

Indigenous Student Success Report

2020 ISSP Performance

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Organisation

La Trobe University

Contact Person

Tanya Peeler – Senior Manager, Indigenous Strategy, Education and
Community Liaison

Phone

03 94791172

E-mail

t.peeler@latrobe.edu.au

Introduction

La Trobe University today is a connected network of campuses and communities throughout and beyond Victoria, brought together by the idea of 'one university, many communities'. The University's campuses are Albury-Wodonga Campus, Bendigo Campus, City Campus, Melbourne Campus, Mildura Campus, Shepparton Campus and a new Wallan Campus opening soon. We also have a Sydney Campus, and our growing online community knows no borders.

La Trobe is privileged to provide pathways to tertiary studies for Indigenous students from metropolitan and regional Victorian Indigenous communities. Through La Trobe's One University philosophy, the uniqueness of each of our campuses is recognised and the campuses reflect the richness of our existing connections with partners and communities outside the university, and our commitment to:

1. Deepen the reach and impact of cultural events and institutions in our regions through sponsorship, educational programs and the implementation of the La Trobe Art Strategy by the La Trobe Arts Institute.
2. Continue to offer place-based programs that run alongside major cultural events to add to their quality and reach and demonstrate the role the University can play in the intellectual and cultural life of our regional communities.
3. Advocate for policy reform that will benefit regional communities, including by organising events that stimulate, challenge and inform the national conversation about regional Australia.

The organisational structure supporting Indigenous initiatives and activities at La Trobe University is headed by the Indigenous Strategy and Education Division which incorporates:

- Indigenous Student Services – including community engagement and relationship management;
- Indigenous Workforce Development – staff recruitment and collaboration in Indigenous cultural awareness training with the Diversity & Inclusion Unit in Human Resources;
- Indigenous Australian Perspectives in Curriculum - collaboration and inclusion across colleges; and
- Indigenous Australian Studies Research - development and inclusion across colleges and research centres.

1. Enrolments (Access)

Commencing student headcount (total across all campuses)

	2018	2019	2020
Indigenous Australian students	126	112	146
Non-Indigenous Australian students (domestic students)	10,761	9,788	10,585

Extracted from Business Object

Table 1: Commencing student headcount 2018–2020

Strategies to improve access to university for Aboriginal and Torres Strait Islander students

Student recruitment

The active student recruitment framework and program delivery are managed by Indigenous Student Services. The I-Aspire program, school visits and external partnerships are the primary platforms used to promote education opportunities at La Trobe.

We provide a range of assistance for Indigenous applicants including the reimbursement of their VTAC application fee if successful in gaining admission to the University. Prospective students are provided with culturally safe assistance from our Indigenous Academic Enrichment Coordinators (IAEC) while undertaking the application process. And applicants receive an Indigenous guide and other promotional materials to increase awareness of the services and support La Trobe offers Indigenous students.

The 'Toorong Marnong' Accord

The 'Toorong Marnong' Aboriginal Higher Education accord was re-signed by the 9 Victorian Vice-Chancellors in 2019. The accord between the Victorian Vice-Chancellors Committee and the Victorian Aboriginal Education Association Incorporated (VAEAI) aims to increase Indigenous participation and success in higher education through its core principles which are to: ensure that Indigenous education forms part of the core business of Universities; identify and take opportunities for collaboration among Universities; work towards continuous improvement in Indigenous education outcomes; and commit to anticipating and responding to the needs of Aboriginal and Torres Strait Islander students, organisations and communities.

I-Aspire

With the support of the Felton Bequest, La Trobe has developed *I-Aspire Early Admissions Program* as an Indigenous engagement and enrichment program to recruit and support Indigenous students into the University. The *I-Aspire* program builds on the *Aspire* pathway by adding a range of enrichment activities designed to meet the needs of Indigenous students which include academic workshops, cultural immersion camps and community leadership dinners.

La Trobe uses connections with Indigenous communities and networks across Melbourne and regional Victoria to identify and recruit Indigenous students suited to participate in *I-Aspire*. This includes drawing on the community connections of the University's Indigenous Academic Enrichment Coordinator's at all of La Trobe's campuses.

Indigenous pathway and admissions procedure

Alongside our I-Aspire program, we are currently in the process of establishing Indigenous streams into our other pathway programs to ensure that we offer relevant opportunities to Indigenous high-school students across Victoria. Additionally, La Trobe is currently working to develop an Indigenous admissions procedure to be more effective and timelier in the application assessment and offer process of potential Indigenous students. A proposed suite of improvements to our existing pathway programs and admissions procedure is nearing finalisation and due to be rolled out in July 2021. Relevant stakeholders (ISE, National Recruitment, Student Administration, Colleges of ASSC and SHE) have been consulted.

Pandemic impact

Due to the unfortunate events resulting from the pandemic, there are fewer opportunities to engage with prospective students as there have been in the past. All the above-mentioned programs, and outreach activities listed below, have moved to an online platform to maintain engagement with our partner schools, organisations and communities.

Indigenous Scholarships, bridging/enabling support and outreach activities

	Education Costs		Accommodation Costs		Reward		Total	
	\$	No.	\$	No.	\$	No.	\$	No.
Enabling		0		0		0		0
Undergraduate	109,754	44	62,744	12	20,000	8	192,498	64
Postgraduate	6,000	2		0		0	6,000	2
Other	35,000	13		0		0	35,000	13
TOTAL	150,754	59	62,744	12	20,000	8	233,498	79

*ISSP funded scholarships

Table 2: Indigenous Scholarships for 2020

La Trobe Indigenous outreach activities:

- Ongoing visits to schools listed in our Schools Partnerships Program through our Future Students Centre.
- Members of 'Toorong Marnong' participate in activities including: careers and training expos; information stalls; production of culturally appropriate 'Toorong Marnong' marketing material; Victorian Indigenous Tertiary Information Sessions (I-TIS); and taking change of preference inquiries via the 'Toorong Marnong' 1800 hotline.
- Participation in the Mildura Education Reference Group.
- Membership with Yuranga Local Aboriginal Network (Mildura/Robinvale).
- School visits at La Trobe University's Mildura Campus and various Vic/NSW river communities.
- Strengthening of the relationship with Chaffey Secondary College via the Stars Academy (sponsorship, mentoring, visits, and prizes).
- Strengthening our ongoing relationship with Ganbina Inc (training centre) in accordance with our Memorandum of Understanding.
- Development of partnership between Dareton Public School and La Trobe to engage and support years 5 and 6 who will eventually feed into the I-Aspire Program.
- Partnership with Dulka Yuppata Indigenous Training Centre.

- Sponsorship of a scholarship for the highest achieving Yr 12 student through Ganbina Inc.
- Sponsorship of the annual Elders Dinner of the Encountering Aboriginal Victoria subject, La Trobe University's Shepparton Campus.
- Participation in the Weenthunga Health Network activities, La Trobe University's Bendigo Campus.
- Sustaining a relationship with Bendigo Senior Secondary School.
- Membership of Bendigo Local Aboriginal Network.
- Sustain close relationship with Kangan TAFE, La Trobe University's Bendigo Campus.
- Ongoing relationship with the Indigenous stakeholders of Wodonga TAFE.
- Partnerships with James Fallon High School.
- Regionally based forums conducted with community, Aboriginal Co-operatives, State Government Department of Education and La Trobe stakeholders as part of REAP (Regional Education Action Plan).

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

Institution Name:	La Trobe University							
	2016		2017		2018		2019	
Indigenous Student Success Program	Actual	Position	Actual	Position	Actual	Position	Actual	Position
EFTSL	159.65	31	197.97	27	204.81	28	171.57	32
EFTSL – Regional & Remote	105.71	12	133.27	13	136.52	13	99.76	16
Success Rate (units passed/units attempted)	82.15	11	79.24	15	82.06	12	82.67	12
Completions (head count)	54	16	37	28	63	17	57	20

Data extracted from HEIMS as provided by NIAA

Table 3: Indigenous Student EFTSL 2016–2019

Indigenous student enrolments increased from 172 EFTSL in 2019 to 180 EFTSL in 2020, a rise of 4.65%. We anticipate continued growth in enrolment numbers with a targeted approach to student recruitment by introducing new Indigenous pathways and employing an Indigenous Student Recruitment Coordinator to lead outreach initiatives across all campuses. The new position will oversee the I-Aspire program whilst actively engaging with our partner schools to garner increased awareness of La Trobe courses, support services, and initiatives for prospective Indigenous students.

The I-Aspire program, which accepts registrations from secondary school students in years 9 – 12, maintained strong numbers with 121 students, a slight decrease of 3% from the previous year. Although the Indigenous Academic Enrichment Coordinators were unable to run the I-Aspire camp nor other scheduled on-campus activities, the ISS team maintained communication with all registrants offering support and pathways advice. Participants have indicated a strong desire to continue with the program emphasising the significance of the cultural immersion aspect of the I-Aspire activities, which foregrounds individual (and group) cultural engagement as integral to Indigenous students' sense of belonging and well-being in a tertiary education setting.

Which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources

Approximately 50 percent of ISE strategies are funded by ISSP funding whilst the University and donor funds contribute to the remaining 50 percent of ISE total cost.

2. Progression (access and outcomes)

The total number of Indigenous Australian student enrolments

	2018	2019	2020
Indigenous Australian students	304	267	315
Non-Indigenous Australian students (Domestic students only)	29,245	28,031	28,102

Extracted from Business Object

Table 4: Indigenous student headcount 2018–2020

Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students

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

- Appointment of Indigenous student support staff at all campuses, who act as the contact point from initial inquiry through to graduation, and alumni relations.
- Provision of an Indigenous-specific Orientation Program for commencing Indigenous students across campuses.
- Provision of tutorial assistance through the Indigenous Student Success Program (ISSP).
- An increase in the number of Indigenous tutors working in the ISSP, most of whom are La Trobe graduates.
- University-wide online module, called Wominjeka La Trobe, which is designed to develop a threshold understanding of Indigenous Australian insights, to prepare all commencing students to be able to engage in an informed and meaningful way in Indigenous Australian perspectives.
- Active maintenance of the University's long-established relationships with Elders of the traditional custodians of Country and Indigenous community organisations and groups, in all the regions where campuses are located.
- Ongoing membership of, and collaboration with, Local Aboriginal Education Consultative Groups (LAECCG) and Local Aboriginal Networks (LANs).
- Engaging Indigenous Elders and other Indigenous Knowledge holders on campus to participate in cultural events, in addition to continued participation in Indigenous community engagement activities within the areas where campuses are located.
- Development of a specific Indigenous Student Database used to monitor student performance, student experience, utilisation of University, and other services.
- Maintenance of network of college academic and professional staff that assist with student progression, support and advocacy.
- Offer a suite of bursaries (separate to scholarship support) 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.
- Develop academic support workshops for Indigenous students in conjunction with college academic skills advisors.
- Facilitate academic opportunities to promote scholarly excellence of Indigenous students across colleges and campuses, including publication of work, convening of seminars/fora for dissemination of research, and promoting Indigenous cultural protocols and values to the academic community.

- Develop an Indigenous-specific library orientation and access program to familiarise commencing students with library services and facilities.
- Consolidate Indigenous Student Services professional development around academic and other support areas to ensure information disseminated to students is comprehensive and up to date.
- Progress the Indigenous Student Exchange Agreement (SEA) with the University of Otago, New Zealand, in collaboration with La Trobe Abroad.
- Implementing the Indigenous Student Services Charter.
- Evaluate events and programs delivered to Indigenous students and the broader community, including feedback and advice for quality improvements and best practice.

Pandemic support

The widespread COVID pandemic required ISS to reimagine our service delivery as we moved to a virtual world. As much of our work was often conducted face-to-face, the ISS team implemented initiatives to engage with students, so they felt connected, supported and encouraged. This included:

- ICT Support – the university operated a Financial Assistance Program that disbursed almost \$5m to our entire student cohort, including over 200 laptops to students. Indigenous students in financial need or who had a technology deficit were encouraged to apply for this scheme and their applications received some of the highest weighting during assessment. 57% of Indigenous students who applied for support received it; this was more than triple the rate of awarding of the broader student cohort.
- Engagement – A call campaign was initiated on April 15th with our ISS team reaching out to students by phone frequently. Students were relieved to receive calls from staff and were open to talking about struggles they were facing.
- Connectedness – To combat the feeling of isolation and disconnect, the Indigenous Division hosted a range of virtual social and cultural events to allow for connection with peers and our communities. These pastoral activities were augmented by a suite of dedicated workshops hosted by the library and our peer learning advisors.
- Wellbeing workshops – To help students navigate through a time of uncertainty we held virtual wellbeing workshops to provide them effective strategies, techniques and coping mechanisms to manage stress and mental health.

In a conducted student survey regarding the ISS team's response to the pandemic, 93% of respondents said they benefited from our COVID-19 communication updates and additional supports. This was reinforced by 93% of respondents also identifying feeling the ISS team provided sufficient support.

The rise or fall of success/progression rates

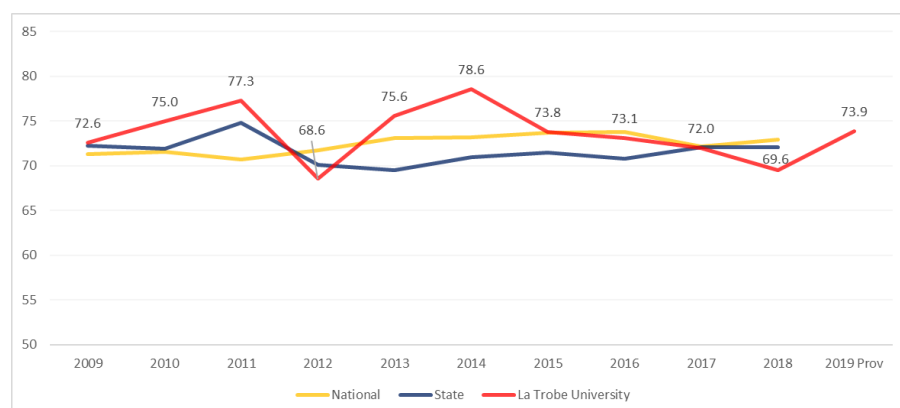


Figure 1: Indigenous Student Retention Rates 2009–2019

Indigenous student retention rates

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Pro 2019
National	71.33	71.57	70.69	71.77	73.08	73.16	73.70	73.81	72.20	72.97	Not avail
State	72.24	71.87	74.78	70.09	69.55	70.95	71.50	70.82	72.11	72.04	Not avail
La Trobe University	72.55	75.00	77.31	68.55	75.61	78.61	73.82	73.12	71.98	69.55	73.85

Data source: DESE's 2019 section 16 equity performance data <https://www.dese.gov.au/higher-education-statistics/resources/2019-section-16-equity-performance-data>

Table 5: Indigenous student retention rates 2009–2019

The latest Higher Education Statistics at www.dese.gov.au indicate that La Trobe's Indigenous student retention rate tracked similarly to National and higher than State averages for the base years 2015–2017, but lower than National and State averages for the base year 2018. In 2020 our Indigenous student retention for the base year 2019 increased by about 4% from last year (69.55%). Our Indigenous student retention rate sits lower than the overall student cohort, which is similar to National averages. Our Indigenous student retention rates vary across the schools with the School of Allied Health, Human Services and Sport having the highest rate, 88.89% and the School of Engineering and Mathematical Sciences having the lowest rate, 56.25% for the base year 2019. La Trobe Rural Health School had the largest Indigenous student participation in the last few years.

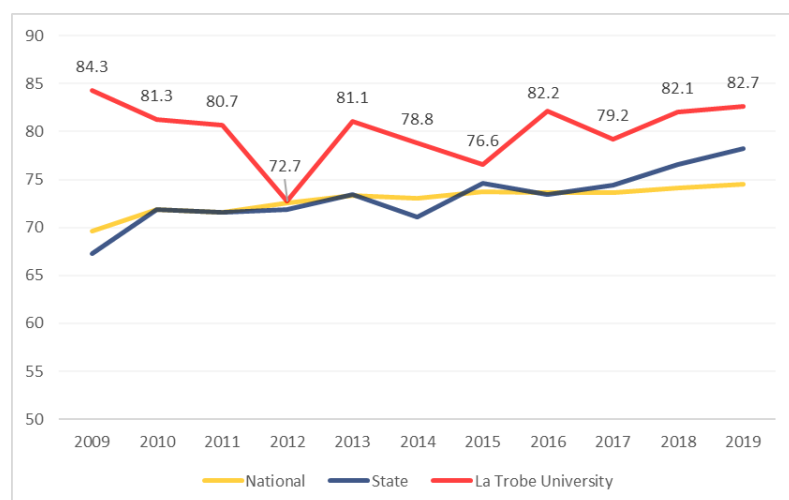


Figure 2: Indigenous student success rates 2009–2019

Indigenous student success (pass rates)

	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
National	69.65	71.83	71.56	72.52	73.38	73.02	73.72	73.65	73.62	74.10	74.47
State	67.27	71.88	71.59	71.92	73.44	71.06	74.57	73.48	76.44	76.56	78.23
La Trobe University	84.31	81.29	80.68	72.71	81.05	78.81	76.61	82.15	79.24	82.06	82.67

Data source: DESE's 2019 section 16 equity performance data <https://www.dese.gov.au/higher-education-statistics/resources/2019-section-16-equity-performance-data>

Table 6: Indigenous student success rates 2009–2019

La Trobe's success rate increased from 2018 to 2019 by 0.61 percentage point, maintaining our positioning higher than the National and State averages. We anticipate a continued strong performance for 2020 with a variance no greater than ± 1.5 percentage points.

The strategies and activities implemented to improve success and retention rates of Indigenous Australian students, detailed above, assist Indigenous students with their continued progression and ongoing success, as do the Indigenous Student Services who offer a holistic, one-stop-shop for students requiring support, advice, advocacy and guidance in a culturally appropriate setting. Our students are at the heart of our work and their success is also our reward.

The Indigenous Student Support Program (ISSP) is critical to the progression and success of Indigenous students. Students at all campuses have access to ISSP.

The number and level (UG/PG) of study for Aboriginal and Torres Strait Islander students that received tutorial assistance in 2020.

2a. Tutorial and other assistance provided (2020 breakdown)

Assistance type	Level of study	Number of students assisted	Hours of assistance	\$
Tutorial assistance	Enabling	0	0	0
	Undergraduate	39	1,639	132,070
	Post graduate	8	433	34,891
	Other	0	0	0
	Total	47	2072	\$ 166,961

Table 7: Summary of tutorial assistance in 2020

The size of the Indigenous support unit or other Indigenous student support activities

La Trobe University's Bundoora and Bendigo Campuses, with our largest Indigenous student cohorts (121 and 46 respectively), have dedicated learning and meeting spaces in addition to staff offices. La Trobe University's Wodonga Campus is serviced by an office for the IAEC and an additional larger room for Indigenous students (approximately 8) to study and meet. La Trobe's Mildura Campus recently allocated space for an Indigenous study area for students (currently 22) which includes office space for the IAEC. And at La Trobe University's Shepparton Campus the IAEC has an appointed office, however, due to space constraints the Indigenous students (totalling 15) currently do not have a dedicated study space.

The increasing number of students enrolling in online courses (either through the University or partner providers such as Open Universities, Didasko and TAFE) are supported by the Ngarn-gi Bagora Indigenous Centre. The main courses being supported are Bachelor of Information Technology and Bachelor of Business Management.

Overall, our Indigenous cohort is diverse with about two thirds being Year 12 school leavers and one third mature-aged. There are a higher number of female than male students, with most enrolments in the College of Arts, Social Sciences and Humanities. Enrolment numbers remain steady in the College of Science, Health and Engineering, with a focus on Nursing, Social Work and Psychological Sciences.

2b. Indigenous Support Activities provided (2020 breakdown)

Activity	Number of student participants	\$
Student orientation – Semester 1	76	3,056
Student orientation – Semester 2 (virtual)	35	0
Indigenous Student Services Workshop	57	0
La Trobe: First Nations Year 12 University Readiness workshops	26	0
Shepparton Indigenous Nursing Workshop	4	150
Shepparton Indigenous Social Work Gathering	3	150
Indigenous Student Wellbeing Workshop	3	1,155

***Across all campuses**

Table 8: Summary of selected Indigenous support activities 2020

Strategies to improve the cultural competency of staff and/or to ensure the university offers a culturally safe and enriching environment

The following strategies are being undertaken at La Trobe to improve the cultural competency of staff and ensure a culturally safe and enriching environment:

- Develop and roll-out of a University-wide online module called Wominjeka La Trobe, that delivers a threshold understanding of Indigenous Australian insights from staff to engage in an informed and meaningful way in Indigenous Australian perspectives.
- Inclusion of Indigenous community knowledge holders and representatives as specialist guest lecturers and presenters across courses and disciplines at both metropolitan and regional campuses.
- Expansion of current subject offerings in Aboriginal Studies as part of the School of Humanities and Social Sciences, particularly at regional campuses, thus attracting more students through the provision of a coherent major within the Bachelor of Arts degree.
- Development of an Indigenous Strategy for the School of Humanities and Social Science focussing on staff engagement and student participation.
- Continued provision of guest lectures and presentations in a range of disciplines including: Psychology, Occupational Therapy, Politics, Linguistics, Gender, Sexuality and Diversity Studies, Education, Sociology, Linguistics, Business and Public Health.
- Implementation and support of Encountering Aboriginal Victoria, an Aboriginal Studies 'On-Country Learning' subject offered at the La Trobe University's Shepparton Campus in collaboration with local Elders and community members.
- NAIDOC Week activities, which encourage participation by the Victorian Indigenous communities in the life of the University.
- La Trobe University's Bendigo Campus hosts NAIDOC Day for Indigenous communities in Central Victoria.
- Participation and sponsorship of the Albury-Wodonga La Trobe NAIDOC Awards
- National Sorry Day Ceremony, La Trobe University's Shepparton Campus.
- National Sorry Day Sunset Ceremony, La Trobe University's Bendigo Campus.
- La Trobe University's Mildura Campus hosts several events throughout the year, in collaboration with the Dulka Yappata Koorie Cultural Centre of the Sunraysia TAFE, that aims to bring Indigenous community onto campus.

- Provide advice from an Indigenous perspective on curriculum and ethics applications.
- La Trobe's ongoing relationships with Elders of the Traditional Custodians of Country and Indigenous community organisations and groups where campuses are located.
- Installation of localised Acknowledgements and campus artworks at La Trobe University's Bundoora, Bendigo and Wodonga Campus libraries – this project was initiated by La Trobe University's Bundoora Campus library that recognised the need to provide welcoming and safe spaces.
- Ongoing membership of and collaboration with Local Aboriginal Education Consultative Groups (LAECCG) and Local Aboriginal Network (LANs).
- ISE presentations at various quarterly staff professional development seminars hosted by different business units across campuses including: Planning & Governance, the Library, La Trobe Student Union, College of Arts, Social Sciences and Commerce, International Students Association, Inclusive Resources Development and the La Trobe University's Albury-Wodonga Campus Staff Development Conference.

Which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources

Each campus is funded according to the number of Indigenous students enrolled and the level of retention, cultural and recruitment activities required to increase access, participation and cultural understanding. Activities are either fully funded by ISSP or by a combination of both ISSP and University funding commitments.

- Recruitment, marketing and orientation activities are funded by ISSP
- Cultural engagement, community partnerships and travel are funded through a combination of ISSP and University funding.
- International travel is funded by the University.
- Most Indigenous-specific scholarships are funded via ISSP; except for a University commitment to support ten Indigenous Student Study Scholarships, worth \$6,000 per annum, as well as a modest number of privately-funded scholarships delivered through the Office of Advancement.

3. Completions (outcomes)

Strategies to improve award course completion of Aboriginal and Torres Strait Islander students

In 2020, La Trobe had an overall drop in completions by 12% from the previous year. Anecdotal evidence suggests the decline as a direct result of COVID with higher numbers of students taking a LOA or becoming AWOL during these unprecedented times. The ISS team continue to contact these students to encourage a return to study.

Strategies deployed to achieve improvements in completions are outlined in 2 above - **“Progression (access and outcomes)”**.

The rise or fall of completions

The table below provides figures for Indigenous completions at undergraduate, postgraduate coursework and higher degrees.

	2018	2019	2020
Indigenous Australian students: (Higher Degree)	1	2	1
Non-Indigenous Australian students: (Higher Degree)	169	139	128
Indigenous Australian students: (Other postgraduate)	25	14	11
Non-Indigenous Australian students: (Other postgraduate)	1,016	884	1,068
Indigenous Australian students: (Bachelor degree)	30	34	32

Extracted from Business Object

Filtered for domestic confirmed enrolments reported to government and who had a permanent home address in Australia

Table 9: Indigenous student completions 2018–2020

Strategies connecting graduates with employment

ISE staff maintain stakeholder relationships with a variety of external employers and are in regular contact with job providers, trainers and other organisations to provide opportunities for our students. Some of the stakeholder relationships ISE staff maintain to engage Indigenous student uptake of graduate opportunities include: Career Trackers Indigenous Internships, Australian Public Service Commission, Victorian Public Service, Australian Government Indigenous Graduate Recruitment Program areas (Bureau of Meteorology, Transport, Royal Women’s Hospital).

Some of our Indigenous graduates complete work placements within Indigenous community organisations and have successfully gained post-graduation employment at these organisations. This has occurred at Victorian Aboriginal Health Service, Victorian Aboriginal Legal Service, Victorian Aboriginal Child Care Agency and Victorian Aboriginal Community Controlled Health Organisation. These are significant outcomes as our graduates contribute to the improvement of Indigenous lives in Victoria and increase Indigenous workforce numbers.

The Student Academic Enrichment Coordinators also work closely with the Indigenous Workforce Advisor who promotes opportunities for Indigenous student employment in corporate organisations.

Strategies to assist graduates

Although the Office of Indigenous Strategy and Education primarily assists students who are completing their degrees, we do provide financial support to our Indigenous graduates by covering the cost of their graduation ceremony fees. Additionally, the student support services area is available to our graduates for use of the computers, printers, meeting area and kitchen facilities.

Strategies to monitor student outcomes after graduation

Post graduation, students are encouraged to participate in two surveys: The Graduate Outcomes Survey 4 months after completion and the Graduate Outcomes Survey-Longitudinal 3 years after completion. Each of these surveys, generated by the university, help provide insight into the student's movements in terms of employment and postgraduate study. In addition to this, the Indigenous Student Services unit maintains a registry of Alumni to stay engaged with past students. This allows us to keep them abreast of current university news and events but also allows them to communicate with us their achievements and successes they may wish to share.

Which strategies are directly funded by ISSP, partly funded by ISSP or funded by other university resources

These strategies are funded solely by university resources.

4. Regional and remote students

Strategies to improve access to university study

La Trobe has a strong focus on recruitment from regional and remote areas. The regional IAECs work in collaboration with community partners and schools from which they recruit into the I-Aspire program. Once enrolled into I-Aspire, prospective students are supported through mentorship, academic workshops and camps. Students relocating from regional and remote areas are assisted by the ISS team to find suitable accommodation and advised of accommodation scholarships.

Activities to support students during their studies

With four regional campuses, La Trobe has employed an IAEC at each site and the provision of dedicated, culturally safe learning spaces. The IAECs provide ongoing student support from enrolment to completion through face-to-face, phone and emails. Tutorial assistance is offered by matching a suitable tutor to meet the study needs of the student and academic workshops are held regularly. In addition to scholarships, financial support is provided through a suite of student bursaries throughout the year.

The rise or fall of Indigenous EFTSL

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

Most regional and remote Indigenous students who relocate for their studies attend La Trobe University's regional campuses, most notably La Trobe University's Bendigo Campus, preferring to live and study at smaller campuses.

	Education Costs		Accommodation Costs		Reward		Total/ Students Assisted (headcount)	
	\$	No.	\$	No.	\$	No.	\$	No.
A. 2019 Payments	95,445	35	60,016	11	2,500	3	162,961	49
B. 2020 Offers	109,754	44	62,744	12	15,000	6	173,998	63
Plus continuing								
Percentage (B/A*100)								129%
2020 Payments	109,754	44	62,744	12	15,000	6	173,998	63
(Accepted & Continuing)								

Table 10: Payments made to regional and remote Indigenous students 2020

5. Working with vulnerable people requirement

Yes/No	
Has the provider completed a risk assessment?	Yes
Have staff involved in ISSP activity received training?	Yes
Does the provider have a compliance process in place?	Yes

Table 11: Summary of compliance activities for working with vulnerable people.

6. Eligibility requirements

6.1. Indigenous Education Strategy

Explain how the University has met its requirements under section 13 of the ISSP Guidelines

Gamagoen Yarrbat

La Trobe's Indigenous education strategy, 'gamagoen yarrbat', has five distinct domains: students, university alignment, Indigenous employment, knowledge/research and community engagement. Gamagoen Yarrbat is designed to align with the University's Strategic Plan 2020 - 2030, through two strategic goals:

1. To position La Trobe as the higher education destination of choice for the Indigenous Australian community; and
2. Enhance the learning experience for all students.

'Gamagoen yarrbat' is designed to create a whole of University approach to Indigenous Australian education both for Indigenous and non-Indigenous students at La Trobe. A key enabler of 'gamagoen yarrbat' is our dynamic and authentic relationship with the Victorian Indigenous Australian community. 'Gamagoen yarrbat' crafts the future through aspiration – linking the university's very rich heritage and educational assets in place-based innovative delivery and balanced support and enrichment.

A review of 'gamagoen yarrbat' was initiated and we will shortly commence a consultative process with staff, students and community to seek contribution for a renewed strategy to be implemented in the coming months.

During the review process, the university has identified the following indicators as important in measuring the success and quality of its approach to Indigenous Education:

- participation in courses at all levels within the University
- increased awareness of La Trobe, its staff, courses and programs by members of the Indigenous Australian communities
- increased presence on all campuses of Indigenous Australian community members which includes opportunities for participation in educational decision making
- increased diversity in the roles undertaken by Indigenous Australian staff and the levels of appointment
- increased research contribution made by La Trobe staff resulting in tangible benefits to Indigenous Australian communities and active connection to teaching practice within existing and new subject offerings
- changes in curriculum, where necessary, to reflect and advance historical and contemporary cultures, lives and stories of Indigenous Australian people
- increased reputation for La Trobe researchers as valued contributors to community development within Indigenous Australian communities and organizations
- explicit and ongoing recognition and appreciation for Indigenous Australian cultures and people as part of the University experience for both staff and students reflecting the University's commitment to reconciliation

The current version of the strategy can be located at: <https://www.latrobe.edu.au/indigenous/education>

Through the pillars of strategy, policy, student support, student recruitment and employment we deliver high quality projects, develop strong relationships and make a difference with and for community.

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

Several University documents reflect its ongoing commitment to advancing Indigenous aspirations and achievements including:

La Trobe University Act 2009

Indigenous Australians are mentioned in the La Trobe University Act 2009 (Authorised Version No. 007):

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

La Trobe University Strategic Plan 2020 - 2030

Our Strategic Context

We are Victoria's only true state-wide university. We are deeply embedded in our communities in Melbourne's north and in central and northern Victoria. We proudly educate more first-in-family and disadvantaged students than any other university in the state and have formed strong partnerships with Indigenous communities to lift rates of Indigenous student participation and success. (Pg. 6)

Our Vision and Strategies

Students: Reshaping to better meet student needs

We will continue to work with our communities to raise the aspirations and achievement levels of students from low income, regional, Indigenous and first-in-family backgrounds. (Pg. 10)

Teaching: Improving quality and accessibility

Continue our efforts to decolonise the curriculum and support embedding of Indigenous knowledge and perspectives across our courses. (Pg. 11)

Research: Focusing on our strengths, impact and global challenges

Implement a La Trobe Indigenous Research Strategy, in consultation with the Pro Vice-Chancellor Indigenous (Pg. 12)

Our regions: Transforming our communities

Continue to consult with our students and communities, including Indigenous communities, about the student and workforce needs of our regions. (Pg. 14)

Our people: An empowered workforce inspired by our values

Improve strategies for the recruitment, retention and career development of Indigenous Australian employees within the University. (Pg. 16)

La Trobe University Research 2030 Plan

Meeting graduate researcher needs

Increase graduate research participation among equity groups

Develop flexible scholarship offerings that support the participation and experience of Indigenous candidates and other underrepresented groups. (Pg. 28)

Transforming our communities

Indigenous researcher and Indigenous research support

Develop a plan for supporting Indigenous researchers and researcher collaboration with Indigenous communities in partnership with the Office of Indigenous Strategy & Education. (Pg. 29)

La Trobe University globalisation plan 2018 – 2022

Our Strategic Priorities

Globally enabled students – Global and Intercultural Experiences

Importantly, student mobility at La Trobe isn't limited to overseas experiences. We'll also offer opportunities for our students to experience and enrich their understandings of Australian culture, including a strong focus on Indigenous cultures. (Pg. 12)

What We'll Do

Expand the range and type of mobility programs via strategic collaborations with domestic, Indigenous and international partners and governments, including more short-term inbound and outbound opportunities that take advantage of our campus network and place-based subjects.

Develop and implement an Indigenous mobility program to encourage students from all backgrounds to undertake an Indigenous cultural experience. (Pg. 13)

2022 Target 1

With a focus on the Asia Pacific, 30 per cent of our students will engage in an overseas study experience, and/or an Indigenous domestic mobility experience. (Pg. 15)

One University, Many Communities – Our Multi-campus network On-shore

What We'll Do

Promote and support Indigenous cultural experiences and place-based subjects at each of our campuses. (Pg. 24)

La Trobe University Collective Agreement 2018

See below in 6.2 "Indigenous Workforce Strategy"

2020 Indigenous strategy & education highlights:

Mildura Indigenous Student Services Centre

In October 2020, Mildura's Head-of-Campus addressed the growing need for a cultural space that reflects the Indigenous learning philosophies and educational aspirations for our students. The dedicated space is currently undergoing refurbishment funded by the ISSP grant. Upon completion, the centre will be fully equipped with a computer lab, photocopying facilities, library, student/staff common area, and kitchenette. An official opening of the centre is slated for mid-2021.

Appointment of Senior Manager, Indigenous Strategy, Education and Community Liaison

The position of Senior Manager, Indigenous Strategy, Education and Community Liaison was created and appointed in 2020. This position will play a significant role in supporting the development of institutional wide strategies that seek to address La Trobe's ongoing commitment to Indigenous Australians.

The role is also responsible for providing direction and leadership to colleagues within the Indigenous Strategy and Education Unit (Workforce Capability and Strategy, Executive Support, Community Engagement, Student Support and Advice, and Strategy) located across all campuses including the management, supervision and development of staff and program budgets.

Indigenous Workforce Advisor Receives Award

In November 2020, Julie Sanders, La Trobe's IWA, received the Indigenous Employment Partners' NAIDOC Strong Sista Award in recognition of her work in Indigenous employment. The annual award acknowledges women who have risen from adversity to become highly capable community carers, advocates, educators, and leaders with an unwavering commitment to supporting Aboriginal and Torres Strait Islander people.

Discuss the practical implementation and evaluation of your Indigenous Education Strategy

ISE maintains that the presence of Indigenous Cultural Protocols (including attributes such as the four cultural qualities promoted by the University) in our day-to-day operations provide a holistic, responsive, transparent, student-facing service. Although ISE is student-centric, ISE has a broader function within the University, as during the academic year we interact with many other centres, departments and colleges, such as: Student Recruitment, Admissions and Graduations, Schools Partnerships, Finance, HR, Counselling, the Library, Residential Services, Scholarships, Governance, Academic Board, Security, International Office, La Trobe Student Union (LTSU), the Colleges and their Departments and Schools, Media and Communications, the Office of the Vice-Chancellor (OVC), Planning and Institutional Performance Unit (PIPU), Infrastructure & Operations (I&O), the International Students' Association (ISA), University Events, Education Services, Human Research Ethics Committee (UHEC), Graduate Research School (GRS), Community Engagement, University Council, Legal Office, Quality and Standards, Compliance, Grounds and Landscaping, and Information and Communication Technology.

ISEs invitations to contribute to internal reviews during 2020 include:

- La Trobe's strategic plan
- Research plan

Report progress against targets and milestones outlined in the strategy.

In the absence of an updated '*gamagoen yarrbat*' (currently being reviewed), the following targets are set by the Office of Indigenous Strategy & Education:

Principal PI	Proposed targets 2018	Proposed targets 2019	Proposed targets 2020
Number of Indigenous students enrolled (total)	300	320	340
Number of Indigenous student completions	60	65	70
Number of Indigenous staff (total)	38	47	56

Table 12: Selected targets from the University's business planning process.

Outcomes

- student access and participation/enrolment targets reached 92.65% achievement with a total of 315 (including sub-bachelor)
- student success/completion targets reached 62.86% achievement at a total of 44
- recruitment of Indigenous staff targets achieved 98.21% with a total of 55 Indigenous employees (including casuals)
- strengthening of Indigenous partnerships through community engagement objectives

In progress

- '*gamagoen yarrbat*' refresh
- Wominjeka module refresh
- cultural safety rollout to all University staff
- formalise an overarching University framework
- Indigenous Strategy & Education rebranding
- Additional Indigenous entry pathways
- Indigenous admissions process

6.2. Indigenous Workforce Strategy

Explain how the university has met its requirements under section 12 of the ISSP Guidelines

Our revised Indigenous Workforce Strategy, Toom bal ang, was launched in 2020 implementing new initiatives to ensure the steady increase of the LTU Indigenous workforce. Most importantly, the colleges committing to work in collaboration with the Indigenous Workforce Advisor to develop and implement proactive recruiting strategies for academic and professional roles; and agreeing to include Indigenous vacancies and targets in their business plans. As initiatives such as these gain momentum across the university, we will be well placed to meet our ongoing employment targets.

The objectives of the Indigenous Workforce Strategy include:

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

The current version of the strategy can be located at: <https://www.latrobe.edu.au/indigenous/employment>

Due to COVID, progress towards our 2020 employment targets was greatly impeded. Voted in by La Trobe staff, a temporary variation to the Collective Agreement, the Australian Job Protections Framework (AUJPF), was implemented resulting in recruitment restrictions. Additionally, a University-wide restructure had several staff opting to take a voluntary redundancy; contributing to a decline in Indigenous staff numbers from 32 to 26 for the year, a fall of 18.75%.

Whilst under the AUJPF, the IWA has primarily focused on Indigenous retention and staff support through the change process. This included:

- Being a support person for impacted staff of the restructure
- Assisting with resumes, key selection criteria, and providing interview support
- Onboarding staff to new roles and/or teams
- Referring to external support services such as EAP, cultural supervision, and counselling
- Discussing potential career pathways and/or secondments
- Hosting virtual meetings for regional staff
- Meeting HR Recruitment fortnightly regarding restructure progress
- Supporting development of PD's for Identified positions

La Trobe University's inaugural Pro Vice-Chancellor, Indigenous, who commenced the role on 4th February 2019, tragically passed in 2020. The role of PVC(I) has been vacant since, however, recruitment to reappoint the position is currently underway. Until then, the Indigenous Strategy & Education Division is collaboratively led by the Deputy Vice-Chancellor (Students) and Senior Manager, Indigenous Strategy, Education and Community Liaison.

Discuss the practical implementation and evaluation of your Indigenous Workforce Strategy

Our prime strategy is the promotion of the Indigenous programs and notification of vacancies to potential Indigenous applicants. This has been achieved through ongoing consultation with Indigenous community organisations, Job Active providers and Indigenous Employment Program (IEP) providers, who provide specialist services to Indigenous clients to assist potential applicants in the recruitment process. Initiatives include:

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

Indigenous Workforce Advisor (IWA)

Our Indigenous Workforce Advisor works with Indigenous applicants for jobs, maintains the online Expression of Interest database of potential applicants and supports staff.

The IWA also coordinates the Indigenous Workforce Steering Committee, the annual Indigenous Staff Forum, and works closely with other Human Resource stakeholders. These include: Manager Recruitment, Recruitment

Advisors, Senior Business Partner, HR Assist, Employee Relations, Organisational Development, and Diversity & Inclusion.

Indigenous Workforce Steering Committee

The key roles of the Steering Committee are to:

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

The Committee is comprised of members from Indigenous Strategy & Education, Human Resources, the two University Colleges, the National Tertiary Education Union and other areas of the University as appropriate.

Indigenous Staff Forum

Held annually, the Indigenous Staff Forum is coordinated and managed by the Indigenous Workforce Advisor. The Staff Forum's objective is to bring all Indigenous staff together from across our campuses to network, discuss professional development opportunities, participate in wellbeing activities and contribute to diversity and inclusion activities. Sessions are hosted by Human Resources staff as well as Indigenous Strategy staff. An Indigenous speaker is invited as part of the program. Due to the pandemic, it was decided to postpone the 2020 Staff Forum until the following year.

6.2. Indigenous workforce data - 2020 breakdown (includes casuals)

Level/position	Permanent		Casual and contract	
	Academic	Non-academic	Academic	Non-academic
PVC(I)				X
Assoc Professor/Senior Lecturer and Researcher			X	
Senior Lecturer/Convenor of Aboriginal Studies	X			
Indigenous Practitioner in Residence			X	
Senior Lecturer First Nations Health	X			
Senior Lecturer/Researcher	X			
Research Officer Improving Health			X	
Senior Education Developer Advisor Indigenous Learning	X			
Senior Lecturer, Indigenous Futures	X			

Portfolio Lead, Policy and Strategy	X			
Lecturer – Social Work, Shepparton	X			
Senior Manager Indigenous Strategy, Education and Community Liaison		X		
Manager, Indigenous Student Services		X		
Indigenous Workforce Advisor		X		
Indigenous Academic Enrichment Coordinator, Bundoora		X		
Indigenous Academic Enrichment Coordinator, Bendigo		X		
Indigenous Academic Enrichment Coordinator, Shepparton		X		
Indigenous Academic Enrichment Coordinator, Mildura		X		
Indigenous Academic Enrichment Coordinator, Wodonga		X		
Indigenous Academic Enrichment Coordinator, Bundoora				X
Senior Officer Ask La Trobe, Shepparton		X		
Senior Officer Ask La Trobe, Wodonga		X		
Family Therapy Indigenous Workforce Dev Trainer				X
Indigenous Counsellor				X
Academic Advisor		X		
Coordinator, Indigenous Student Admin and Events				X
Management Accountant		X		
Executive Assistant		X		
Academic Advisor		X		
Executive Assistant		X		
Administration Officer				X
11 Lecturers (casual)			X	
11 Professional Staff (casual)				X
7 ITAS Tutors				X

Table 13: Indigenous workforce data 2020

In 2020, La Trobe reached a total of 26 Indigenous FTE and 29 sessional/casual staff with the percentage of Indigenous staff fluctuating between 0.9% and 1.00%. The below table provides a breakdown of Indigenous workforce per campus, with some locations exceeding the 3% target.

Campus	Non-Indigenous	Indigenous	%
Albury-Wodonga	73	2	2.7%
Bendigo	296	4	1.4%
Bioscience	14		0.0%
Bouverie	31	2	6.5%
Canberra	1		0.0%
City - Collins Street	9		0.0%
Melbourne	2310	15	0.6%
Mildura	26	1	3.8%
Shepparton	18	2	11.1%
Total	2778	26	0.9%

Table 14: Indigenous workforce breakdown per campus

La Trobe University Collective Agreement 2018

18. Indigenous Australian Employment

In order to reflect current terminology, the Collective Agreement clause below will be referred to as the Indigenous Australian Employment rather than Aboriginal and Torres Strait Islander Employment, and some of the titles in relation to Indigenous employment provisions have been updated from the formal Agreement approved by the FWC. The formal Agreement as approved by the Fair Work Commission can be found at: <https://www.fwc.gov.au/documents/documents/agreements/fwa/ae428963.pdf>

18.1 The University will maintain and update, as appropriate, an Indigenous Workforce Strategy.

18.2 The University will continue to promote an Indigenous Workforce Strategy in conjunction with Indigenous Australian stakeholders. The parties recognise that a supportive working environment for Indigenous Australian Employees requires the redress of racism, social injustice, exploitation and employment inequity and recognises the principles of social and restorative justice and cultural affirmation.

18.3 The objectives of the Indigenous Workforce Strategy include:

- (a) to maximise staff development along with the transfer of job skills and information in order to increase Indigenous Australian employees' knowledge, independence, remuneration, job security and self-sufficiency;
- (b) to increase, encourage and foster Indigenous Australian employees at all levels of work activity, including, specifically, academic roles, within the University;
- (c) to facilitate and encourage the direct involvement of Indigenous Australian employees in determining their own career strategies, goals and objectives;
- (d) to seek to increase the number of Indigenous Australian staff. Without limiting the ways in which this may be achieved, the parties will take reasonable steps to meet an indicative target of employing nine (9) equivalent fulltime new ongoing Indigenous Australian employees per annum;
- (e) to facilitate the participation of Indigenous Australian employees in cultural and ceremonial activities where practical;
- (f) the University will provide for a senior position, that is identified for an Indigenous Australian, to oversee the implementation of the employment strategy.

18.4 The University will take reasonable steps to have relevant managers and staff receive cultural competency training before or at the time a new Indigenous Australian employee is inducted into an area.

18.5 Wherever reasonably possible any selection panel established for the selection for appointment to a position identified for an Indigenous Australian will have Indigenous Australian membership (including the Pro Vice-Chancellor (Indigenous)). Such panels shall otherwise be constituted in accordance with established processes.

18.6 An Indigenous Workforce Steering Committee shall monitor the implementation of the Indigenous Workforce Strategy. The Committee shall be made up of University employees, Indigenous Australian employees, a representative of the NTEU and at the discretion of the Chair of the Committee may involve nominee(s) of particular Indigenous communities in respect of matters specifically affecting that particular community. This Committee should meet at least quarterly. Implementation of the Indigenous Workforce Strategy shall be done in consultation with the NTEU and appropriate Indigenous Australian employees and community representatives.

18.7 The Indigenous Workforce Steering Committee should report annually. The report should specify the progress in achieving the objectives of the Indigenous Workforce Strategy and the targets set by the University. The report should be made to the Pro Vice-Chancellor (Indigenous), Executive Director, Human Resources and the NTEU La Trobe Branch and the Indigenous Workforce Advisor who shall ensure that the report is circulated to appropriate stakeholders in the University, including Unions party to this Agreement. The report will be published on the University intranet.

6.3. Indigenous Governance Mechanism

The university's current Indigenous Governance Mechanism (including how the university has met the requirements of section 11 of the ISSP guidelines)

La Trobe Indigenous Advisory Committee

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

Name, positions and duration of service of staff that are part of the Indigenous Governance Mechanism

Indigenous Staff Members of the Indigenous Advisory Committee in 2020

Name	Position	Years at LTU
Tanya Peeler	Snr. Mgr, Indigenous Strategy, Education, Community Liaison	5 years
Joy Murphy #	University Elder	6 years
Julie Andrews	Lecturer Level C & Convenor of Aboriginal Studies	29 years
Cath Chamberlain	Associate Professor – Researcher (Judith Lumley Centre)	4 years
Tricia Van Der-Kuyp	Executive Assistant – Office of the Director of Research	11 years

not a staff member – receives a stipend as University Elder

The number of meetings and main agenda items discussed over the year, confirming the Indigenous Governance Mechanism had a role in advising on the use of ISSP resources

Two Indigenous Advisory Committee meetings were held during 2020, on August 5th and November 18th. A copy of each of the meeting's agenda has been included at the end of this document.

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

Indigenous Advisory Committee

In the period leading up to and including 2020, Indigenous community engagement and participation in decision making was strengthened through formalisation of governance structures including the appointment of a University Elder and the establishment of the Indigenous Advisory Committee. The Indigenous Advisory Committee will make recommendations through the chairperson, Deputy Vice-Chancellor (Students), to the Vice-Chancellor and related committees on matters related to Indigenous (Higher Education, Employment and Research) outcomes, as well as have matters referred to it by the Vice-Chancellor for the provision of advice. The IAC will assist the Deputy Vice-Chancellor (Students) to oversee and monitor the implementation of the Indigenous Strategic Plan. The Deputy Vice-Chancellor (Students) is a member of the University's Senior Executive Group (SEG).

Indigenous committee involvement

Indigenous participation in decision-making extends across several other governance and decision-making bodies at professional service units, colleges and divisions, or whole-of-University level. These include:

- Academic Board
- DVC(S) Senior Leadership Team
- DVC(S) Management Group
- Scholarship Sub-Committee
- La Trobe Arts Institute Education Advisory Group
- Student Orientation Working Group
- Student Communications Committee

The roles and responsibilities within the Office of Indigenous Strategy & Education:

Pro-Vice Chancellor (Indigenous) – oversight and management of Indigenous Strategy and Education, Indigenous Student Services and Indigenous Employment programs; strategic and planning advice to the University's Senior Executive Group through the Deputy Vice-Chancellor (Students); provision of advice on curriculum, strategic projects, cultural immersion and policy development.

Senior Manager, Indigenous Strategy, Education and Community Liaison – provides oversight and strategic direction for the recruitment of Indigenous students across the institution, manages the delivery of executive support for the PVC (Indigenous), responsible for the strategic leadership of Indigenous Student Services at all campuses, and supports the Pro Vice-Chancellor (Indigenous) in the University's engagement efforts with Indigenous Communities.

Indigenous Workforce Advisor – collaboratively works with Human Resources on staff recruitment, employment relations and induction processes. Liaises University-wide on engagement opportunities for Indigenous peoples. Provision of advice on Indigenous employment and related policy and procedures development.

Manager, Indigenous Student Services – manages services for Indigenous students across all campuses, coordinates recruitment strategies across all campuses including whole-of-University programs, school partnerships, VTAC and national recruitment and participation in state-wide programs such as Toorong Marnong and I-TIS.

Indigenous Academic Enrichment Coordinators – provides support services, advice and assistance to Indigenous students enrolled or seeking to enrol in the University; develops and manages programs which enhance academic experience and ensure maximum completion rates.

Executive Assistant – provides confidential and high-level executive support and services to ensure the effective and efficient administration of the Office of Indigenous Strategy and Education.

6.3.1. Statement by the Indigenous Governance Mechanism

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

In accordance with subsection 17(2)(b) of the Guidelines, the Senior Manager, Indigenous Strategy, Education and Community Liaison prepared this report and confirms the ISSP grant funding for 2020 has been expended as shown in the financial acquittal; and that this performance report is an accurate reflection of decision-making processes and performance in 2020.

MEETING	Indigenous Advisory Committee		
DATE	Wednesday 5 August	TIME	1.00pm – 2.30pm
VENUE	Via Zoom		
CHAIR	Jess Vanderlelie	SECRETARIAT	Donna Preston
ATTENDEES	Jess Vanderlelie, Julie Andrews, Cath Chamberlain, Simon Evans, Faiza Muhammad Fauzi, Emma Hardy, Andrew Harvey, Birgit Loch (for Rob Pike), Esmail Manahan, Aunty Joy Murphy, Tanya Peeler, Tricia Van Der-Kuyp		
AGENDA			
Item		Who	Time
1. Meeting open/Acknowledgement		Jess Vanderlelie	1.00pm – 1.05pm
2. Apologies		Jess Vanderlelie	1.05pm – 1.10pm
3. Previous meeting minutes		Jess Vanderlelie	1.10pm – 1.20pm
a. Confirmation			
b. Matters arising/action items			
4. Conflict of interest			1.20pm – 1.25pm
5. Leadership and staffing of Indigenous Strategy and Education Unit		Jess Vanderlelie	1.25pm – 1.30pm
6. Reports			
i) Manager Indigenous Student Services Report		Renee Sleigh	1.30pm – 1.40pm
ii) Indigenous Workforce Advisors Report		Julie Sanders	1.40pm – 1.50pm
iii) ISSP financial acquittal and performance report 2019		Tanya Peeler	1.50pm – 2.00pm
7. Indigenous Workforce Strategy 2019-2021		Julie Sanders	2.00pm – 2.10pm
8. RAP on hold for 2020		Tanya Peeler	2.15pm – 2.20pm
9. Other business			2.20pm – 2.30pm
Next Meeting: 18 November, 1.00pm – 2.30pm			

PAPERS:

1. Minutes
2. Action items
3. Indigenous Student Services Report
4. Indigenous Workforce Advisors Report
5. ISSP financial acquittal and performance report 2019 see link
6. Indigenous Workforce Strategy 2019 - 2021



INDIGENOUS ADVISORY COMMITTEE AGENDA

MEETING	Indigenous Advisory Committee		
DATE	Wednesday 18 November	TIME	10:30am – 12pm
VENUE	Via Zoom		
CHAIR	Jess Vanderlelie	SECRETARIAT	Chloe Wos
MEMBERS	<u>Jess Vanderlelie, Julie Andrews, Cath Chamberlain, Faiza Muhammad Fauzi, Simon Evans, Emma Hardy, Andrew Harvey, Rob Pike, Esmail Manahan, Aunty Joy Murphy, Tanya Peeler, Julie Sanders, Renee Sleight, Tricia Van Der-Kuyt</u>		

AGENDA

ITEM	WHO
1) Meeting open/Acknowledgement	Jess Vanderlelie
2) Apologies	Jess Vanderlelie
3) Previous meeting minutes	Jess Vanderlelie
a. Confirmation	
b. Matters arising/action items	
4) Conflict of interest	Jess Vanderlelie
5) Reports	
i) Manager Indigenous Student Services Report	Joel Upton
ii) Indigenous Workforce Advisors Report	Tanya Peeler
6) Indigenous Education Strategy	Jess Vanderlelie
7) Engagement with Bouverie Centre	Tanya Peeler
8) Regional Indigenous Representation	Tanya Peeler
9) Wominjeka La Trobe renewal	Tanya Peeler
10) Other Business	

Indigenous Student Success Program

2020 Financial Acquittal

Organisation

Latrobe University

1. Financials – income and expenditure

Table 1a ISSP income available to support Indigenous students in 2020 (excluding GST)¹

Item	(\$)
A. ISSP Grant	
ISSP Grant 2020 (flexible component)	\$1,423,687
ISSP Grant 2020 for preserved scholarships	\$8,265
Subtotal ISSP Grant 2020	\$1,431,952
B. Other ISSP Related Income	
Rollover of ISSP funds from 2019	
Interest earned/royalties from ISSP funding	
Sale of ISSP assets	
Subtotal other ISSP related income	
Grand total for 2020	\$1,431,952

Table 1b Other funding available to support Indigenous students in 2020 (excluding GST)²

Item	(\$)
A. Other non-ISSP funds	
Other funding provided under HESA ³	
Other Commonwealth Government funding	
ATO cash flow boost voluntarily allocated by you to this activity	
Funds derived from external sources ⁴	
Total of other non-ISSP funds for 2020	

Table 1c Expenditure on support for Indigenous students during 2020 (excluding GST)⁵

Item	Actual ISSP (\$) ⁶	Estimate other funds (\$) ⁷	TOTAL (\$) ⁸
Preserved scholarships			
"New" scholarships from flexible ISSP funding	\$208,968		\$208,968
Teaching and learning ⁹			
Salaries for staff working on ISSP activities (excluding JobKeeper payments) ^{10 11 12}			
Administration for staff working on ISSP activities ¹³	\$858,754	\$519,608	\$1,378,362
Travel – domestic (airfares, accommodation & meals)	\$2,018	\$4,405	\$6,423
Travel – international (airfares)			
Travel – international (accommodation and meals)			
Conference fees and related costs ¹⁴			
ISSP Asset purchases made during 2020 ¹⁵			
Other (including other ATO cash flow boost expenditure not included in above figures)	\$101,950	\$117,222	\$219,173
A. Total Expenditure 2020	\$1,171,691	\$641,235	\$1,812,926
B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year			
2020 ISSP funding committed (A + B)			
D. Other unexpended 2020 ISSP Funds to be returned to PM&C¹⁶			
C. Unexpended 2020 preserved scholarships funds to be returned to PM&C	\$8,265		

For NIAA information only

JobKeeper payment/s received and expended on this activity (value \$)	\$0
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2. Rollovers

Table 2 Rollovers agreed

	Rolled over (\$) (A)	Expended/committed ¹⁷ (\$) (B)	Excess to be returned to the Department ¹⁸ (C) (C = A – B)
2019 funds rolled over into 2020			
2020 funds approved for rollover into 2021	\$254,514		

N/A

3. Goods and Services Tax

Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2020¹⁹

1. GST received by you in 2020 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> ²⁰			\$
2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) ²¹			\$
Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	Amount remitted: \$ Date remitted: / /	

4. ISSP Assets

Table 2a ISSP Assets inventory²²

Asset Description/ category	Adjustable Value ²³	ISSP contribution ²⁴

Table 2b ISSP Assets - purchases during 2020

Asset Description/ category	Purchase Value	ISSP contribution

Table 2c ISSP Assets - disposals during 2020

Asset Description/ category	Adjustable value	Disposals/ Sale Price ²⁵	ISSP component ²⁶	Disposals Age ²⁷

5. Endorsement of the Financial Acquittal²⁸

2020 Financial Acquittal supported and initialled by:

Jodie Banfield

(Print name of relevant officer)

Chief Financial Officer

(Print position title)

Jodie Banfield

(Signature and date)

Telephone contact: +61394791090

E-mail: J.Banfield@latrobe.edu.au

INDIGENOUS STUDENT SUCCESS PROGRAMME 2020 CERTIFICATION

Complete this certification after reading the completed 2020 Performance Report and 2020 Financial Acquittal for the Indigenous Student Success Programme.

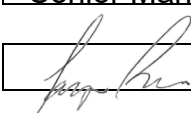
I certify that:

- (i) the Institution has met the eligibility requirements of the Indigenous Student Success Programme as set out in guidelines and the *Higher Education Support Act 2003*; and
- (ii) the 2020 Indigenous Student Success Programme 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 2020 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2020 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds, and any interest earned or royalties/income derived from these Funds, was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

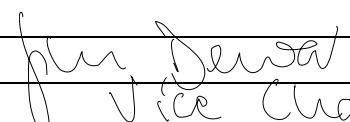
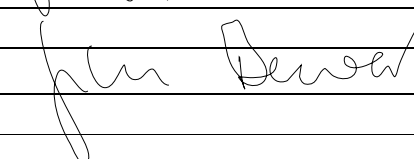
I understand that:

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

Certification recommended by university's Indigenous Governance Mechanism:

Name: Tanya Peeler
Title: Senior Manager, Indigenous Strategy, Education and Community Liaison
Signed:  Date: 01/07/21

Certification made by Vice-Chancellor or equivalent delegate:

Name: 
Title: Vice Chancellor
Signed:  Date: 2.7.21

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 2020 as well as estimating other funds and expenditure supporting Aboriginal and Torres Strait Islander students at the university. ISSP supplements the support the institution should already be providing to Indigenous students and the third column below helps us recognise the commitments your institution is making to lift and sustain Aboriginal and Torres Strait Islander student outcomes. Please feel free to add additional "item" lines as required.
- ² Please estimate the funds available.
- ³ Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- ⁴ Examples of other funding are philanthropic donations, other student payments, business income etc.
- ⁵ Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2020 Performance Report.
- ⁶ List the expenditure of the income listed in Table 1a above.
- ⁷ List the expenditure of the income listed in Table 1b above.
- ⁸ Sum ISSP expenditure and other funds expenditure.
- ⁹ Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.
- ¹⁰ If the staff member works on non-ISSP specific activities (for example, mainstream tutoring or lecturing), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- ¹¹ Include expenditure on salaries for staff that provide tutorial assistance.
- ¹² May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- ¹³ If the staff member works on non-ISSP specific activities (for example, entering student data for non-Indigenous students), only record the pro-rata amount that reflects the amount of time the staff member worked on ISSP-specific activities.
- ¹⁴ Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- ¹⁵ Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- ¹⁶ Include unspent 2019 funds that were rolled over into 2020 but were not expended during 2020 (i.e. the amount recorded in Table 2, column C).
- ¹⁷ For 2019 funds rolled into 2020, the amount included here should be the amount expended in 2020. For 2020 funds agreed for rollover into 2021, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2021.
- ¹⁸ This amount should be included in the total unspent 2020 amount listed in Table 1c, Section D.
- ¹⁹ If GST is not paid to you, do not complete the table in section 3. If GST is paid to you, the amount of GST funding included in each payment is set out in a Recipient Created Tax Invoice (RCTI) issued to you at the time of the payment. State whether these amounts have been remitted to the Australian Taxation Office (ATO) or committed for payment to the ATO.
- ²⁰ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²¹ This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- ²² Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- ²³ 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 2014..
- ²⁴ 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).
- ²⁵ Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- ²⁶ 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.
- ²⁷ Where groups of assets are disposed of, an average age can be provided.
- ²⁸ If the organisation is subject to audit by an Auditor-General of the Commonwealth or State or Territory government this authorisation should be signed by the Chief Financial Officer or an executive officer with primary responsibility for

the organisation's internal audit function. If the organisation is not normally subject to audit by an Auditor-General, then the organisation's auditor should sign this authorisation.