

ISSP 2025 Financial Acquittal

Organisation

LA TROBE UNIVERSITY

1. Financials – Income and expenditure

Table 1a ISSP income available to support Indigenous students in 2025 (excluding GST) ¹

Item	(\$)
A. ISSP Grant 2025 ²	1,600,488.83
B. Other ISSP Related Income	
Interest earned/royalties from ISSP funding ³	0.00
<u>If no interest has been earned briefly state why</u> ISSP funding does not sit in an account that earns interest, this allows funds to be readily accessible.	
Sale of ISSP assets	0.00
2025 ISSP Grant Income (excluding rollovers)	1,600,488.83

Table 1b Other funding used to support Indigenous students in 2025 (excluding GST) ⁴

Item	(\$)
A. Other non-ISSP funds ⁵	
Other funding provided under HESA ⁶	455,750
Other Commonwealth Government funding	1,026,900
Funds derived from external sources ⁷	93,500
Total of other non-ISSP funds for 2025	1,576,150

Table 1c ISSP 2025 Grant Expenditure on support for Indigenous students during 2025 (excluding GST) ⁸

Item ⁹	Actual ISSP (\$) ¹⁰
Scholarships from flexible ISSP funding	313,000.00
Salaries for staff working on ISSP activities ¹¹	1,026,088.21
Tutorial Assistance, Pastoral Care, Outreach activities, cultural competency strategies etc (non-salary components)	273,338.17
Travel – domestic (airfares, accommodation & meals)	63,950.71
Travel – international (airfares)	0
Travel – international (accommodation and meals)	0

Conference fees and related costs ¹²	0.00
ISSP Asset purchases made during 2025 ¹³	0.00
A. Total Expenditure of ISSP 2025 Grant (excluding all rollovers into 2025)	1,676,377.09
B. Unexpended 2025 ISSP funds approved for rollover into 2026 grant year ¹⁴	245,585.99
C. Unexpended 2025 ISSP funding to be returned to the ATEC	0.00
Total 2025 ISSP funding committed (A + B + C) ¹⁵	1,921,963.08

2. Rollovers

Table 2 Rollovers ¹⁶

			Outline excess rollover funds here. The sum of these columns should equal the project funds rollover total	
	Project Funds Rolled Over (\$)	Project Funds Expended and/or Committed ¹⁷ (\$)	Excess Option 1: Unspent funds to be rolled into 2026 ¹⁸ (\$)	Excess Option 2: Unspent funds to be returned to the ATEC ¹⁹ (\$)
2021 funds rolled over into 2025			0.00	
2022 funds rolled over into 2025			0.00	
2023 funds rolled over into 2025			0.00	
2024 funds rolled over into 2025			321,500.00	
Unexpended 2025 Funds (From Table 1c, Rows B is Option 1 and C is Option 2)			245,585.99	
Total funds approved for rollover into 2025 or to be returned ²⁰			245,585.99	

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2025²¹

1. GST received by you in 2025 as part of the Indigenous Student Success Program funding under the Higher Education Support Act 2003 ²²			\$ 0
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)			\$ 0
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
Bendigo Indigenous Student Services Centre refurbishment	78,089*	79,413*
Mildura Indigenous Student Services Centre refurbishment	61,349	66,284
Furniture for refurbished Indigenous Student Services Centre(s)	16,154	17,475

* Note: ISSP contribution amount varies slightly from previous year report. Project expenditure concluded in 2025 and figures are adjusted based on the final Project Settlement and the assets recognised.

Table 4b ISSP Assets - purchases during 2025 ²⁶

Asset Description/ category	Purchase Value	ISSP contribution

Table 4c ISSP Assets - disposals during 2025

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

5. Endorsement of the Financial Acquittal³⁰

As an Authorised Officer, I understand that it is an offence under the Criminal Code Act 1995 to provide false or misleading information.

2025 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:		Date:	21/04/2026
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INDIGENOUS STUDENT SUCCESS PROGRAM 2025 CERTIFICATION

Complete this certification after reading the completed 2025 Performance Report and 2025 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 2025 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 2025 Indigenous Student Success Program financial acquittal represents a complete, true and correct summary of transactions that took place during 2025 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:	ASSOCIATE PROFESSOR MICHAEL DONOVAN		
Title:	PRO VICE-CHANCELLOR, INDIGENOUS		
Signed:		Date:	23/04/2026

Certification made by Vice-Chancellor or equivalent delegate³¹:

Name:	PROFESSOR THEO FARRELL		
Title:	VICE-CHANCELLOR		
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 2025, 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 2025 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 listings 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 2025 Performance Report.
- ⁹ ☐ Please insert additional lines if the listings 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 must be agreed with the NIAA and listed in a relevant determination, check with NIAA if you are unsure of your rollover information.
- ¹⁷ ☐ For 2021, 2022 and 2023 funds rolled into 2025, the amount included here should be the amount expended in 2025.
- ¹⁸ ☐ This is the amount of the rollover not expended that has been approved to be rolled over into 2025.
- ¹⁹ ☐ This is the amount of the rollover not expended and not rolled over into 2025. 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 2025. 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 2025.
- 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 2025 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 2025 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

2025 Performance Report

Organisation	La Trobe University		
Contact Person	Associate Professor Michael Donovan, Pro Vice-Chancellor (Indigenous)		
Phone		E-mail	oodvca@latrobe.edu.au

1. Declaration

In providing this Performance Report, it is acknowledged that it is an offence under the *Criminal Code Act 1995* to provide false or misleading information.

2. Enrolments (Access)

La Trobe University saw a small increase in the number of Indigenous students enrolled at La Trobe in 2025.

Indigenous Indicator (main)	Enrolment Year	Student Count
Indigenous	2019	292
Indigenous	2020	325
Indigenous	2021	288
Indigenous	2022	322
Indigenous	2023	299
Indigenous	2024	414
Indigenous	2025	418

Figure 1. Indigenous student count 2019-2025

La Trobe has a number of embedded strategies, activities and programs that support Indigenous student Access. Whilst no new Access activities were implemented in 2025, La Trobe focussed efforts on refining and enhancing existing strategies and activities and growing their success.

ISSP FUNDED

Supporting Indigenous applications

La Trobe University (LTU) uses the Special Entry Access Scheme (SEAS) to support Indigenous access to Higher Education. Eligible applicants may receive up to 20 bonus points, improving their likelihood of entry to most La Trobe undergraduate courses. Bonus points can be applied through VTAC, UAC and direct entry pathways. LTU provides tailored support for Indigenous applicants, including alternative pathways and dedicated entry options for Indigenous students in selected high demand bachelor degrees. Our Indigenous Student Services Team (ISSP funded) offers culturally safe guidance throughout the application process. SEAS settings are reviewed periodically, with oversight through the Education Committee.

La Trobe Indigenous Strategy

La Trobe University actively strengthens partnerships with Indigenous communities, Aboriginal Controlled Organisations and secondary schools across Victoria to support aspiration-building and pathways to higher education. This work is coordinated by the Indigenous Strategy and Education Division and, where relevant, in collaboration with the University's Widening Participation Department. Guided by the *La Trobe University Strategic Plan 2020–2030* and the *Indigenous Strategy 2023–2030*, these collaborative efforts focus on

improving access for underrepresented student cohorts through expanded school-based university curriculum offerings and mentoring for prospective tertiary students across La Trobe's regional campuses. These activities are underpinned by an ongoing commitment to culturally safe and inclusive learning environments.

RISE with La Trobe

In 2025, access-related activity continued to be delivered through the established RISE with La Trobe pathway and outreach programs within Indigenous Strategy and Education (ISE). RISE supports Indigenous learners to access higher education through early engagement, supported transition and alternate entry pathways. Building on the program's ongoing role in providing culturally safe and inclusive opportunities, workshops and wraparound support, RISE also delivered cultural and educational camps for participants from Victoria and the Northern Territory (Years 9–12), supporting 161 students from 61 schools in 2026. Additional access supports for newly enrolled RISE students included Indigenous Academic Enrichment Program (IAEP) tuition and the provision of IT equipment. RISE also maintains connections with previous cohorts.

Indigenous Exclusive Pathway Program

In 2025, the University continued to improve access for Aboriginal and Torres Strait Islander students through our Indigenous-only pathway for students who completed Year 12 without an ATAR, did not meet standard entry requirements, or completed secondary studies via VET pathways. The program achieved a 100% completion rate, with all participants offered a La Trobe course for Semester 1, 2026.

Scholarships

The University acknowledges the vital contribution of ISSP funding to the provision of bursaries and scholarships for Indigenous students.

In 2025, La Trobe continued to provide commencing students who had entered their undergraduate degree through RISE with La Trobe an option of either a \$5,000 per annum Access scholarship or an Indigenous Accommodation Scholarship. A breakdown of 2025 scholarships is provided in table 1 below.

Table 1 Scholarships - breakdown of 2025 payments¹

	Education Costs		Accommodation		Reward		Total ²	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling ³	0	0	0	0	0	0	0	0
Undergraduate ⁴	225,250	111	242,584	37	0	0	467,834	148
Post-graduate ⁵	46,250	22	0	0	0	0	46,250	22
Other	0	0	0	0	0	0	0	0
Total	271,500	133	242,584	37	0	0	514,084	170

Scholarships not only support access but also play a significant role in success and retention of our Indigenous students. In 2025, the success rate for students in receipt of a scholarship increased from 82% in 2024 to 86%. The retention rate decreased slightly from 81.1% to 79.5%.

La Trobe also has a number of strategies to increase access and enrolments that do not rely on ISSP.

Munarra Partnership

La Trobe continues to prioritise long-term partnerships with community and Elders. This includes a strengthened collaboration with the Munarra Centre for Regional Excellence on Yorta Yorta Country, formalised through a memorandum of understanding and a \$1 million investment over three years (2024-2026). The partnership supports Munarra's vision as a regional education and training hub and provides scholarships for all Indigenous students enrolled at the Shepparton campus for the duration of their studies.

La Trobe Resources, Facilities and Opportunities

In addition to targeted and tailored Indigenous-specific support, Indigenous students are provided with access to all services and opportunities available within the University. This ensures that all Indigenous students can fully engage with and benefit from the wide range of resources, facilities, and opportunities offered by La Trobe. This commitment to equitable access underscores La Trobe's dedication to fostering an inclusive and supportive environment for all its students, regardless of background or identity.

Other

La Trobe also supports entry through VTAC pathways (First Nations Australian Entry) and our Alumni and Advancement division actively advocates for First Nations support when working with philanthropic donors.

Funding for the Indigenous Strategy and Education Division is also provided from sources other than ISSP funding.

3. Progression (outcomes)

EMBEDDED ISSP STRATEGIES, ACTIVITIES AND PROGRAMS TO SUPPORT PROGRESSION (OUTCOMES)

Student Advising

The La Trobe Indigenous-specific Student Advising program provides culturally safe, developmentally focused support for Aboriginal and Torres Strait Islander students. The program facilitates early supportive conversations regarding the range of resources available to students, such as financial assistance, wellbeing services and accommodation support.

Indigenous Academic Enrichment Program (IAEP)

The 'At Risk' trigger system within the University's Customer Relationship Management (CRM) platform continues to alert Advising staff to students at risk of failing, or whose weighted average mark falls below 60, informed by early low-stake assessment across courses. This enables Indigenous Student Support (ISS) and broader Advising staff to intervene early and connect students with targeted academic supports, including the Indigenous Academic Enrichment Program (IAEP), tutoring and other assistance. The IAEP remains the University's cornerstone academic support initiative, offering personalised tutoring of up to two hours per subject per week. Table 2 below details the tutorial assistance provided in 2025.

From 2024 to 2025, engagement with the program was strengthened through a set of initiatives embedded in 2024 and sustained across 2025. These included mandatory Semester 1 tutoring for students entering La Trobe via RISE, a targeted marketing campaign to lift program awareness, prioritising Indigenous Alumni and high-achieving students for IAEP tutoring roles to expand access to Indigenous tutors and mentors, and an overhaul of administrative processes to streamline delivery and improve data retrieval.

Table 2 Tutorial assistance provided in 2025

Level of study	Number of unique students assisted ⁶	Total number of tutorial sessions attended ⁷	Total hours of assistance ⁸	Expenditure ⁹ (\$)
Enabling	5	57	107	8,860.67
Undergraduate	28	514	1,028	94,817.45
Post-graduate	12	79	158	18,052.58
Other	0	0	0	0
Total	45	650	1,470	121,730.70

Transition and Orientation

La Trobe University continues to support First Nations students' transition and sense of belonging through an Indigenous-specific Orientation Program. The Indigenous Kick-Off Workshops provide ongoing opportunities for Aboriginal and Torres Strait Islander students to connect with peers and key support services, complemented by Traditional Welcomes at campus events in alignment with the University's Indigenous Strategy. First Nations students also continue to have access to culturally safe study spaces through the Indigenous Student Services Centre on each campus, with these spaces available to students studying online and those based in regional and remote locations.

La Trobe also continued to support Indigenous students through a First Year Coordinator role with the ISE division.

Indigenous Nationals 2025 – Team La Trobe

In June 2025, 16 proud Aboriginal and Torres Strait Islander students from La Trobe University travelled to Perth on Whadjuk Noongar Country to participate in Indigenous Nationals, a national week long celebration of sport, culture and connection. Held from 23–27 June, the games brought together more than 500 Indigenous student athletes from over 30 universities across Australia to compete in basketball, netball, touch football and volleyball.

Indigenous Nationals 2025 marked a significant milestone for Team La Trobe, with the team achieving two wins and one draw - our strongest result to date. Beyond the scores, Indigenous Nationals provided an invaluable opportunity for our students to connect with mob from across the country, strengthen cultural identity, and build lifelong friendships. Students consistently reflected on the feeling of pride that came with representing both their community and La Trobe University, and the unique sense of cultural safety and solidarity that defines Indigenous sporting spaces.

By strengthening students' sense of belonging, cultural connection and pride in representing La Trobe, Indigenous Nationals contributed to the conditions that support ongoing engagement, progression and retention of Aboriginal and Torres Strait Islander students.



NEW STRATEGIES OR PROGRAMS TO SUPPORT PROGRESSION (OUTCOMES)

In 2025, La Trobe expanded support for regional and remote students by appointing an Indigenous Advisor within the School of Rural Health to enhance access, retention and success for those enrolled in health disciplines.

Refurbishments were complemented that was initiated in the previous year. The Shepparton campus and Mildura Indigenous study space was assessed in 2025 for accessibility and student needs where appropriate improvements were implemented. Indigenous study spaces are on five campuses where Indigenous staff are available to engage with Indigenous student needs in culturally safe family-like orientations.

MEASUREMENT OF IMPACT

To measure the effect these strategies, have on student progression, we closely monitor retention and success data, together with operational data and feedback received from the La Trobe Experience Survey (LES).

LA TROBE EXPERIENCE SURVEY DATA

The La Trobe Experience Survey data provides feedback on student satisfaction across a range of services as well as understanding belonging, which impacts progression (outcomes). In 2025, in response to the question: 'I feel like I am part of the La Trobe student community', the most significant improvement was from Indigenous students with a 17% increase (44% in 2024 to 61% in 2025).

RETENTION

Retention rates for Indigenous students decreased by 6.3% over the past 12 months, with a 2024-25 retention rate of 71.2%. One reason for the decrease is the increased number of Indigenous students undertaking online study (71 students in 2020 increased to 162 students in 2025). This cohort represents the lowest retention rates of the Indigenous student population (54.9% in 2024-25), which has contributed to the reduced 2024-25 retention rate. It is noted that provisional retention data for 2025-26 is positive, with the retention rate increasing again. Decreases were seen in retention across Undergraduate and Postgraduate course types, whilst Research remained steady.

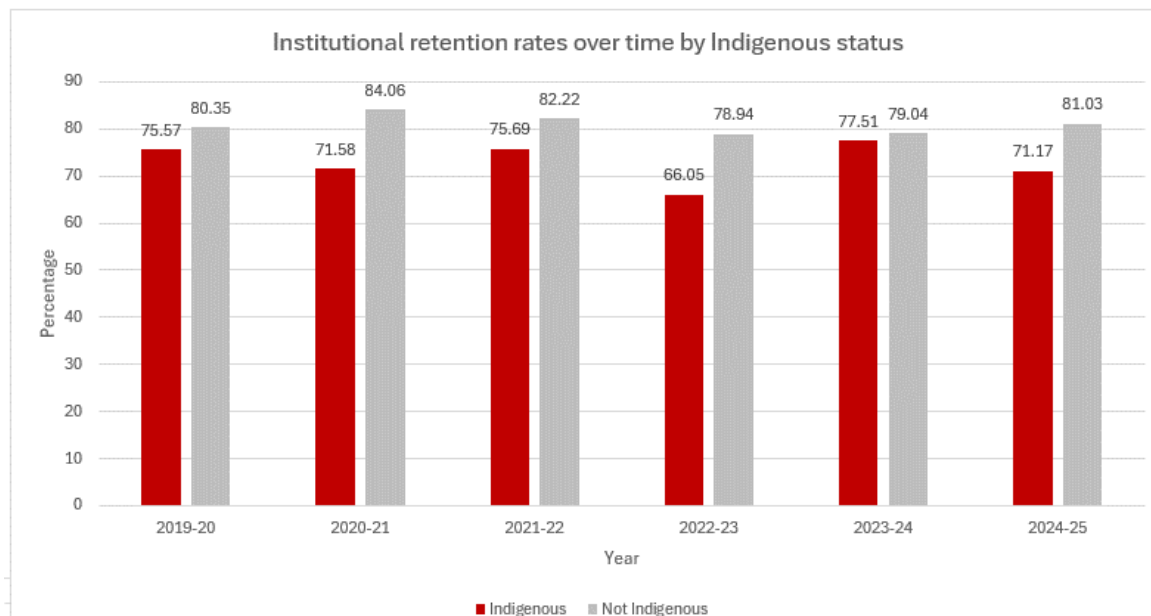


Figure 2 – Indigenous and non-Indigenous retention rates over time

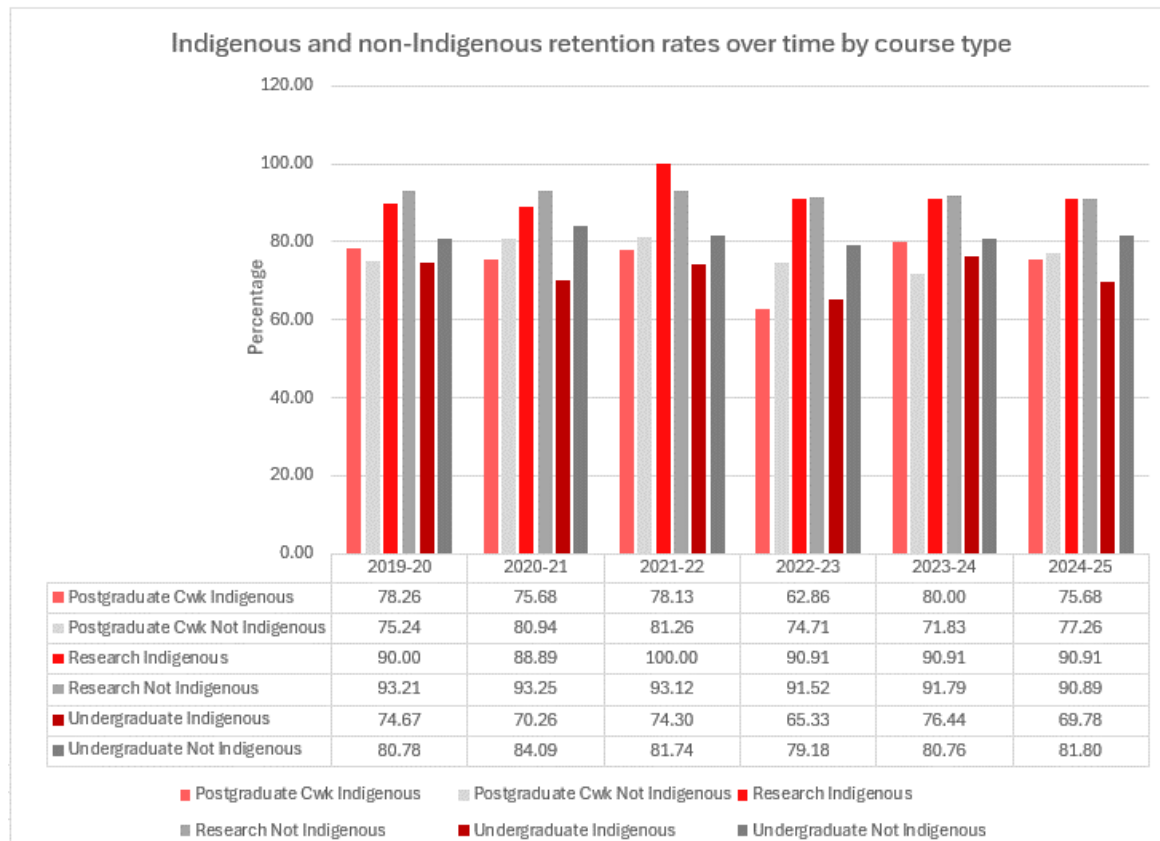


Figure 3 – Indigenous and non-Indigenous retention rates over time by course type

SUCCESS

There was a 4.9 percentage point increase in Indigenous student success rates between 2024 and 2025. Whilst still below non-Indigenous success, the success rate of these two cohorts is getting closer to parity over time. As illustrated in Figure 5, the increased success rate is reflected across all course types, with Research showing the greatest percentage point increase.

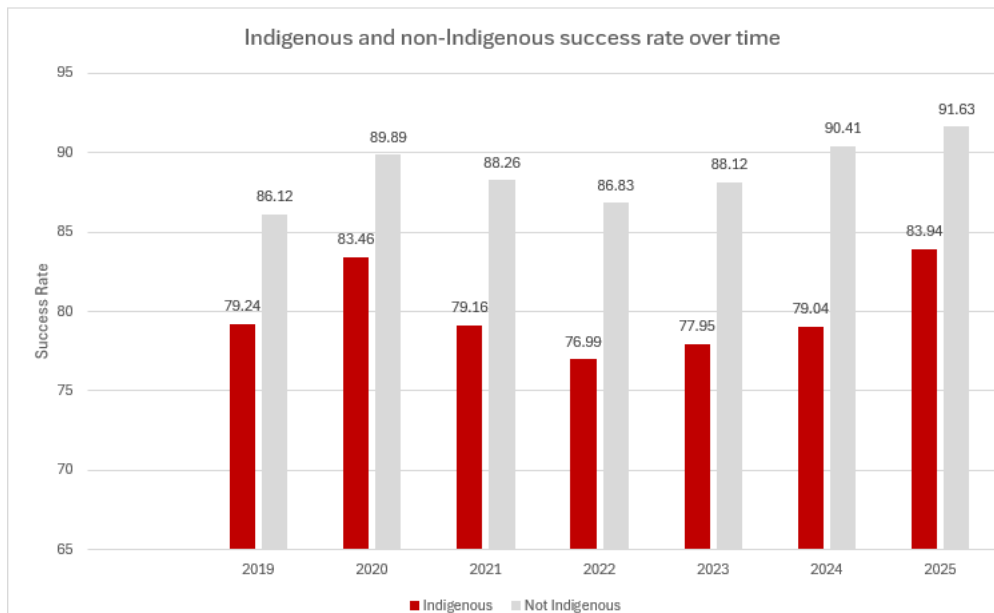


Figure 4 – Indigenous and non-Indigenous success rate over time

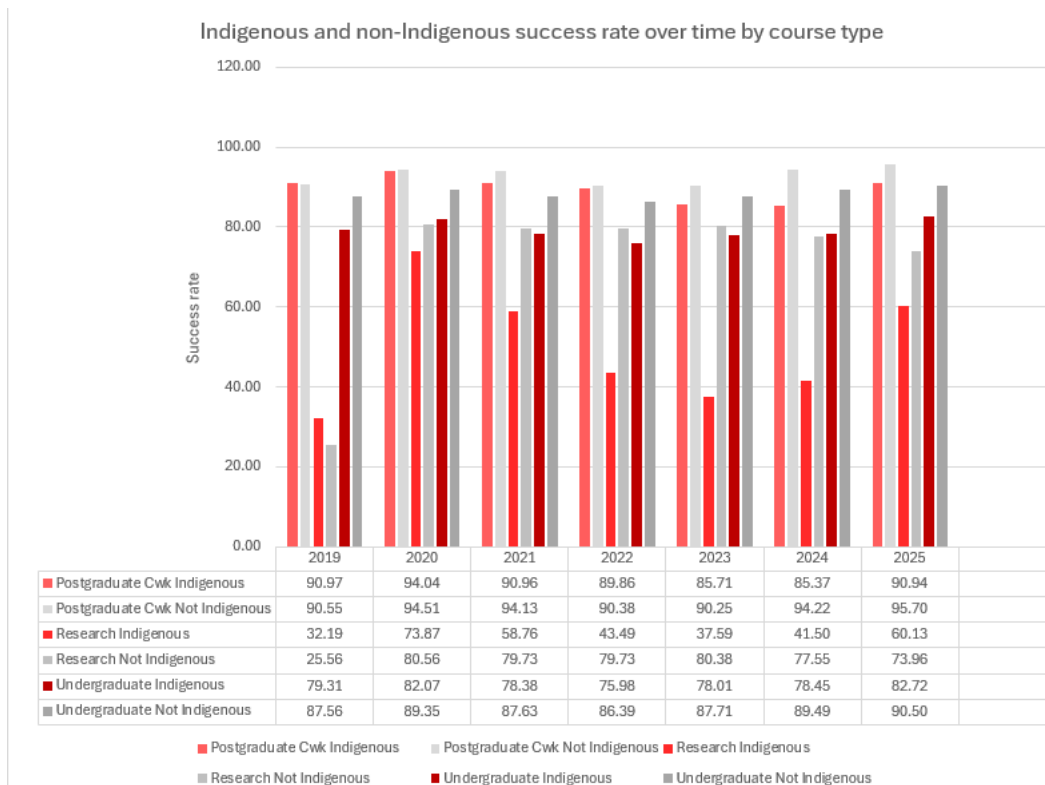


Figure 5 - Indigenous and non-Indigenous success rate over time by course type

INVESTMENT IN THE CULTURAL COMPETENCY OF STAFF AND STUDENTS

Strengthening cultural safety continues to underpin La Trobe's Indigenous Strategy 2022–2030. The University maintains a sustained focus on aspiration-building, access and success for Indigenous students through culturally safe Indigenous Student Support Centres on every campus and ongoing community-connected activities that strengthen belonging, capability and confidence to contribute to society and community.

Cultural competency investment includes mandatory Wominjeka cultural safety training (90.2% staff completion in 2025, up from 76.2% in 2024) and delivery of *Yarning Up about Cultural Safety and Awareness* sessions. These sessions are designed around Aboriginal ways of knowing, being and doing and grounded in relational, two-way knowledge sharing. They addressed cultural safety, power and privilege, the impacts of colonisation, unconscious bias and staff responsibilities for culturally safe learning, working and engagement environments, using reflective, experiential delivery to support critical practice across teaching, governance, placements, research and community partnerships. By the end of 2025, the Cultural Capability Facilitator had delivered 18 sessions to 61 staff across academic, professional and leadership roles in both face-to-face and online formats, supported by a dedicated advice email to enable timely guidance and respectful engagement. This work, led by the Office of Indigenous Strategy and Education, positioned culture as protective, relational and holistic, strengthened relationships with Traditional Owners and Aboriginal community organisations and reflected a shift from compliance-based training toward embedded cultural safety, accountability and institutional responsibility.

La Trobe also:

- coordinates NAIDOC week celebrations and activities as an opportunity for people to come together in a positive and cultural context and encourage families, community and elders to recognise the enormous contribution that Indigenous Australians make to the community.
- commemorate National Sorry Day and Reconciliation Week.
- require all students to complete the Wominjeka module – an online cultural competency program exploring Indigenous history, culture, values and contemporary issues.

These initiatives support culturally safe learning and working environments and are reported qualitatively.

BROAD STRATEGIES TO SUPPORT STUDENT PROGRESSION THAT DOES NOT RELY ON ISSP FUNDING

In 2025, the University provided a range of broader, whole-of-institution progression supports that complemented (but did not rely on) ISSP funding. These included the broader Student Advising Program, which provided coordinated course guidance and support to navigate enrolment, study planning and key transition points.

As mentioned above (in relation to IAEP) an At-Risk trigger system within the University's CRM platform enabled earlier identification of students showing indicators of academic risk and supported proactive outreach and referral to appropriate academic and wellbeing supports.

Collectively, these non-ISSP strategies strengthened early-intervention and advising capability across the institution and reinforced ISSP initiatives, contributing to improved Indigenous student progression outcomes.

4. Completions (outcomes)

EMBEDDED ISSP STRATEGIES, ACTIVITIES AND PROGRAMS TO SUPPORT COURSE COMPLETION

In 2025, ISSP completion-focused support continued through established, embedded initiatives that were reported in previous years. Completion support was delivered through sustained Indigenous advising and case management, place-based Indigenous student engagement and Indigenous Student Services staff and academic enrichment and tutoring to support students to meet course requirements and maintain momentum toward qualification completion.

These core supports were complemented by wraparound cultural, social and educational activities that strengthened belonging and connection, alongside targeted financial assistance and initiatives that reduced barriers, supported persistence through periods of higher study load or personal pressure and assisted students to remain engaged through to award course completion.

The 6-year completion rate for Indigenous students increased from 32.5% in 2024 to 44.7% in 2025.

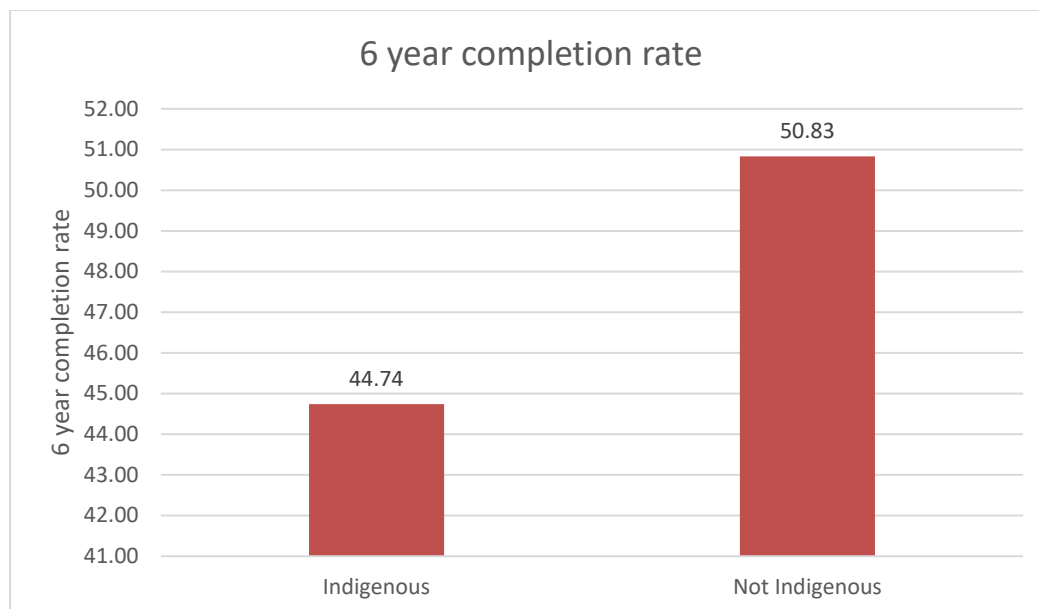


Table D: 6-year completion rate

BROAD STRATEGIES TO SUPPORT COMPLETION THAT DOES NOT RELY ON ISSP FUNDING

While no new discrete completion-specific strategies were introduced in 2025, the University strengthened established completion supports by expanding employability initiatives and enhancing Indigenous advising and case management. These enhancements complemented existing ISSP-embedded academic, cultural and wellbeing supports and contribute to improved award course completion outcomes over time.

5. Regional and remote students

In 2025, the University provided targeted ISSP-funded support for regional and remote Aboriginal and Torres Strait Islander students through Indigenous scholarships, Indigenous Advising and place-based campus supports. Regional and remote students were prioritised through the early consideration and assessment of scholarship applications, with Shepparton achieving 100% coverage of eligible students receiving an Indigenous scholarship through ISSP scholarship funds.

Table 4 Scholarship data for remote and regional students^{[10] [13]}

	Education Costs		Accommodation		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2024 Payments							358,965	
B. 2025 Offers ¹⁰	183,750	73	133,290	22			317,040	95
C. Percentage ¹¹ (C=B/A*100)							88%	
2025 Payments	98,750	56	133,290	22			232,040	78

Funding for ISSP scholarships for regional and remote students is only partially supported through ISSP allocations. The University provides additional scholarship support from non-ISSP sources so that all Indigenous students can be offered scholarships. The smaller payment in 2025 (as compared to 2024) reflects the use of rolled over 2024 ISSP to fund scholarships in 2025.

Growth in the online Indigenous cohort also informed targeted resourcing in 2025, including the appointment of an Indigenous Online Student Advisor in late 2025 and the employment of a full-time Indigenous Engagement Officer at the Wodonga campus. Regional and remote students were further supported through the development and delivery of place-based activities aligned to local needs and to the cultures and histories of the regions in which La Trobe campuses are situated.

Activities to support access and transition were delivered through a coordinated program of workshops and experience days, targeted academic assistance and structured transition activities, with laptops provided to pathway students to remove technology barriers and support participation. Regional and place-based engagement was strengthened through access to Indigenous Student Services Centres and local partnerships, including with the Munarra Centre for Regional Excellence, which supported culturally safe, community-connected outreach and contributed to improved awareness of higher education pathways and supports. Below outlines the activities undertaken on each of La Trobe's regional campus. In some instances, University funding is used to supplement ISSP funding in delivering these activities, however the majority are funded through ISSP.

Albury/Wodonga

Indigenous Week

Indigenous Week was delivered as a campus-wide cultural engagement event for students, staff and community to celebrate Aboriginal and Torres Strait Islander cultures and strengthen shared understanding. Program elements included a Welcome to Country, cultural performances, interactive workshops and opportunities for yarning and learning. The event supported place-based engagement by creating a culturally safe space on campus and strengthening connections between students, staff and community.



RISE Day

RISE Day was a structured engagement and transition activity for Indigenous secondary students (Years 9–12) from various regional schools. The event focused on strengthening aspirations for higher education through campus tours, academic workshops, and culturally safe interactions with university staff. The day supported early pathway development and familiarisation with university environments. Students reported increased confidence to consider university study and a clearer understanding of available pathways and supports at La Trobe.

Bendigo

The Inner Warrior Workshop was facilitated by Nettie, a La Trobe University Indigenous student, and brought together Indigenous students, Aboriginal community members and Elders in a culturally safe, therapeutic group setting at Jimbeyer Boondjhil. Using reflective art practice, participants identified personal strengths, explored positive “warrior” traits and considered the qualities required to move forward with confidence, resilience and purpose. The workshop provided a strengths-based environment for women to reflect on identity, growth and healing, while reinforcing the importance of culturally grounded peer and community connection. The initiative strengthened Jimbeyer Boondjhil as a place of belonging, cultural safety and collective support. It elevated student leadership through peer facilitation, enabled meaningful intergenerational engagement between students, community members and Elders, and supported social and emotional wellbeing through a culturally responsive therapeutic activity. The workshop also demonstrated the effectiveness of student-led programming in delivering relevant, trusted and community-connected engagement opportunities.

Working and Walking Together

Working and Walking Together was a partnership planning yarn, smoking ceremony delivered by a Djaara Traditional Owner, and an afternoon tea held at Jimbeyer Boondjhil, bringing together the PVCI, senior executives and key stakeholders from La Trobe University, the School of Rural Health, the School of Education, Bendigo Senior Secondary School Koori Coordinator, Bendigo and District Aboriginal Cooperative, and Dja Dja Wurrung Aboriginal Corporation. The event was designed to showcase Jimbeyer Boondjhil, Bendigo Campus, and the suite of available supports for Aboriginal Community members and prospective students considering higher education pathways. The event created a dedicated space for authentic yarning, relationship-building

and strategic discussion about shared priorities, opportunities and challenges across the education and community sectors.

This gathering strengthened relationships between La Trobe and key Aboriginal and education stakeholders in Bendigo and surrounding districts, while positioning Jimbeyer Boondjhil as an important community-connected engagement space. The event supported partnership development focused on improving higher education pathways and outcomes for Aboriginal students and enabled discussion of practical solutions to reduce pressure on Aboriginal organisations. The gathering reinforced the importance of self-determination, reciprocity, accountability and coordinated planning in building more culturally responsive and sustainable pathways into higher education.

Mildura

The first highlight is our partnership with VACCHO, Mildura Base Hospital, and La Trobe Mildura. This initiative was created to support local Indigenous students in their journey to becoming Aboriginal Health Practitioners. The collaboration began with a connection made with Aunty Sharon Johnson at the hospital and has since developed into ongoing monthly visits that will continue from May 2025 through to 2027. This relationship with VACCHO was extended to Shepparton and our Indigenous team to build educational and cultural support through using our spaces. Students are now regularly using our space, finding it to be a culturally safe environment. There have even been occasions when students requested Indigenous engagement officers' presence at meetings when they were facing concerns, which speaks to the trust and sense of support this partnership has fostered.

The second event was our Sorry Day, organised in collaboration with the Cultural Significant Events Committee at Mildura. This gave La Trobe an opportunity to work alongside fellow Indigenous professionals and allies; all committed to placing community at the forefront. The event was a true gathering, with over 100 participants coming together in the lecture room to share the apology, enjoy a morning tea, and yarn. Later in the day, youth and families returned to La Trobe to watch the apology, share a movie, and gather for a meal and further conversation. The positive response has led to this becoming an annual event, helping to break down barriers and encourage greater community attendance and involvement.

Shepparton

Year 9 Yana Durrungana Taster Day

In collaboration with the Department of Education, Victorian Aboriginal Education Association Inc (VAEAI), the University of Melbourne and GOTAFE, La Trobe partnered with the local secondary college to host a Year 9 Yana Durrungana Taster Day on campus. Students participated in visits across GOTAFE, La Trobe and the University of Melbourne School of Rural Health, including guided tours and interactive activities designed to strengthen awareness of regional health study and career pathways. The event was attended by 25 First Nations students. Feedback from students and school staff was highly positive, with key highlights including the tour of the newly renovated Shepparton campus, particularly the nursing teaching and learning spaces, which reinforced the value of place-based engagement and culturally safe, supported pathways for regional learners.

Munarra Spring BBQ

La Trobe supported delivery of a Spring BBQ that was delivered at the Munarra Centre for Regional Excellence in partnership with Munarra, Rumbalara Aboriginal Cooperative and the Rumbalara Football Netball Club, creating an accessible, culturally safe opportunity for students and community to connect on campus. The program included a native flower bouquet-making activity, guided tours of the Munarra Centre and time with Elders from the Rumbalara Elders facility. All Munarra students participated in the lunch, supporting relationship-building and strengthening community connections to the university environment. Approximately 50 people attended.

NAIDOC Art Exhibition

In 2025, a NAIDOC art exhibition was organised through partnership between an Indigenous Engagement Officer and a local Shepparton Indigenous Early Childhood centre. This exhibition was developed to engage all community, (children, students and parents) to the Shepparton campus. Students at the centre discussed local wildlife and had the opportunity to make paintings to be exhibited at the Indigenous student space on campus. An opening event was held for artists and their family to attend and see their works on display introducing the early childhood children to La Trobe University and engaging with parents about educational opportunities and pathways that we have developed to support the Indigenous community.



Evidence from 2025 indicated that place-based and targeted regional strategies contributed to strong retention outcomes in specific cohorts, with early signs of improvement also emerging across the broader regional and online population. Shepparton achieved a 100% Indigenous retention rate, and all regional campuses recorded increases in Indigenous student success rates compared with the previous year.

The 2025 Indigenous student satisfaction survey also reported a 10% increase in overall satisfaction compared with the broader university cohort, indicating strong student satisfaction with Indigenous Student Services delivered across campuses.

6. Eligibility criteria

6.1. Indigenous Education Strategy

La Trobe University is committed to decolonising the curriculum, strengthening cultural safety in teaching and learning, and expanding access to higher education for Aboriginal and Torres Strait Islander communities. Through this work, the University seeks to deepen all students' understanding of Indigenous peoples, knowledges, and perspectives and to empower Indigenous communities through the responsible recognition of their culture within their discipline. By embedding Indigenous knowledges across curricula, La Trobe aims to ensure graduates are equipped to engage respectfully and effectively within their disciplines and the broader community.

In 2024, the University commenced actioning a Graduate Capabilities to more clearly articulate what distinguishes a La Trobe graduate. The new Cultural Capability was defined as "using knowledge of Aboriginal and Torres Strait Islander history, contexts and understandings to enrich discipline knowledge and the capacity to work in culturally sensitive, appropriate and ethical ways." In 2025, progress against embedding Indigenous knowledges slowed due to an inability to fill a responsible position. However, this work remains a priority as evidenced by La Trobe's new curriculum architecture (Education 2030) in which embedding Indigenous understandings are one of three priority areas. This has led to five of the ten Schools initiating curriculum design plans and staff development to increase the inclusion of Indigenous understandings across all courses. This will be achieved through increasing the use of Indigenous authors as prioritised readings, drawing upon Indigenous knowledges to engage discipline concepts, pedagogical practices aligned with engaging Indigenous understandings and identified employment of Indigenous academic staff.

During 2025, during La Trobe's Learning and Teaching Week Symposium, the Pro Vice-Chancellor Indigenous participated in panel discussions on the significance of embedding Indigenous understandings and the associated processes to better engage and inform students. The continuation of a network of School-based champions and a Community of Practice to support this work was maintained to build upon cross-discipline sharing of actions to better engage with Indigenous understandings.

The Indigenous Elders Circle have maintained its actions as an advisory body, the Elders Circle provides guidance on the University's engagement with Indigenous communities and supports the implementation of La Trobe's Indigenous Strategy, ensuring Indigenous knowledges and perspectives inform the University's future direction. The La Trobe Elders Council has four members from across five of the campus sites that are spread across the northern half of Victoria.

La Trobe University also maintains a strong and highly regarded portfolio of Indigenous research. Under the Research 2030 Strategy, the University continues to advance research across priority areas including sustainable food and agriculture, resilient environments and communities, health and wellbeing, disease prevention, and social change and equity. Indigenous research is embedded across all research themes, reflecting the holistic approaches, knowledges, and methodologies of Indigenous researchers. This collaborative engagement is directed and supported through Gabra Biik Wurruwila Wutja Indigenous Research Centre. The Centre engages research activities and community discussions across campuses. Gabra Biik maintains the support and builds some post-graduate research activities such as organising a collaborative postgraduate writing retreat, delivered in partnership with the University of Queensland, and this continues to build Indigenous research capability and strengthen academic collaboration. Guided by La Trobe's Indigenous Strategy, this work supports research that matters to Aboriginal communities, strengthens respectful engagement with Indigenous knowledge and data, and delivers meaningful impact through partnership-led research.

[Indigenous Strategy 2022 2030](#)

6.2. Indigenous Workforce Strategy

Guided by the La Trobe Indigenous Strategy 2022–2030, the University continues to recognise and honour the vital contribution of its Aboriginal and Torres Strait Islander employees. Indigenous staff are central to the life of the University—enriching teaching, learning and research, strengthening relationships with community, and carrying cultural responsibilities that benefit both La Trobe and the communities we serve.

La Trobe Indigenous Strategy Priority Reform Area Six, Indigenous Employment, sets a clear direction for building a stronger, more representative workforce across the institution. While La Trobe aspires to reach a 3 per cent Indigenous employment participation rate across its professional and academic workforce, meaningful progress has been made. Between January 2024 and December 2025, the number of Indigenous staff grew from 31 to 50, a 62 per cent increase. This growth brings Indigenous representation to 1.55 per cent of the University's total workforce. While population parity at the national level has not yet been achieved, this figure now exceeds the proportion of the Indigenous population within Victoria, marking an important milestone in the University's journey.

Structural recognition of cultural responsibility has also been strengthened through the Collective Agreement, with all Indigenous staff receiving a \$5,000 per annum (pro rata) cultural load allowance. This acknowledges the additional cultural labour, leadership and community responsibilities that Indigenous staff carry as part of their roles at La Trobe.

Beyond numbers, the University remains focused on creating the conditions for Indigenous staff to thrive. La Trobe is committed to fostering a culturally safe, inclusive and supportive workplace. One that enables Indigenous staff to commence, develop and progress their careers in ways that align with their aspirations, values and leadership pathways, including a strong focus on career development and progression, alongside recruitment, performance and promotion practices that recognise cultural expertise, community relationships, leadership and service.

Looking ahead, La Trobe will continue to build momentum by expanding Indigenous employment opportunities across professional, academic and executive roles. Targeted programs will be developed to strengthen professional capability and leadership pathways, while workload, career progression and promotion frameworks will be further refined to embed recognition of cultural work and community engagement. The University will also establish stronger structures to support progression to senior disciplinary and leadership roles, and create opportunities for Indigenous staff to connect, share experiences and engage with culture strengthening collective capability and belonging across the institution.

6.3. Indigenous Governance Mechanism

La Trobe University Indigenous Governance Mechanism is underpinned through Indigenous leadership and self-determination. The mechanisms that support this leadership includes a Pro Vice Chancellor Indigenous, who is also a member of the Senior Executive Group, an Indigenous Strategy Advisory Group and an Elder's Circle. These three mechanisms will be presented below with other Indigenous governance actions across other aspects of the university. The two senior members who engage, manage and evaluate the usage of the ISSP funding are the Pro Vice-Chancellor Indigenous and the Deputy Director, Indigenous Student Success. These staff members are the University's most senior Indigenous staff with accountabilities for supporting Indigenous student outcomes. The advice and management of ISSP funds is guided through the ISSP Advisory Group who meet bi-annually and provides advice to the allocation of the ISSP budget. This group has eight members, six of which are Indigenous with two non-Indigenous members who are administrative members from the DVCA portfolio. This body were presented with the development plans for Indigenous student support and has the ability to advise on plans and future directions of ISSP funding. In 2025 some discussions lead to greater focus and outreach in our pathway programs particularly in supporting student achieving entry ATAR. The outcomes from these meetings reported within the Indigenous Strategy reporting presented to SEG, Academic Board and Council.

As mentioned, the Pro Vice-Chancellor Indigenous is a member of the University's Senior Executive Group, this is La Trobe's peak management committee, with responsibility (as delegated by the Vice-Chancellor) for providing advice and making decisions on the full breadth of La Trobe's activities, strategy and engagement. A number of senior Indigenous academic staff are also members of the University's Academic Board, the peak governance body for academic quality and assurance.

Additional governance activities include the leadership of Gabra Biik Wurruwila Wutja, Indigenous research centre in relation to building of Indigenous HDR candidates and the academic progression activities being discussed within the Research Support Committee. These actions include informing supervisor on Indigenous research epistemologies and improved engagement and support with Indigenous students.

The University recognises the significant expertise of our communities and the value of embedding Indigenous ways of knowing, doing and being into our governance and operational practices. This has included the Elder's Circle meeting with the VC to discuss Indigenous education within La Trobe from their views as Indigenous community members and leaders within these communities.

6.3.1. Statement by the Indigenous Governance Mechanism

La Trobe University has prioritised its commitment to supporting Indigenous students to achieve their personal and community goals in higher education. This report highlights examples of this collaborative approach, demonstrating improved outcomes across student engagement, success, and relationships with Indigenous communities through Victoria. These outcomes have been achieved by valuing Indigenous perspectives through the involvement of Elders, community-led discussions with organisation on matters such as research priorities, informed data analysis, and direct engagement with Indigenous students. This leadership has advanced through strong collaboration the University's senior executive and across the institution, guided by clear strategic policy and a focus on measurable outcomes.

Associate Professor Michael Donovan, Pro Vice-Chancellor (Indigenous). Chair Indigenous Strategy Support Group (ISAG). 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 2025. 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 2025 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 Record all verbal and written scholarship offers for the 2025 calendar year, including those offers that were not accepted by the student. Record the 2025 component of new scholarship offers and the planned 2024 value of previously awarded scholarships (including continuing scholarships).

¹¹ This data confirms the university's compliance with Section 21(3) of the Guidelines.