on engagement opportunities for Aboriginal and Torres Strait Islander peoples. Provision of advice on Indigenous employment and related policy and procedures development.

## Strategies/Policies and Activities

- Wominjeka La Trobe – development of an on-line cultural understanding program for commencing students.
- Operationalisation of Gamagoen Yarrbat Indigenous Education Strategy (2015-2017).
- Establishment of Auntie (Dr) Joy Murphy Wandin as University Elder.
- Extended partnership with Koorie Academy of Excellence and Chaffey College (Mildura) Girls Academy.
- Restructure of Indigenous resources congruent of University two college structures for 2015.
- Collaboration with Faculty of Science, Technology and Engineering\*(now College of SHE) to create a pathway subject in Statistics for Aboriginal and Torres Strait secondary school students. This is to be trialled by the Koorie Academy of Excellence (KAE) students.
- 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).
- 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 Aboriginal and Torres Strait Islander Higher Education Consortium Aboriginal Corporation (NATSIEC (AC)) and the World Indigenous Nations Higher Education Consortium (WINHEC).
- Manager, Indigenous Student Services involved in the development of the "Acknowledgement" page of the University, outlining details of traditional custodians of each La Trobe Campus.

### External Committees:

- Indigenous staff of the University are members of numerous Indigenous community committees, sector committees, statutory authorities, ministerial advisory arrangements and reference groups which are external to the University.
- The Executive Director, Indigenous Strategy and Education currently holds membership on the following external Committees:

Koorie Academy of Excellence (Chair)  
Vice-President of VAEAI (Indigenous Education Consultative Bodies)  
Batchelor Institute of Indigenous Tertiary Education (Chair - Ministerial appointment)  
Vice-Chancellors Indigenous Advisory Council, Charles Darwin University (Invited member)  
Universities Australia – DVC Academic Group  
OLT (Office of Learning and Teaching) Fellowships Expert Panel (Member) pre 2016 Budget.  
Australian Curriculum and Reporting Authority (ACARA) - Chair Indigenous Advisory Group  
Toorong Marnong Steering Group (Chair)  
Alpine School for Student Leadership (School Council Member - Ministerial appointment)  
National Congress of Australia's First People (Delegate Chamber One)  
More Aboriginal and Torres Strait Islander Teaching Initiative (MATSITI), National Reference Group (Member)  
Australia Day Committee (Ministerial appointment)  
VACSAL Academic Board Member

### Constraints

- The University has five teaching campuses and ensuring regional membership on central committees is time consuming. This has been offset by conducting central committees at regional campuses where possible.

### Additional Information

- 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:nzf/DDE300B846EED9C7CA257616000A3571/BAF63615F74BDE12CA257AE1001BBA8E/\\$FILE/09-75aa005%20authorised.pdf](http://www.legislation.vic.gov.au/Domino/Web_Notes/LDMS/LTObject_Store/LTObjSt7:nzf/DDE300B846EED9C7CA257616000A3571/BAF63615F74BDE12CA257AE1001BBA8E/$FILE/09-75aa005%20authorised.pdf) (accessed 28 May 2013)

The La Trobe University *Code of Conduct* makes reference to Indigenous Australians:

“We will:

- acknowledge Aboriginal culture and heritage and the traditional custodianship of the lands on which the University is situated
- <http://www.latrobe.edu.au/council/resources/code-of-conduct> (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)

2. Increase the number of Aboriginal and Torres Strait Islander staff employed as academic and non-academic staff in higher education institutions.

*An outline of your active Aboriginal and Torres Strait Islander Employment Strategy including details on how it was authored, how current it is and whether or not it is publicly accessible on the internet.*

*Gamagoen Yarrbat* Indigenous Education Strategy (2015-2017) presents Aboriginal and Torres Strait Islander 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 Aboriginal and Torres Strait Islander professional and academic by;

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

The current 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](http://www.latrobe.edu.au/data/assets/pdf_file/0016/83140/indigenous-employment-strategy.pdf)

*Information on your strategies for increasing numbers of Aboriginal and Torres Strait Islander staff employed at your University.*

As 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 Aboriginal 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 Aboriginal and Torres Strait Islanders 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, Job Services Australia and IEP providers to promote the program to the Indigenous community.
- 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.

La Trobe University now recruits through an E-recruitment process utilising the Page-up Program. Indigenous Australian applicants are identified. These applicants are flagged and the Indigenous Employment Co-ordinator is notified when an applicant identifies as an Indigenous Australian. This enables the Indigenous Employment Co-ordinator to contact applicants and provide ongoing support to the applicant during and after the recruitment process including:

- Development of applications.
- Pre-interview support.
- Post-interview support.

All Indigenous applicants are entered onto the database and matched and notified of further opportunities within the University. The Indigenous Employment Co-ordinator continued to work with the new structure across all campuses to identify opportunities and promote the Indigenous Employment Program. The University's

Indigenous Employment Statement is accessible to the public on the University website through the following link <http://www.latrobe.edu.au/jobs/our-employment-strategies>.

Other strategies include leveraging the new 'Two College' structure and assisting Colleges to identify needs, consider targets including to encourage graduates from La Trobe University to seek employment with us through a 'grow our own' strategy.

In conjunction with HR and the Office of the Senior Deputy Vice-Chancellor a special measures strategy is in development with a focus on enrichment and sustainability.

#### **Future Plans**

- An increased focus Indigenous Academic Employment strategy to be developed incorporating 'special measures'.
- Continued participation at internal and external stakeholder forums to promote the Indigenous Employment Program and highlighting opportunities.
- Enhance La Trobe University's reputation as an employer of choice within Indigenous Australian communities through continued promotion of the Indigenous Employment Program.
- Continue the operationalisation of *Gamagoen Yarrbat* Indigenous Education Strategy 2015-2017 to achieve the employment commitment within the new 'college' structure.
- Ongoing maintenance of relationships between Indigenous Employment activities and University community, whilst maintaining and developing partnerships within Indigenous communities.
- Develop key partnerships with schools and TAFE across all campuses to identify work experience and pathway opportunities.
- Implement pathway models through the 'grow our strategy' to assist in increasing Indigenous academics at La Trobe University.

#### **Constraints**

- Demand often outstrips supply of suitable qualified Aboriginal and Torres Strait Islander staff.
- The qualified pool of Indigenous Australian applicants within Victoria is relatively small and the sector must compete with all other Victorian Universities, as well as higher remunerative scales from private and public sectors.

The current number of Aboriginal and Torres Strait Islander staff at your University and their roles across the University (including numbers in academic and non-academic roles, and by level).

Faculty/Institute/Section	Academic / Non-Academic	Position title
Office of Indigenous Strategy and Education	Academic	Executive Director, Indigenous Strategy and Education (ESMC 2)
	Professional	Manager, Indigenous Student Services (HEO9)
	Professional	Indigenous Employment Coordinator (HEO8)
	Professional	Indigenous Student Co-ordinator (HEO7)
	Professional x 4	Indigenous Student Services Officers (HEO5)
	Professional	Executive Assistant (HEO5)
Faculty of Business, Economics and Law	Professional	Senior Faculty Services Officer (HEO5)
	Professional	Indigenous Administrative Trainee
	Professional	Project Manager HEPPP (HEO6) resigned Aug
Faculty of Education	Professional	Administrative Assistant (HEO5) contract expired March
	Academic (end of fixed term appointment)	Lecturer (Level A)
Faculty of Health Sciences	Professional	Project Manager HEPPP contract expired June
Faculty of Humanities and Social Sciences	Academic	Subject Moderator/facilitator
	Academic	Lecturer (Level B)
	Professional (end of fixed term appointment)	Student Support Officer (HEO5)
Bouverie Centre	Professional	Senior Indigenous Strategic Planning and Project Development Officer
	Professional	Family Therapist (HEO6)
Finance	Professional	Assistant Accountant (HEO6)
Research	Professional	Executive Assistant (HEO5)
Planning and Institutional Performance Unit	Professional	Administration Officer and Executive Assistant (HEO5) resigned April
Office of Alumni and Advancement	Professional	Indigenous Administrative Trainee contract expired
Counselling Services	Professional	Indigenous Counsellor (HEO6)
<b>Total</b>	<b>25</b>	

The number of Indigenous-specific positions at your University, detailed by occupation and level.

Faculty/Institute/Section	Academic / Non-Academic	Position title
Office of Indigenous Strategy and Education	Academic	Executive Director, Indigenous Strategy and Education (ESMC 2)
	Professional	Manager, Indigenous Student Services (HEO9)
	Professional	Indigenous Employment Co-ordinator (HEO8)
	Professional	Indigenous Student Co-ordinator (HEO7)
	Professional x 4	Indigenous Student Services Officers (HEO5)
	Professional	Executive Assistant (HEO 5)
Faculty of Science, Technology and Engineering	Professional	Project Liaison Officer (Research Officer) (HEO6)
Bouverie Centre	Professional	Senior Indigenous Strategic Planning and Project Development Officer
	Professional	Family Therapist (HEO6)
Counselling Services	Professional	Indigenous Counsellor (HEO6)
<b>Total</b>	<b>13</b>	

3. Ensure equitable access of Aboriginal and Torres Strait Islander students to higher education.

**Commencing Aboriginal and Torres Strait Islander students\***

EFTSL student data

	2014	2015
Aboriginal and Torres Strait Islander students	72.3	80.5
Non Aboriginal and Torres Strait Islander students (Domestic students only):	8463.9	8428.7

All student data

	2014	2015
Aboriginal and Torres Strait Islander students	129	116
Non Aboriginal and Torres Strait Islander students (Domestic students only):	10510	10456

***Programmes run, by the University, to improve access by Aboriginal and Torres Strait Islander students.***

***Dedicated Role - Indigenous Student Recruitment Manager***

A new identified position of Indigenous Student Recruitment Manager commenced at the beginning of 2015. In the 'Student Recruitment Strategy' the roll seeks to establish an additional four new markets in addition to our standard outreach profile. The new markets will include Catholic Schools, Independent Schools, Internet/Social Media and priority cohorts. The position capitalises on existing relationships across all campuses internal and external to the university and increase access in line with our *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***

"Toorong Marnong" accord was re-signed at the end 2015. 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', an annual 'Big Day Out' event for the community and the nine Victorian Universities and an active 24 hour hotline when ATAR scores are released. The Toorong Marnong co-ordinator for the state will be located at here at La Trobe University.

***The 'SOAR Program***

The Sports and Occupational Aspiration Raising Camp was successfully held for the first time in 2015 and will be extended in 2016. The program an intensive, on-campus experiential initiative aimed to familiarise secondary students with the university environment, where they will hear from leading academics in the area of sports management and development.

***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. As a further initiative, we have been working with the Faculty of Health Sciences and the Faculty of Business, Economics and Law on common marketing and recruitment activities to increase Indigenous enrolments in their disciplines.

***Graduate Certificate in Management (Public Sector)***

This course was offered for the first time in 2014 for Indigenous public servants interested in building capacity and upskilling in the management area. A cohort of 28 were enrolled from semester 2 last year. The course is delivered in collaboration with the IPAA and offered via block mode of 2 day intensives over 3 semesters out of our City Campus.

**Details on outreach activities and their effectiveness, including and attracting Aboriginal and Torres Strait Islander students.**

Ongoing school visits to schools listed in our Schools Partnerships Program through our Future Students Centre. Continued participation in Indigenous Community engagement activities within the areas where campuses are located:

- School Visits at Mildura Campus and NSW river communities
- "Dream Up Big" Cultural Careers Day at Albury-Wodonga Campus
- Continuation of the Albury-Wodonga La Trobe University NAIDOC Awards
- Big Day Out Education Marketing Expos
- 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 La Trobe Family Day.

**Future Plans**

- Re alignment of the ISSO's role with greater balance on recruitment and marketing development, including branding for Indigenous Education and Strategy to enhance our profile amongst Community.
- Development of a conditional offer process where prospective high achieving Indigenous students are recommended for University by their KESO or Principal, building relationships with students and parents early.
- Development of an Indigenous Tertiary Preparatory Program to increase pathway options into chosen study fields. Students would undertake foundation subjects as well as a university subject which will be accredited upon successful admission into a degree course.

**2015 Scholarships details**

<i>Scholarship details</i>	<i>Government/ Private/University</i>	<i>No. Allocated</i>	<i>Cost</i>	<i>No. Awarded</i>
LISS	University	10	\$6,000	12
ICECS	Government	15	\$2,543	15
ICAS	Government	3	\$5,087	3
IAS	Government	16	\$4,823	16
IECECS	Government	12	\$2,543	4
IECAS	Government	5	\$5,087	3
Residential Services Indigenous Accommodation Scholarship	University	3	\$8,500	3
Sue Beeton Indigenous Scholarship	Private	Negotiable	\$10,000	1

4. Achieve the participation of Aboriginal and Torres Strait Islander students in higher education, at rates commensurate with those of all other Australians.

The total number of Aboriginal and Torres Strait Islander student enrolments for 2014 and 2015 is as follows:

EFTSL student data

	2014	2015
Aboriginal and Torres Strait Islander students:	144.2	161.6
Non Aboriginal and Torres Strait Islander students (Domestic students only):	21421.6	2182.8

All student data

	2014	2015
Aboriginal and Torres Strait Islander students:	224	242
Non Aboriginal and Torres Strait Islander students (Domestic students only):	26879	27452

**Strategies/Policies and Activities**

- Improved information flow and improved mechanisms around 'early entry' between Academic Services, Indigenous Student Services and Colleges during selection rounds. The University has an Indigenous Australian schedule to our Special and Alternative Entry Policy.
- Develop culturally specific marketing, including the development of promotional materials; attendance at Indigenous specific job and training expos/events; targeting of local schools with Indigenous population, and using current Indigenous students as role-models.
- The University awarded identified Indigenous scholarships to undergraduate students in valued at \$6,000 per year for the duration of an undergraduate degree. Eligible Indigenous students are conditionally offered the LTU Indigenous Scholarships prior to admission. Scholarships are promoted through schooling and community sector networks, in University publications and LTU sections of Tertiary Admission Centre publications.
- The implementation of policy in relation to Indigenous Welcome to Country/Acknowledgement of Country and related cultural protocols, including flying of the Aboriginal and Torres Strait Islander flags; Acknowledgement of Country on respective La Trobe websites.
- Strengthening ties with community organisations, agencies, businesses and organisations that provide professional development opportunities for Indigenous Australian students.
- Development and support of Indigenous specific academic programs at all levels, including the Certificate IV in Aboriginal Cultural Heritage Management course (in collaboration with Aboriginal Affairs Victoria and the Faculty of Humanities and Social Sciences) and the Postgraduate Graduate Certificate in Management (Public Sector) by the IPAA.
- Participation in the visit to La Trobe by the Australian Nursing and Midwifery Accreditation Council regarding issues for Indigenous Nursing and Midwifery students.
- Inclusion in working group set up in the School of Nursing and Midwifery to consider how we have responded to the Indigenous Nursing Education Working Group "Gettin em and keepin em" report.
- Appointment of an Indigenous Counsellor within Counselling Services for Indigenous students.

**Future Plans**

- Targeted collaboration within the schooling and community sectors for the promotion of higher education, includes establishing relationships with Victorian Department of Education and Early Childhood Development in the Northern Metropolitan region.
- Specific promotion of University wide events to the local Indigenous communities.
- Implementation of information workshops with Faculty Selection Officers in relation to alternative entry methods/processes for Indigenous Australians.
- Explicit targets within Gamagoen Yarrbat Indigenous Education strategy.
- Increase of dedicated learning spaces and full time support on all campuses for Indigenous students.

**Constraints**

Students are taking on greater levels of part-time work to supplement income. At times, the inconsistent application of Centrelink policy has impacted upon students currently on Commonwealth study benefits. The question of financial support for those students who carry family and community obligations needs to be accommodated. Income realities for an Aboriginal and Torres Strait Islander family are different from non-Indigenous families although similar socio-economic status. These students miss out on study support benefits based on parental income thresholds but in many cases this income is supporting more than a nuclear family. This group of students and their families are in need of greater access to student income benefits. University study is in competition with work place training offered by organisations in both private and public sector employment.

Space constraints affecting ability to conduct on campus ITAS tutorials and other activities at regional campuses exist. The financial cost of applying through conventional methods such as VTAC is compounded by late applications fees.

**5. Enable Aboriginal and Torres Strait Islander students to attain the same graduation rates from award courses in higher education as for other Australians.**

The total number of Aboriginal and Torres Strait Islander student completions at Bachelor level and above in 2015, compared to 2014

	2014	2015
Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	0	2
Non Aboriginal and Torres Strait Islander students: <b>(Higher Degree)</b>	149	124
Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	6	18
Non Aboriginal and Torres Strait Islander students: <b>(Other postgraduate)</b>	1573	1468
Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	25	30
Non Aboriginal and Torres Strait Islander students: <b>(Bachelor degree)</b>	5127	5181

*Support mechanisms you have in place to assist Aboriginal and Torres Strait Islander students to complete their study.*

**Strategies/Policies and Activities**

- Appointment and maintenance of full time indigenous Student Services Officers at all campuses regardless of numbers.
- Provision of Indigenous specific Orientation Program for commencing Indigenous students across campuses.
- Continued provision of Indigenous Tutorial Assistance Scheme (ITAS) with new operating models to be developed prior 2017 changes.
- 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.
- Expansion of Indigenous cultural awareness program in programs of high Indigenous numbers.
- 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.

**Future Plans**

- In conjunction with College Academic Skills advisors, developing academic support workshops for Indigenous students.
- Facilitating academic opportunities to promote academic excellence of Indigenous students across faculties and campuses, including publication of work and seminars at forums for dissemination of research and promoting Indigenous cultural 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 faculties to ensure responsibilities are widely known and information provided to students is fullest and latest.
- Review explicit targets within *Gamagoen Yarrbat*, the University wide Indigenous Education strategy.

**Constraints**

- Providing full service delivery of support programs in multi-campus sites can be challenging.
- Access to suitably qualified Indigenous Australians in teaching and research roles is very competitive.
- Limited external funding for research in Indigenous Studies.

6. To provide all Australian students with an understanding of and respect for Aboriginal and Torres Strait Islander traditional and contemporary cultures.

**Strategies/Policies and Activities**

- University wide on-line module called Wominjeka La Trobe to develop a threshold understanding of Aboriginal and Torres Strait Islander insights to prepare all students to engage in an informed and meaningful way in Aboriginal and Torres Strait Islander perspectives. A later version for staff and for research will be developed.
- Identifying potential opportunities within curriculum for inclusion of Indigenous Australian perspectives as part of the University's curriculum renewal project design for Learning.
- Inclusion of representatives of the Indigenous communities as guest lecturers and presenters across courses and disciplines, at both metropolitan and regional campuses.
- 'Early Pathway' subject in Statistics by the Faculty of Science, Technology and Engineering for the Koorie Academy of Excellence students.
- Expansion of current subject offerings in Aboriginal Studies as part of the Faculty 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 Course.
- Participation on the Mental Health in Undergraduate Curriculum Project Advisory Group in SHE to provide information on culturally appropriate reference material relating to Indigenous mental health issues.
- Provision of guest lectures and presentations in disciplines, including: Psychology, Occupational Therapy, Politics, Linguistics, Gender, Sexuality and Diversity Studies, Education, Sociology, MBA and Public Health.
- Implementation and Support of an 'On-Country Learning' subject offered at the Shepparton Campus in collaboration with local Elders and community members.
- National Sorry Day/Journey of Healing events; NAIDOC and Reconciliation Week activities, which encourage participation by the Victorian Indigenous communities in the life of the University. The Bendigo Campus hosts NAIDOC Family 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 Equality and Diversity Awareness Program is delivered regularly throughout the year and includes an Indigenous cultural component. This program is mandatory for promotion for academic staff and a requirement of induction of new staff to the University. The Indigenous cultural information is delivered by Indigenous people.
- The University has long established relationships with Elders of the Traditional Custodians of Country where campuses are located.
- Two Indigenous Adjunct Professors, including an Indigenous alumnus, will be appointed at Mildura Campus.
- Presentations at the Curriculum Teaching and Learning (CTL) Colloquium and the Access and Achievement Research Forum on Indigenous inclusive education aspects of higher education.
- 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. The dinner includes cultural celebrations as well as presentation of awards including an Indigenous Alumnus award.

**Future Plans**

- Consolidation of subject offerings within broader context of Indigenous Studies.
- The Office of Indigenous Strategy and Education will be responsible for the development, maintenance and general oversight of University wide promotional materials pertaining to Indigenous related activities.
- Courses of professional compliance preparation including Education, Nursing and Social Work will identify appropriate places where Indigenous course content may be added.
- A database of Indigenous community experts will be established to facilitate increased opportunities for Indigenous people to act as guest speakers and lecturers within the curriculum.

**Constraints**

- Access to suitably qualified Aboriginal and Torres Strait Islander staff on the open market is competitive due to general underrepresentation in the sector and the high number of tertiary institutions in the state.

**SECTION 2 EXPENDITURE OF INDIGENOUS SUPPORT PROGRAM GRANT (Attachment 1)**

Please use the financial acquittal template attached to report on the expenditure of your University's ISP grant for 2015, noting that a breakdown of expenditure is required. Where ISP expenditure does not match the audited annual financial statements for the year ending 31 December 2015 provided under section 19-10 of *Higher Education Support Act 2003*, please provide reconciliation.

This ISP report is a legislated requirement, under the *Higher Education Support Act 2003 – Other Grants Guidelines (Education) 2008*.

**SECTION 3 HIGHER EDUCATION PROVIDER'S CONTACT INFORMATION**

Please nominate contact officers for all policy and operational matters regarding your Indigenous Education Statement, including name(s), position title, phone number and email address.

Where your Indigenous Education Unit has been consulted in the development of this Indigenous Education Statement, please provide the contact details of the relevant staff member.

University Officer	Indigenous Education Support Unit Officer
<b>Name:</b> Professor Jane Long	<b>Name:</b> Professor Mark Rose
<b>Position Title:</b> Senior Deputy Vice-Chancellor	<b>Position Title:</b> Executive Director Indigenous Strategy & Education
<b>Phone Number:</b> (03) 9479 3953	<b>Phone Number:</b> (03) 9479 2398
<b>Email:</b> jane.long@latrobe.edu.au	<b>Email:</b> mark.rose@latrobe.edu.au

Indigenous Education Support Unit Officer	Indigenous Education Support Unit Officer
<b>Name:</b> Nellie Green	<b>Name:</b>
<b>Position Title:</b> Associate Director Indigenous Education & Student Services	<b>Position Title:</b>
<b>Phone Number:</b> (03) 9479 3817	<b>Phone Number:</b>
<b>Email:</b> n.green@latrobe.edu.au	<b>Email:</b>

**SECTION 4 PUBLICATION OF THE STATEMENT**

Following approval of the IES by PM&C, Universities **are to publish** the current and the previous two IES on their website. The documents are required to be externally accessible to the public. Please provide PM&C with a link to these statements.

[www.latrobe.edu.au/indigenous](http://www.latrobe.edu.au/indigenous)



FINANCIAL ACQUITTAL

**Organisation**   
**Postal Address**   
**Contact Person**  **Title**   
**Phone**  **Fax**  **E-mail**

Financial Acquittal

This financial acquittal proforma is designed to acquit all ISP Funds provided in 2015, including all interest or royalties/income derived from ISP Funds during 2015.

Attachment	Checklist
1 Indigenous Support Program (ISP)	<input type="checkbox"/>

For each Attachment:

- Part A seeks information on the GST component of funding provided to you under that element, if applicable.
  - If GST is paid to you, the amount of GST funding which is included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. You must state whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
  - If GST is *not* paid to you, *do not complete Part A*.
- Part B seeks information about the funding received and expenditure and commitments, exclusive of any GST. Do not include the GST component of any expenditure in this part.

## Certification

Complete this certification after you have completed the Financial Acquittal for any ISP funding which you have received in 2015 and after you have entered all relevant information in the Assets Register.

### ISP FUNDING RECIPIENT'S CERTIFICATION

I,

Gary Seach

(print name of chief officer or equivalent)

Chief Financial Officer

(print position title)

certify that:

- (i) the details shown in this financial acquittal form and the accompanying pages - including the details of assets acquired and disposed of - represent a complete, true and correct summary of transactions that took place during the funding year under the Indigenous Education Program (ISP);
- (ii) Funds were spent on activities and initiatives to achieve the outcomes/targets indicated in the *Higher Education Support Act 2003*;
- (iii) any interest earned or royalties/income derived from these Funds was expended on activities to advance the objects of the *Higher Education Support Act 2003*; and

I understand that:

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

Signed:



Date:

16/6/16

#### Privacy Notice

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

## ATTACHMENT 1 - Indigenous Support Program

Provider Name:

For the 2015 funding year (1 January - 31 December 2015).

**PART A – If applicable, Goods and Services Tax (GST) paid under the Agreement:**

1. If applicable, GST received by you in 2015 as part of the Indigenous Support Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$
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: \$
Date remitted: / /	Date remitted: / /
	Amount remitted: \$
	Date remitted: / /

**PART B - Acquittal Summary Details (excluding GST):**

**INCOME**

1. Unexpended Indigenous Support Programme funds from 2014 which were committed for expenditure prior to 31/12/2014.	\$
(+) 2. Unexpended and uncommitted Indigenous Support Programme funds from 2013 which were approved for expenditure in 2015.	\$
(+) 3. Indigenous Support Programme funds provided in 2015. These amounts appear on Recipient Created Tax Invoices (RCTIs) or Payment Advice Letters.	\$524,000
(+) 4. Interest, royalties and other income derived from Indigenous Support Programme funds in 2015.	\$
(=) 5. Total Indigenous Support Programme funds to be acquitted in 2015.	\$524,000

**EXPENDITURE**

6. Total Indigenous Support Programme expenditure in 2015, <u>excluding any GST</u> .	\$620,748
(+) 7. Unexpended Indigenous Support Programme funds which were committed for expenditure prior to 31/12/2015.	\$
(+) 8. Requested carryover into 2014 of unexpended Indigenous Support Programme funds which were not committed for expenditure by 31/12/2015 – written approval date /.../2015. <sup>1</sup>	\$620,748
(=) 9. Total Indigenous Support Programme funds which by 31/12/2015 were fully expended and/or committed for expenditure.	\$
10. Returns of 2015 Indigenous Support Program Funds by 31/12/2015.	\$
11. Balance of Funds for 2015 (Unexpended/uncommitted Indigenous Support Programme funds to be returned or recovered from 2014 entitlements).	\$
<b>12. Balance of provider's Indigenous Support Programme bank account or cost centre as at 31/12/2015.</b>	<b>\$-96,748</b>

<sup>1</sup> The Department will only approve the rollover of unspent funds in exceptional circumstances.

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

Student Related	Comprises of services/resources dedicated to students (bursaries/ publications and books/cultural activities/ stationery/printing/ photocopying/study skills)	\$122,705.83
Operational for staff/stakeholders	Comprises of expenditure for operational for staff and stakeholders (salaries, operational, teaching and research, cultural promotions, student recruitment, staff development and training, office related expenditure)	\$498,042.11
		\$
		\$
		\$
		\$
(=)	<b>Total 2015 ISP Program Expenditure</b>	<b>\$620,747.94</b>

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

University Contribution	Salary and other operational costs	\$877,380
		\$
		\$
		\$
(=)	<b>Total of 2015 Non-ISP expenditure</b>	<b>\$877,380</b>

If your Institution lists items such as staffing costs, travel costs, services rendered, please provide a detailed description in the below table. Content of table below is an example only.

**Student Related**

Description	Details	Cost
Student Amenities	Bursaries, Book Vouchers	\$120,567.43
Awards and Prizes	Awards & Prizes	\$2,138.40
		<b>\$122,705.83</b>

**Operational for staff/stakeholders**

Description	Details	Cost
Salary costs	Indigenous Centre staff	\$375,412.23
Non-salary costs	Marketing; Equipment related; Travel; Conference & seminars and Printing & stationery	\$122,629.88
		<b>\$498,042.11</b>