

# Indigenous Student Success Report

2019 ISSP Performance



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# 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 Wallan Campus opening in 2020. 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.

From 4 February 2019, the organisational structure supporting Indigenous initiatives and activities at La Trobe University has been headed by the inaugural Pro Vice-Chancellor (Indigenous). The Office of the Pro Vice-Chancellor (Indigenous) 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)

|  | 2017   | 2018   | 2019  |
|--|--------|--------|-------|
| Indigenous Australian students                         | 151    | 126    | 112   |
| Non-Indigenous Australian students (domestic students) | 11,454 | 10,761 | 9,788 |

Extracted from Business Object

## 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 Advisors (IAEA) 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 Advisor's at all La Trobe's campuses.

## Indigenous admissions procedure

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 policy and procedure are currently with the Deputy Vice-Chancellor (Students) office for overview and feedback. Relevant stakeholders (ISE, National Recruitment, Student Administration, Colleges of ASSC and SHE) have been consulted.

## Indigenous Scholarships, bridging/enabling support and outreach activities

### 1. Scholarships (2019 breakdown)

|               | Education Costs |     | Accommodation Costs |     | Reward |     | Total   |     |
|---------------|-----------------|-----|---------------------|-----|--------|-----|---------|-----|
|               | \$              | No. | \$                  | No. | \$     | No. | \$      | No. |
| Enabeling     | 2,727           | 0   | 5,456               | 0   | 2,500  | 0   |         | 0   |
| Undergraduate | 2,727           | 49  | 5,456               | 11  | 2,500  | 7   | 157,139 | 67  |
| Postgraduate  | 2,727           | 0   | 5,456               | 0   | 2,500  | 0   |         | 0   |
| Other         |                 |     |                     |     |        |     |         |     |
| TOTAL         |                 | 49  |                     | 11  |        | 7   | 157,139 | 67  |

\*ISSP funded scholarships

### 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)**

Indigenous student enrolments at La Trobe decreased in 2019 to 248 EFTSL. Although a significant drop from previous years, we anticipate a rebound in student enrolment numbers from our targeted approach to recruitment by stronger community engagement and partnership activities. The proactive work of Indigenous Student Services has established greater awareness of La Trobe courses, support services, and initiatives to prospective Indigenous students resulting in an increase in Future Student enquiries. Most notably has been the increased interest in our I-Aspire program which will add to student numbers as its participants progress through the program to becoming LTU students.

The 2019 I-Aspire Program had a cohort of 125 students, an increase of 61% from the previous year, participating in events arranged by La Trobe University's Bundoora, Bendigo, Shepparton, Wodonga and Mildura Campuses. Secondary school students introduced to this program respond favourably to the initiative, due to the outreach activities developed and delivered by our Indigenous Academic Enrichment Advisors and other ISS staff. Students emphasise the significance of the cultural immersion aspect of the I-Aspire activities, that 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

|   | 2017   | 2018   | 2019   |
|---|--------|--------|--------|
| Indigenous Australian students                              | 294    | 304    | 267    |
| Non-Indigenous Australian students (Domestic students only) | 29,312 | 29,245 | 28,031 |

Extracted from Business Object

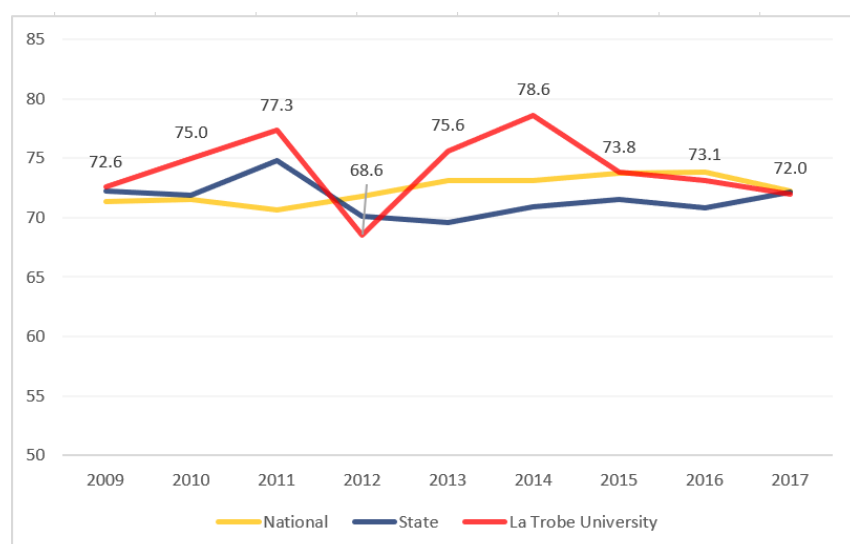
### Strategies to improve unit success rates and retention of Aboriginal and Torres Strait Islander students

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 and maintenance of full-time Indigenous staff at all campuses, regardless of the number of Indigenous students enrolled at that campus, 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 on-line 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 (LAECG) and Local Aboriginal Networks (LANs).
- Engaging Indigenous Elders and other Indigenous Knowledge holders on campus to participate in cultural events, in addition to continued participation in Indigenous community engagement activities within the areas where campuses are located.
- Development of a specific Indigenous Student Database 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.

## The rise or fall of success/progression rates

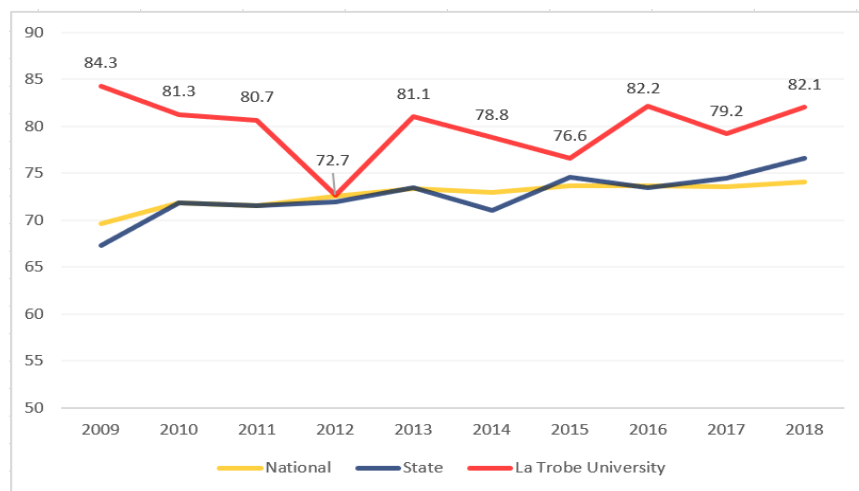


### Indigenous student retention rates

|                     | 2009  | 2010  | 2011  | 2012  | 2013  | 2014  | 2015  | 2016  | 2017  |
|---------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| National            | 71.33 | 71.57 | 70.69 | 71.77 | 73.08 | 73.16 | 73.70 | 73.81 | 72.20 |
| State               | 72.24 | 71.87 | 74.78 | 70.09 | 69.55 | 70.95 | 71.50 | 70.82 | 72.11 |
| La Trobe University | 72.55 | 75.00 | 77.31 | 68.55 | 75.61 | 78.61 | 73.82 | 73.12 | 71.98 |

Data source: DESE's 2018 section 16 equity performance data <https://docs.education.gov.au/node/53030>

La Trobe's Indigenous student retention rate currently sits 11% lower than the overall student cohort. In comparison, our Indigenous retention rate tracks similarly to National and higher than State averages. The School of Humanities and Social Sciences has the largest Indigenous student participation and highest retention which sits at 70.6%. Across the University, retention rates for each of the schools vary with the School of Allied Health Sciences at 62.5%, La Trobe Business School at 50%, and La Trobe Law School at 80%.



### Indigenous student success (pass rates)

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

Data source: DESE's 2018 section 16 equity performance data <https://docs.education.gov.au/node/53030>

La Trobe's success rate increased from 2017 to 2018 by 2.82 percentage points, maintaining our positioning higher than the National and State averages. We anticipate a continued strong performance for 2019 with a variance no greater than  $\pm 3$  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 2019.

### 2a. Tutorial and other assistance provided (2019 breakdown)

| Assistance type     | Level of study | Number of students assisted | Hours of assistance | \$                |
|---------------------|----------------|-----------------------------|---------------------|-------------------|
| Tutorial assistance | Enabling       | 0                           | 0                   | 0                 |
|                     | Undergraduate  | 67                          | 1,992.50            | 174,670.34        |
|                     | Post graduate  | 3                           | 180.50              | 15,823.34         |
|                     | Other          | 0                           | 0                   | 0                 |
|                     | <b>Total</b>   | <b>70</b>                   | <b>2173.00</b>      | <b>190,493.68</b> |

## 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 (170 and 72 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 IAEA and an additional larger room for Indigenous students (approximately 13) to study and meet. At La Trobe University's Shepparton and Mildura Campuses, each IAEA has an office. However, due to space constraints, the Indigenous students (21 and 16 respectively) do not have a dedicated study space at these campuses.

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 (2019 breakdown)

| Activity                | Number of student participants | \$   |
|-------------------------|--------------------------------|------|
| Student orientation     | 45                             | 1200 |
| Student social events   | 79                             | 2038 |
| Library familiarisation | 60                             | 0    |
| Academic workshops      | 60                             | 0    |
| Careers networking day  | 60                             | 0    |
| Exam prep workshop      | 60                             | 0    |

**\*Across all campuses**

## 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 on-line 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.
- Facilitation of Cultural Safety workshops across the University led by the Pro-Vice Chancellor (Indigenous).
- 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 on-going 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 (LAECG) 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 2019, La Trobe had a drop in overall completions of 10.71% with the decline occurring only in Postgraduate Coursework. However, Bachelor completions rose by 13.33%. Of particular importance is the increasing trend of Higher Degree completions each year from 2017.

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.

|  | 2017 | 2018  | 2019 |
|--|------|-------|------|
| Indigenous Australian students: (Higher Degree)          | 0    | 1     | 2    |
| Non-Indigenous Australian students: (Higher Degree)      | 147  | 169   | 139  |
| Indigenous Australian students: (Other postgraduate)     | 7    | 25    | 14   |
| Non-Indigenous Australian students: (Other postgraduate) | 918  | 1,016 | 884  |
| Indigenous Australian students: (Bachelor degree)        | 21   | 30    | 34   |

Extracted from Business Object

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

#### 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 Academic Enrichment Advisors also work closely with the Indigenous Workforce Advisor who promotes opportunities for Indigenous student employment in corporate corporations.

## 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 IAEAs 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 IAEA at each site and the provision of dedicated, culturally-safe learning spaces. The IAEAs 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.

Table 4

|   | Education Costs |     | Accommodation Costs |     | Reward |     | Total/<br>Students Assisted<br>(headcount) |      |
|---|-----------------|-----|---------------------|-----|--------|-----|--|------|
|   | \$              | No. | \$                  | No. | \$     | No. | \$   | No.  |
| A. 2018 Payments                                | 2,676           | 11  | 5,355               | 6   | 2,500  | 6   | 76,566                                     | 18   |
| B. 2019 Offers                                  | 2,727           | 35  | 5,456               | 11  | 2,500  | 3   | 162,961                                    | 49   |
| Plus continuing                                 |                 |     |                     |     |        |     |  |      |
| Percentage (B/A*100)                            |                 |     |                     |     |        |     |  | 272% |
| <b>2019 Payments</b><br>(Accepted & Continuing) | 2,727           | 35  | 5,456               | 11  | 2,500  | 3   | 162,961                                    | 49   |



## 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 |

## 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 2018-22, 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' has been initiated with the commencement of the Inaugural Pro Vice-Chancellor (Indigenous) and a renewed strategy will 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 (Authorized 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 2018 - 2022***

We will strive to be exemplars for the sector in our commitment to gender equity and to inclusivity for marginalised groups; and we will work with Indigenous peoples and organisations to support their social, cultural and economic aspirations. (Pg. 5)

##### **Our Core Objectives**

Outstanding student experience - Diversity

We will continue to promote the education of all La Trobe students in Indigenous culture, history and knowledge. (Pg. 13)

Unrivalled partner of choice

We will work with Indigenous organisations to build capacity and deliver their social, cultural and economic aspirations (Pg. 18)

##### **Our enablers**

One University, Many Communities – Our Campus Network

La Trobe's multi-campus network differentiates us strongly from other universities, allowing us to reach out to a broader range of communities and socio-economic groups to promote wider participation in higher education. We are proud to offer higher education to regional, first-in-family, low socioeconomic status and Indigenous students; and to provide opportunities for regional and metropolitan students to study across our network. (Pg. 22)

#### ***La Trobe University research plan 2018 – 2022***

##### **Our Core Objectives**

Research Excellence Principles

Increase Indigenous research and participation in research by Indigenous staff and students by recognising and addressing the barriers to their full participation. (Pg. 15)

#### ***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”

#### **2019 Indigenous strategy & education highlights:**

##### **Appointment of Pro-Vice Chancellor (Indigenous)**

In February 2019, Professor Dennis McDermott commenced the role of La Trobe's inaugural Pro Vice-Chancellor (Indigenous). In his role, Professor McDermott works across all areas of the University to guide and develop strategies to enhance the participation, support and success of Indigenous Australian students, as well as the recruitment and retention of Indigenous Australian staff, and furthering the University's Indigenous Education Strategy.

Another key aspect of the role will be to enhance the integration of Indigenous knowledge and perspectives into La Trobe's research, course curricula and governance processes.

##### **Launch of “Having the Hard Conversations”**

In November 2019, PVC(I) Dennis McDermott launched *Having the Hard Conversations: A guide to good practice in Indigenous Health and cultural safety education*. The guide is an educational resource by a team of national and international scholars who collaborated to develop, refine and disseminate a framework for conceiving of, and delivering, effective strategies to meet student and institutional resistance to the personal, professional, and political challenges encountered by many in curriculum material and teaching processes alike.

##### **Appointment of Indigenous Learning Education Developer**

The position of an Indigenous Learning Education Developer was created and appointed in 2019. Aligning with the UA Indigenous Strategy 2017-2020, the objectives of the role are to:

- Design, develop and evaluate quality and innovative curriculum that embeds Aboriginal and Torres Strait Islander knowledges and contexts based on contemporary pedagogically-sound theory and up-to-date learning design practices.
- Provide guidance to support Schools and academic staff in the delivery of quality, innovative learning experiences to students that embeds Aboriginal and Torres Strait Islander knowledges and contexts using a range of strategies and technologies.
- Acknowledge, promote and build capacity in learning and teaching quality by promoting cultural awareness and inclusivity

## 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, La Trobe Learning and Teaching (LTLT), 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 2019 include:

- accommodation services
- teaching quality taskforce, LTLT
- globalisation plan
- student equity & diversity 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 (EFTSL) | Proposed targets 2019 (EFTSL) | Proposed targets 2020 (EFTSL) |
|--|-------------------------------|-------------------------------|-------------------------------|
| Number of Indigenous students enrolled   | 300                           | 320                           | 340                           |
| Number of Indigenous student completions | 60                            | 65                            | 70                            |
| Number of Indigenous staff               | 38                            | 47                            | 56                            |

### Outcomes

- student access and participation/enrolment targets reached 88.68% achievement with a total of 271 (including sub-bachelor)
- student success/completion targets reached 77.92% achievement at a total of 50
- recruitment of Indigenous staff targets achieved 123.4% with a total of 58 Indigenous employees (including casuals)
- development of Indigenous partnerships through community engagement objectives
- renewal of the Indigenous Workforce (Employment) Strategy (*Toom bal ang*)

**In progress**

- review of '*gamagoen yarrbat*'
- develop an Indigenous research plan
- formalise an overarching University framework
- cultural safety rollout to all University staff

## 6.2. Indigenous Workforce Strategy

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

A revised Indigenous Workforce Strategy, *Toom bal ang*, has been finalised and will be launched in 2020; work has been done in streamlining recruitment processes in Human Resources, and; in collaboration with Diversity & Inclusion, Human Resources, we are developing cultural safety training for the wider university community.

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

Gamagoen Yarrbat Indigenous Education Strategy presents Indigenous Employment as a strategic domain. This domain continues to build on La Trobe's initial Indigenous employment strategy 'Closing the Gap, 35 in 5: Indigenous Employment Strategy 2010-2015'. The strategy seeks to source, and create opportunities to increase employment of Indigenous professional and academic by:

- assist colleges to set targets
- develop a 'grow our own' strategy
- utilise 'special measures' accommodations
- profile La Trobe nationally and
- electronic expression of interest recruitment strategy

In 2019, La Trobe reached a total of 32 Indigenous staff with the current numbers at 1.01% Indigenous workforce (figures excludes casual staff). With the launch of the new Indigenous Workforce Strategy, *Toom bal ang*, new initiatives will be introduced to ensure the steady increase of the LTU Indigenous workforce. Particularly, the colleges agreeing to work in collaboration with the Indigenous Workforce Advisor to develop and implement proactive recruiting strategies for academic and professional roles. As initiatives such as these gain momentum across the university, we will be well placed to meet our ongoing employment targets.

La Trobe University appointed its inaugural Pro Vice-Chancellor, Indigenous; whom commenced the role on 4<sup>th</sup> February 2019. This is a senior appointment, consistent with La Trobe's commitments under the *UA Indigenous Strategy 2017-20*. The Pro Vice-Chancellor, Indigenous will determine the university's strategic direction with respect to the university's Indigenous Australia engagement aspirations.

### 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 on-line 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 co-ordinated 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.



## 6.2. Indigenous workforce data - 2019 breakdown (includes casuals)

| Level/position    | Permanent |              | Casual and contract |              |
|-------------------|-----------|--------------|---------------------|--------------|
|                   | Academic  | Non-academic | Academic            | Non-academic |
| PVC(I)            |           |              | 1                   |              |
| Assoc Professor   | 1         |              |                     |              |
| Senior Lecturer   | 6         |              | 3                   |              |
| Lecturer          |           |              | 8                   |              |
| Lecturer//Tutor   |           |              | 1                   |              |
| HEO8              |           | 4            |                     | 2            |
| HEO7              |           | 1            |                     |              |
| HEO6              |           | 6            |                     | 1            |
| HEO5              |           | 3            |                     | 3            |
| HEO4              |           |              |                     | 2            |
| Policy & Strategy |           |              | 1                   |              |
| Accountant        |           | 1            |                     |              |
| Administration    |           | 1            |                     | 7            |
| Academic          |           |              | 1                   |              |
| Student Tutor     |           |              | 5                   |              |

| Campus                | Non Indigenous |               | Indigenous |              | Total       |                |
|-----------------------|----------------|---------------|------------|--------------|-------------|----------------|
|                       | Headcount      | %             | Headcount  | %            | Headcount   | %              |
| Albury-Wodonga        | 88             | 97.78%        | 2          | 2.22%        | 90          | 100.00%        |
| Bendigo               | 320            | 99.07%        | 3          | 0.93%        | 323         | 100.00%        |
| Bioscience            | 13             | 100.00%       |            | 0.00%        | 13          | 100.00%        |
| Bouverie              | 29             | 96.67%        | 1          | 3.33%        | 30          | 100.00%        |
| City - Collins Street | 12             | 100.00%       |            | 0.00%        | 12          | 100.00%        |
| Melbourne             | 2633           | 99.17%        | 22         | 0.83%        | 2655        | 100.00%        |
| Mildura               | 31             | 96.88%        | 1          | 3.13%        | 32          | 100.00%        |
| Shepparton            | 23             | 88.46%        | 3          | 11.54%       | 26          | 100.00%        |
| <b>Grand Total</b>    | <b>3149</b>    | <b>98.99%</b> | <b>32</b>  | <b>1.01%</b> | <b>3181</b> | <b>100.00%</b> |

\* 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 2019

| Name                | Position   | Years at LTU |
|---------------------|--|--------------|
| Dennis McDermott    | Pro-Vice Chancellor (Indigenous)                         | 1st year     |
| Joy Murphy #        | University Elder   | 5 years      |
| Julie Andrews       | Lecturer Level C & Convenor of Aboriginal Studies        | 28 years     |
| Cath Chamberlain    | Associate Professor – Researcher (Judith Lumley Centre)  | 3 years      |
| Tricia Van Der-Kuyp | Executive Assistant – Office of the Director of Research | 10 years     |

### 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 2019, on May 27<sup>th</sup> and October 2<sup>nd</sup>. 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 2019, 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 which is co-chaired by the Pro-Vice Chancellor (Indigenous) and the Deputy Vice-Chancellor (Academic).

**Pro-Vice Chancellor (Indigenous) committee involvement** - Items with a \* are Indigenous-specific committees

Member, Senior Leadership Group

Member, Senior Executive Group

Member, Academic Board

Member, DVC(A) Senior Executive Team

Member, Research Strategy Committee

Member, Indigenous Advisory Committee\*

Chair, Indigenous Employment Advisory Committee\*

Indigenous Curriculum Advisory Group\*

**The roles and responsibilities of Indigenous specific staff:**

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

**Executive Officer, Office of the Pro-Vice Chancellor (Indigenous)** –planning, reporting and monitoring services, strategic projects, cultural immersion and policy development. Providing high-level advice and executive support for the PVC(I) on strategic and operational policy matters.

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

**Manager, Indigenous Student Services** – manages services for Indigenous students across all campuses, co-ordinates 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.

**Portfolio Lead: Indigenous Strategy & Policy** – provides academic leadership in reference to reviewing existing Office of Indigenous Strategy and Education planning in relation to: Indigenous student recruitment and retention to successful graduation; Indigenous workforce expansion and retention; and Indigenous research development.

**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.**

The Indigenous Governance Mechanism during the reporting period was the Pro-Vice Chancellor (Indigenous). The Executive Officer prepared this report. Due to the unexpected passing of the PVC(I), by arrangement with the National Indigenous Australians Agency, the Executive Officer has therefore signed this report as the current Indigenous Governance Mechanism.



OFFICE OF INDIGENOUS STRATEGY AND EDUCATION



## Indigenous Advisory Committee

Monday May 27, 2019 commencing at 2pm

La Trobe University Melbourne Campus, David Myers Building West – Mandala Meeting Room

### Agenda

1. Meeting Open
2. Apologies
3. Conflict of Interest
4. Introductions
5. Items for discussion
  - Inaugural Pro-Vice Chancellor (Indigenous) role
  - Structure & Purpose of Indigenous Advisory Committee
  - Office of Indigenous Strategy & Education Overview
  - Reports
    - Manager, Indigenous Student Services' Report
    - Indigenous Workforce Advisor's Report
    - 2018 Indigenous Student Success Program – Performance Report & Financial Acquittal
  - Indigenous Strategies
    - Gamagoen Yarrbat
    - Toombalang
    - Indigenous Research Strategy
    - RAP
  - Proposal of sub-committees
6. Other business
7. Next meeting
8. Close



OFFICE OF INDIGENOUS STRATEGY AND EDUCATION



## Indigenous Advisory Committee

Wednesday October 2, 2019 commencing at 10am  
La Trobe University Melbourne Campus, David Myers Building West – Mandala Meeting Room

### Agenda

1. Meeting Open
2. Apologies
3. Previous meeting's minutes
  - Confirmation
  - Matters arising/action list
4. Conflict of Interest
5. Items for discussion
  - Recent key activities
  - Reports
    - Manager, Indigenous Student Services' Report
    - Indigenous Workforce Advisor's Report
    - Universities Australia Indigenous Strategy: Progress Survey 2019
  - Proposed La Trobe Reconciliation Action Plan (RAP) or similar
  - Office of the PVC (I) Review
6. Other business
7. Next meeting
8. Close

# Indigenous Student Success Program

## 2019 Financial Acquittal

Organisation

Latrobe University

### 1. Financials – income and expenditure

**Table 1a ISSP income available to support Indigenous students in 2019 (excluding GST)<sup>1</sup>**

| Item   | (\$)                    |
|--|-------------------------|
| <b>A. ISSP Grant</b>                             |                         |
| ISSP Grant 2019 (flexible component)             | 1,219,693               |
| ISSP Grant 2019 for preserved scholarships       | 40,909                  |
| <b><i>Subtotal ISSP Grant</i></b>                | <b><i>1,260,602</i></b> |
| <b>B. Other ISSP Related Income</b>              |                         |
| Rollover of ISSP funds from 2018                 |                         |
| Interest earned/royalties from ISSP funding      |                         |
| Sale of ISSP assets                              |                         |
| <b><i>Subtotal other ISSP related income</i></b> |                         |
| <b>Grand total</b>                               | <b>1,260,602</b>        |

**Table 1b Other funding available to support Indigenous students in 2019 (excluding GST)<sup>2</sup>**

| Item   | (\$)          |
|--|---------------|
| <b>A. Other non-ISSP funds</b>                   |               |
| Other funding provided under HESA <sup>3</sup>   |               |
| Other Commonwealth Government funding            |               |
| Funds derived from external sources <sup>4</sup> | 75,000        |
| <b>Total of other non-ISSP funds</b>             | <b>75,000</b> |

**Table 1c Expenditure on support for Indigenous students during 2019 (excluding GST)<sup>5</sup>**

| Item   | Actual ISSP (\$) <sup>6</sup> | Estimate other funds (\$) <sup>7</sup> | TOTAL (\$) <sup>8</sup> |
|--|-------------------------------|--|-------------------------|
| Preserved scholarships   | 17,601                        |  | 17,601                  |
| "New" scholarships from flexible ISSP funding                                      | 183,263                       |  | 183,263                 |
| Teaching and learning <sup>9</sup>   |                               |  |                         |
| Salaries for staff working on ISSP activities <sup>10 11 12</sup>                  | 664,430                       |  | 664,430                 |
| Administration for staff working on ISSP activities <sup>13</sup>                  | 212,110                       | 752,688                                | 964,798                 |
| Travel – domestic (airfares, accommodation & meals)                                | 6,246                         | 30,077                                 | 36,323                  |
| Travel – international (airfares)  |                               |  |                         |
| Travel – international (accommodation and meals)                                   |                               |  |                         |
| Conference fees and related costs <sup>14</sup>                                    | 174                           |  | 174                     |
| ISSP Asset purchases made during 2019 <sup>15</sup>                                |                               |  |                         |
| Other  | 178,406                       | 122,598                                | 301,004                 |
| <b>A. Total Expenditure 2019</b>   | <b>\$1,262,231</b>            | <b>\$905,363</b>                       | <b>\$2,167,594</b>      |
| <b>B. Unexpended 2019 ISSP funds approved for rollover into 2020 grant year</b>    |                               |  |                         |
| <b>2019 ISSP funding committed (A + B)</b>   |                               |  |                         |
| <b>D. Other unexpended 2019 ISSP Funds to be returned to PM&amp;C<sup>16</sup></b> |                               |  |                         |
| <b>C. Unexpended 2019 preserved scholarships funds to be returned to PM&amp;C</b>  | <b>23,308</b>                 |  |                         |

## 2. Rollovers

**Table 2 Rollovers agreed**

|  | Rolled over (\$) (A) | Expended/committed <sup>17</sup> (\$) (B) | Excess to be returned to the Department <sup>18</sup> (C) (C = A – B) |
|--|----------------------|---|---|
| 2018 funds rolled over into 2019         |                      |   |   |
| 2019 funds agreed for rollover into 2020 |                      |   |   |

N/A

## 3. Goods and Services Tax

**Table 3 Goods and Services Tax (GST) paid under ISSP - 1 January – 31 December 2019<sup>19</sup>**

|   |   |
|---|---|
| 1. GST received by you in 2019 as part of the Indigenous Student Success Program funding under the <i>Higher Education Support Act 2003</i> <sup>20</sup> | \$  |
| 2. GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below) <sup>21</sup>                | \$  |
| Amount remitted: \$<br>Date remitted: / /   | Amount remitted: \$<br>Date remitted: / / |
|   | Amount remitted: \$<br>Date remitted: / / |



## 4. ISSP Assets

**Table 2a ISSP Assets inventory<sup>22</sup>**

| Asset Description/ category | Adjustable Value <sup>23</sup> | ISSP contribution <sup>24</sup> |
|-----------------------------|--------------------------------|---------------------------------|
|                             |                                |                                 |
|                             |                                |                                 |

**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 <sup>25</sup> | ISSP component <sup>26</sup> | Disposals Age <sup>27</sup> |
|-----------------------------|------------------|-------------------------------------|------------------------------|-----------------------------|
|                             |                  |                                     |                              |                             |
|                             |                  |                                     |                              |                             |

## 5. Endorsement of the Financial Acquittal<sup>28</sup>

Financial Acquittal supported and initialled by:

**Jodie Banfield**

(Print name of relevant officer)

**Director of Finance**

(Print position title)

*Jodie Banfield*

(Signature and date)

23/06/2020

Telephone contact: 03 9479 1090

E-mail: j.banfield@latrobe.edu.au

## INDIGENOUS STUDENT SUCCESS PROGRAMME 2019 CERTIFICATION

Complete this certification after reading the completed 2019 Performance Report and 2019 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 2019 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 2019 Indigenous Student Success Programme financial acquittal represents a complete, true and correct summary of transactions that took place during 2017 under the Indigenous Student Success Programme; and
- (iv) Indigenous Student Success Programme Funds and any interest earned or royalties/income derived from these Funds was expended on activities consistent with the Indigenous Student Success Programme guidelines and the *Higher Education Support Act 2003*.

I understand that:

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

### Certification recommended by university's Indigenous Governance Mechanism:

Name:   
Title:   
Signed:  Date:

### Certification made by Vice-Chancellor or equivalent delegate:

Name:   
Title:   
Signed:  Date:

## Additional information for completing the template

- <sup>1</sup> The financial tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2019 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.
- <sup>2</sup> Please estimate the funds available.
- <sup>3</sup> Please include funding provided under the Commonwealth Grants Scheme and Higher Education Participation and Partnerships Program.
- <sup>4</sup> Examples of other funding are philanthropic donations, other student payments, business income etc.
- <sup>5</sup> Where applicable, figures provided in this table must be consistent with the figure provided in the institution's 2019 Performance Report.
- <sup>6</sup> List the expenditure of the income listed in Table 1a above.
- <sup>7</sup> List the expenditure of the income listed in Table 1b above.
- <sup>8</sup> Sum ISSP expenditure and other funds expenditure.
- <sup>9</sup> Estimate expenditure on Indigenous students for teaching and learning across all faculties. This may be a pro-rata of CGS funding.
- <sup>10</sup> 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.
- <sup>11</sup> Include expenditure on salaries for staff that provide tutorial assistance.
- <sup>12</sup> May include pro-rata expenditure on salaries for staff time spent monitoring and recording tutoring and student withdrawals.
- <sup>13</sup> 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.
- <sup>14</sup> Costs may include, but are not limited to, registration fees, presentation fees, equipment costs etc.
- <sup>15</sup> Assets are defined in the *Indigenous Student Assistance Grants Guidelines 2017*, and are items that have an individual value of \$5,000 or more.
- <sup>16</sup> Include unspent 2018 funds that were rolled over into 2019 but were not expended during 2019 (i.e. the amount recorded in Table 2, column C).
- <sup>17</sup> For 2018 funds rolled into 2019, the amount included here should be the amount expended in 2019. For 2019 funds agreed for rollover into 2020, the amount recorded here should be the amount of the funding that has been committed for expenditure in 2020.
- <sup>18</sup> This amount should be included in the total unspent 2019 amount listed in Table 1c, Section D.
- <sup>19</sup> 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.
- <sup>20</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>21</sup> This amount is stated on your Recipient Created Tax Invoices (RCTIs).
- <sup>22</sup> Record all active assets acquired using ISSP funding. Active assets are those that have not been sold or disposed of.
- <sup>23</sup> 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..
- <sup>24</sup> 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).
- <sup>25</sup> Where an item has been stolen or destroyed, the words 'stolen' or 'destroyed' should be listed in the sale price column.
- <sup>26</sup> 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.
- <sup>27</sup> Where groups of assets are disposed of, an average age can be provided.
- <sup>28</sup> 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

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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.