

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Financial Acquittal

Organisation

THE UNIVERSITY OF MELBOURNE

The following tables have a dual purpose of itemising actual income and expenditure associated with the ISSP in 2017 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.

1. Income (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
ISSP Grant 2017	\$1,552,326.56		\$1,552,326.56
Rollover of funds from previous years			
Interest earned/ royalties			
Sale of assets			
HEPP		\$325,000	\$325,000
Donations		\$90,000	\$90,000
A. Total Income 2017	\$1,552,326.56	\$ 415,000	\$1,967,326.56

2. Expenditure (excluding GST)

Item	Actual ISSP (\$)	Estimate other funds (\$)	TOTAL (\$)
Salaries	\$941,236.20	\$95,000	\$1,036,236.20
Administration	\$225.82		\$225.82
Travel – domestic	\$31,252.87	\$40,000	\$71,252.87
ISSP Asset purchases			
Travel & Entertainment	\$41,552.63		\$41,552.63
(other major expenditure categories ensuring breakdown sums to total at B below)			
Expert Services	\$31,053.58		\$31,053.58
Postgraduate Scholarship	\$44,331.28	\$190,000	\$234,331.28
Grants	\$211,774.45		\$211,774.45
Consumable Goods and Services	\$39,409.76	\$90,000	\$129,409.76
Staff Training & Development	\$2,695.90		\$2,695.90
Student Costs	\$160,002.57		\$160,002.57
Scholarship Recoveries	\$46,153.50		\$46,153.50
B. Total Expenditure 2017	\$1,549,688.56	\$ 415,000	\$1,964,688.56
C. Unexpended funds PM&C agreed to rollover			
D. Unexpended Funds to be returned to PM&C	\$2,638.00		
E. TOTAL ISSP Funding use (B+C+D)	\$1,552,326.56		\$1,964,688.56

Note: A-E must equal zero

Financial Acquittal

3. Goods and Services Tax (GST) paid under ISSP - 1 January - 31 December 2017

- If GST is not paid to you, do not complete the table in this 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.

1. If applicable, GST received by you in 2017 as part of the Indigenous Student Success Programme funding under the <i>Higher Education Support Act 2003</i> . This amount is stated on your Recipient Created Tax Invoices (RCTIs).	\$ <u> </u>	
2. If applicable, GST remitted or committed for payment to the Australian Taxation Office (ATO) (in the remittance instalments shown below)	\$ <u> </u>	
Amount remitted: \$	Amount remitted: \$	Amount remitted: \$
Date remitted: / /	Date remitted: / /	Date remitted: / /

4. ISSP Assets summary (*only a requirement for assets over \$5000-see clause 16 of guidelines*)

Asset Description/ category	Adjustable Value	ISSP contribution

4a ISSP Asset - acquisitions and disposals summary

Asset Description/ category	Acquisitions Purchase Value	Disposals/ Sale Price	Disposals Average Age

5. Financial Acquittal supported and initialed by:

Karan Gill CPA CIA CRMA

(Print name of relevant officer)


Financial / Operational Auditor, Audit Assurance Services

Legal and Risk, University Service, The University of Melbourne

(Print position title)

20/07/2018

(Signature and date)



Telephone contact: +61 3 8344 9447

E-mail: karan.gill@unimelb.edu.au

Note:

- 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.

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 CERTIFICATION

Complete this certification after reading the completed 2017 Performance Report and 2017 Financial Acquittal for the Indigenous Student Success Programme.

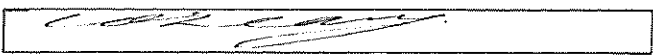
I certify that:

- (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 2017 Indigenous Student Success Programme Performance report presents an accurate summary of the Institution's use of programme funds and of other activities undertaken by the Institution to improve Aboriginal and Torres Strait Islander student and staff outcomes; and
- (iii) the 2017 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*.

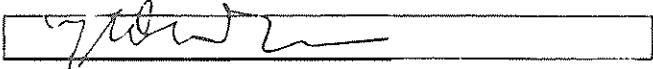
I understand that:

- (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:

Name: CHARLES O'LEARY
Title: ASSOCIATE DIRECTOR, MURUP BARNAK
Signed:  Date: 20/7/18

Certification made by Vice-Chancellor or equivalent delegate:

Name: PROFESSOR MARK CONSIDINE
Title: ACTING VICE-CHANCELLOR
Signed:  Date: 20/7/18

INDIGENOUS STUDENT SUCCESS PROGRAMME – 2017 Performance Report

Organisation	The University of Melbourne
Contact Person	Charles O'Leary
Phone	+61 3 8344 5330
Email	charles.oleary@unimelb.edu.au

1. Enrolments (Access)

In reference to data provided to the Vice Chancellor in February 2017, comment on:

- *strategies to improve access to university for Aboriginal and Torres Strait Islander students;*

Strategies to address access to The University.

Indigenous Specialist Education Programs

Bachelor of Arts Extended Program: *(directly funded by ISSP)*

The Bachelor of Arts Extended course is an Arts degree for Indigenous students who may not meet the direct entry requirements into the Bachelor of Arts.

The BA Extended has an extra year of academic development subjects (academic skills, communication and literature skills) to help student's transition into BA degree.

The first two years are undertaken within a University residential college. Trinity College provides the year one academic development subjects which are delivered in a cohort.

Limited supply of students who have attained an ATAR in the range of admission requirements continues to act as a constraint.

Bachelor Of Science Extended: *(partly funded by ISSP)*. The Faculty of Science has developed a Science degree for Indigenous students who may not meet the direct entry requirements into the Bachelor of Science. The degree provides strong support for students' academic development through an additional year of study in which integrated science and technology study, mathematics study and academic and communication skill development are provided.

Professional Certificate In Indigenous Research: *(directly funded by ISSP)*

The Professional Certificate has been running for over ten years and provides skills in Indigenous research for postgraduate research students from across Australia.

Graduate Certificate in Indigenous Research and Leadership: *(directly funded by ISSP)* The Graduate Certificate was piloted in 2013 and run biennially from 2014.

Both Certificate courses are residential intensive courses, aiming to provide a supportive cohort experience, and a culturally appropriate learning environment, with opportunities to develop high-level professional skills and aptitudes, for students aspiring to become leaders in Indigenous research.

Outcomes for these Certificate Programs indicate that enrolments, retention rates and completion rates are all high. Student evaluations indicate high levels of satisfaction and positive outcomes.

Certification

Access Melbourne

Access Melbourne is the University's special entry and access scheme for Year 12 students who did achieve an ATAR score for entry into University of Melbourne programs (from disadvantaged backgrounds).

Through Access Melbourne, the University now offers guaranteed entry to Indigenous students who apply with prerequisites and achieve the following ATARs (or notional ATARs). This was introduced in 2017.

50.00: Arts (Extended)

55.00: Science (Extended)*

70.00: Design

75.00: Arts, Science

83.00: Commerce

85.00: Biomedicine

Indigenous applicants will still be considered for entry below these ATARs, but entry is not guaranteed.

* In addition to satisfying the course prerequisites applicants for guaranteed entry to the Bachelor of Science (Extended) also require a passing score in a Year 12 Biology, Chemistry, Mathematics or Physics subject.

Additionally, every Indigenous student that accepts an offer for undergraduate degree at the University of Melbourne for Semester 1, 2018, will be guaranteed a Melbourne Access Scholarship valued at \$5,000 per year for the standard duration of their undergraduate scholarship.

Students who are eligible to receive an Indigenous Commonwealth Scholarship will be considered for:

- *(directly funded by ISSP)* An Indigenous Education Cost (ICECS) scholarship valued at \$3,000 per year for up to four years, and an Indigenous Accommodation Cost Scholarship (ICAS) valued at:
\$2,000 per year for up to four years for students who will relocate to Melbourne from within Victoria
\$4,000 per year for up to four years for student who will relocate to Melbourne from outside Victoria.

Faculties and Graduate Schools

Faculties and graduate schools have a responsibility for ensuring that Indigenous students can access and utilise appropriately the full range of academic and student support services provided to students.

Specifically, the Wilin Centre for Indigenous Arts and Cultural Development is placed within the Faculty of Fine Arts and Music at the Southbank Campus of the University. The Wilin Centre acts as an access point to academic and student support services for Indigenous students who require culturally appropriate support at the Faculty.

Provision of Indigenous student recruitment, retention and support services *(directly funded by ISSP)*

To recruit and retain Indigenous low SES students to the University. Two dedicated Indigenous Recruitment and Engagement officers were employed who delivered recruitment and support services to students and also contributed to the development of a case management model for Indigenous students who have complex needs.

Wilin Academic Pathways & Community Engagement Programs (*partly funded by ISSP*)

Indigenous applicants to the Faculty of Fine Arts and Music possess extraordinary skills, creative talent and a desire to achieve. The number and quality of Indigenous arts practitioners making applications to the faculty have grown exponentially in recent years. In some situations, there may remain a gap in the knowledge and practice of technical western arts and music skill; so-called “privileged” aspects of artistic training. As these privileged skills are often used as entry requirements for degrees in the Faculty of Fine Arts and Music, the Wilin Centre has a number of engagement programs to address any gaps applicants and students may feel they have. This engagement takes the form of outreach programs which sit within the broader community as well as academic pathways to study and courses that bring community members and Indigenous artists and cultural practitioners in to Wilin and the Faculty:

- Making Movies - Wilin and VCA Film and Television work collaboratively to offer the *Making Movies* program to regional Victorian Aboriginal communities; identifying and building the skills of potential Film and Television applicants. This program also affords the opportunity to form connections with Aboriginal Community Controlled Organisations’ (ACCOs) and recruit Indigenous artists from regional communities to study within the Faculty of Fine Arts and Music.
- Music Theatre Studio- two talented applicants are offered fee remission scholarships to the Faculty’s short course *Music Theatre Studio*. This course is aimed at upskilling and resourcing potential students to make competitive applications and auditions to the BFA (Music Theatre).
- VCA Acting Studio - a talented applicant is offered a fee remission scholarship in the Faculty’s Acting Studio short-course. The course fosters a young actor’s talent and passion for theatre practice and assists in preparing them to make a successful application to either the BFA (Acting) or BFA (Theatre).
- Short Course Scholarships - two potential students are offered scholarships to attend short courses and undertake other preparatory activities in their chosen discipline. These students are upskilled to give them the best chance at making a competitive application to the Faculty of Fine Arts and Music.
- Wilin offers postgraduate application and skills development courses to aspiring Indigenous postgraduate students as part of a bridging pathways program into Research Higher Degrees within the Faculty of Fine Arts and Music.

- Wilin Week and Indigenous Artists in Residence - Wilin Week is the Faculty's annual celebration of Aboriginal and Torres Strait Islander Arts and Culture. Highly regarded Indigenous artists (often potential postgraduate students) are invited in to Wilin and the Faculty of Fine Arts and Music to hold workshops, give lectures, create work and share knowledge with students, staff and members of the public. Undergraduate future students are also invited in during this time, in order to experience the potential of a career in the arts. As part of the residency program the guest artist is often invited to give Wilin's annual Lin Onus Oration.
- Wilin Fan the Flames – Every year Wilin showcases the achievements of Indigenous students in their chosen artistic practice with a public performance and exhibition held either on the FFAM campus or within a partner organisation in the broader community.
- Wilin Jams – Wilin celebrates its partnerships with Aboriginal community organisations by holding a community night and performance roughly every two months. These “Wilin Jams” encourage participation from throughout the ATSI community and function as a dynamic recruitment activity to the Faculty of Fine Arts and Music.
- Melbourne Fringe – Wilin has partnered with the Melbourne Fringe Festival to showcase the work of Indigenous students and staff and to provide industry experience for Indigenous students and alumni of the Faculty.
- Melbourne Theatre Company - the Melbourne Theatre Company in partnership with the Wilin Centre offers two internships for future students of VCA Production. Students gain experience and build a folio in theatre production, giving them the necessary experience and skills to make competitive applications to the Production BFA.

Outreach activities (directly funded b ISSP)

In 2016 Murrup Barak established relationships with secondary schools and Departments of Education across Australia to connect the University with Indigenous students and staff in schools across all educational sectors. Students were encouraged to participate in a range of enrichment opportunities which include residential experiences at the Parkville campus, day visits to Parkville campus and on the ground programs in schools. A total of 135 individual schools visits were conducted in 2017 and the team attended 2 careers expos. These visits were carried out throughout 5 States and Territories.

Murrup Barak also extends these outreach activities by engaging students to participate in the University of Melbourne pipeline programs which include:

Murrup Barak Experience Camp (*directly funded b ISSP*)

The Murrup Barak Experience Camp is a residential program offered to Indigenous students in years 11 & 12. The 5day camp gives students an opportunity to experience university first hand by staying in a residential college, participating in lectures and engaging with other Indigenous students who aspire to university. The program was delivered over the winter school holidays and was open to Indigenous students nationally. 43 students participated in the program in 2017.

Open Day Program (*directly funded b ISSP*)

Murrup Barak offered a 3 day Open Day camp for Indigenous students in yr12 that provided an opportunity to experience university first hand and to engage with Faculties and other Indigenous students who aspire to university. The program was delivered in conjunction with the broader University Open Day program and was open to Indigenous students nationally. 24 students participated in the 2017 program

Residential Indigenous Science Experience (RISE) (*partly funded by ISSP*)

The aim of RISE is to increase Indigenous student's interest in science. RISE provides an opportunity for Indigenous students from across Victoria with limited places for interstate students to meet like-minded Indigenous students and carry out hands-on practical experiments. The 2015 program also offered places to a limited number of students from outside Victoria. The scope of program spans the fields of biology, chemistry, physics, computer science, and engineering.

Raise the Bar Academy (*partly funded by ISSP*)

Athletics Australia and the University of Melbourne have offered a unique program for sporting and academic minded students to train with some of Australia's best athletes, develop new skills in athletics coaching, connect directly with sports industry professionals and learn about how they can access the University of Melbourne's Indigenous pathways

The 5-day program is open to Indigenous students entering Year 11 or 12, with the aim of supporting those who are interested in pursuing tertiary education and a career in the sports industry. 35 students participated in the second cohort of 2016.

Victorian Indigenous Engineering Winter School (VIEWS) (Funded by other Universities resources)

VIEWS is open to all Year 11 and 12 Indigenous students studying maths and science subjects. The program is designed to expand the students' perspectives on engineering by giving them and insight on what it is like to study and work in engineering. Over six days, Indigenous students learn about the different pathways available to become an engineer and hear first-hand from Indigenous engineers and engineering students about their experiences. In 2017, 14 Indigenous students from across Australia participated in the program.

Strengthening Engagement Achievement in Mathematics and Science (SEAMS) by other university resources)

SEAMS (partner with Monash) aims to strategically increase the participation and attainment of low SES and Indigenous students in science and mathematics through an integrated two-pronged approach which includes a junior years secondary school program to encourage students to pursue maths and science through to year 12 and into higher education.

EFTSL

Over the past five years, the Indigenous EFTSL has steadily risen. Between 2016-2017, the EFTSL grew by 45.55.

In 2017, there was a rise in the EFTSL of Aboriginal and Torres Strait Islander students from remote and regional areas, which continues a pattern of growth in this area.

Murrup Baraks works with The University's residential colleges, including making contributions to the costs of non- Abstudy eligible students, to provide safe and supportive accommodation for remote and regional students and this has strongly contributed to the increase in enrollments from those areas.

1a scholarships (2017 breakdown)

Student category	Education Costs		Accommodation		Reward		Total/ Students Assisted	
	\$	No.	\$	No.	\$	No.	\$	No.
Undergraduate From Regional/ Remote	72,517.50	29	47,484	12	3,181	4	123,182.50	45
Undergraduate Metropolitan	46,147.50	18	21,104	5	3,250	5	70,501.50	28
Post-graduate Regional/remote					1,500	1	1,500	1
Post-graduate Metropolitan					5,400	4	5,400	4
Total	118,665	47	68,588	17	13,331	14	200,584.00	78 (59)

Value of Scholarships awarded by the university to remote or regional students in the 2016 academic year (Section 21(3) in the Guidelines refers)	\$195,601
Value of Scholarships offered by the university to remote or regional students in the 2017 academic year (Section 21(3) in the Guidelines refers)	\$197,300

2. Progression (access and outcomes)

<p>Indigenous Student Success Team (<i>directly funded by ISSP</i>)</p>	<p>The Team delivers services and programs to cover different aspects of student life including:</p> <ul style="list-style-type: none"> - transitioning to university - academic excellence - general wellbeing - community and cultural engagement - financial assistance - housing services and global mobility - Feedback and improvement 	<p>A range of services were delivered to increase the likelihood of students completing university successfully.</p>
<p>Indigenous Tutorial Assistance Scheme (ITAS) (<i>directly funded by ISSP,</i>)</p>	<p>ITAS is a Commonwealth supported program which provides one on one tutorial services to students with the aim of students achieving academic excellence</p>	<p>A total of 3041.1 ITAS hours tutored, which is an increase of 38% from 2016.</p>
<p>Student Advising (<i>partly funded by ISSP</i>)</p>	<p>Two Indigenous Student Success Officers are available for the students to engage with in a developmental advising model.</p>	<p>Students engaged with the team, developing their problem-solving skills and being referred to other services when required.</p>
<p>Community and Cultural Engagement (<i>directly funded by ISSP</i>)</p>	<p>Regular events are held through the semester to encourage community building and cultural engagement. Lunches are held weekly and cultural groups are held through the semester</p>	<p>Lunches were held every week and 6 Cultural group sessions were delivered. Specific events were held for post graduate students</p>
<p>Financial Assistance (<i>partly funded by ISSP</i>)</p>	<p>Murrup Barak distributed studentships to the student body in semester 1 and 2 to address financial need. Scholarship sessions were also delivered to ensure students applied for University scholarships</p>	<p>\$218,382 was distributed to students.</p>
<p>Housing services (<i>funded by other university resources.</i>)</p>	<p>Students are linked with the residential colleges and University housing, and students are provided with financial assistance through cost-share arrangements.</p>	<p>In 2017, a formal agreement was made between Murrup Barak and the Colleges to address financial pressures for Indigenous students at colleges.</p>

As indicated in the table below, undergraduate students received more tutoring than postgraduate students. Undergraduate students generally need more academic support, especially in their first and second years.

Tutoring sessions - 2017

Level	Semester 1	Semester 2	Total sessions
PG	215	191	406
UG	864	910	1774
Total	1079	1101	2180

Murrup Barak, Melbourne Institute for Indigenous Development

Murrup Barak, Melbourne Institute for Indigenous Development (Murrup Barak) takes its name from the Woiwurrung language. 'Murrup Barak' means the Spirit of Barak. The name was chosen to honour the memory of the visionary Aboriginal leader William Barak. The name reflects our respect for Indigenous cultures and knowledge and our vision for an Institute that makes an enduring contribution to Indigenous Australia through the transformative impact of education and employment in the context of Australia's leading University in teaching, learning, research and employability.

The Murrup Barak was established in 2009 to increase the impact of the University of Melbourne's Indigenous programs and maximise the contribution to Indigenous development. Murrup Barak plays a critical role in co-ordinating and supporting the development of a wide range of Indigenous programs, building on the University's aim to increase involvement of Indigenous people across all facets of its operations, as staff, as students, and as interested community members contributing to the quality of our Indigenous teaching, learning, research and programs.

Our service offer is more focused and scaffolded with the Student Success Directorate, the success of Murrup Barak continues to be underpinned by its commitment to innovation, creativity and the development of trusting and ethical relationships with Indigenous Australia and the broader Australian community. We drive our agenda in collaboration with Chancellery, University Services and Academic Divisions.

Murrup Barak provides leadership in the development of a supportive and culturally safe environment for Indigenous students enrolled in University programs. The Institute acts as a point of referral for Indigenous students to ensure that they can appropriately access University academic and student support services. In addition, Murrup Barak is also developing a suite of Indigenous student initiatives that complement other services.

The University's residential colleges provide residential and academic support for Indigenous students. A number have developed or are in the process of developing specific programs for Indigenous students.

The current staffing of Murrup Barak is:

Associate Director.

Program Manager.

Team Leader Student Success.

Project Officer.

Cultural Engagement Coordinator

Cultural Protocol and Administrative Officer.

Indigenous Student Success Officers (two positions)

Indigenous Student Recruitment Officers (two positions)

Indigenous Employment Officer.

The Indigenous Teaching and Learning Reference Group (directly funded by ISSP)

Through a collegial and multifaceted approach that engages the many aspects of Indigenous education within the University, the reference group developed a draft University of Melbourne Indigenous Teaching and Learning Framework in 2016. The Framework articulates a vision for immersive and holistic Indigenous studies and strategies that exist in both curriculum, as well as the broader staff and student experience, and is underpinned by the Reconciliation Action Plan. It addresses the experiences of both students and staff.

The Framework will support departments and academic divisions in addressing Indigenous teaching and learning issues, and fosters creativity and ingenuity in the areas of Indigenous education. The Framework aims to facilitate an academic culture that views the development and delivery of Indigenous learning and teaching as business-as-usual.

Cultural Awareness Training (directly funded by ISSP)

The Murrup Barak Institute for Indigenous Development runs a half-day Indigenous Cultural Awareness Workshop for Professional and Academic staff. It is designed to help staff learn about Aboriginal and Torres Strait Islander knowledge, culture and values and to develop an understanding of the impact of past law and policies on Indigenous Australians. In 2017, Murrup Barak ran 9 workshops with a total of 130 staff participating in the sessions.

In 2017 Murrup Barak delivered the last Indigenous Cultural Awareness Workshop (ICAW). ICAW has now been phased out and replaced with The University of Melbourne Indigenous Australian Cultural Competency Program (IACCP).

IACCP is underpinned by a three-phased core training/workshop programs that will engage University staff to extend their understanding of the richness and complexity of Indigenous Australian culture past, present and future and the positive contribution that Indigenous Australia makes within society and the University.

IACCP will be tailored to a University of Melbourne staff experience: it will engage staff factually and intellectually, this will be achieved through the three-phased training/workshop programs which are: *Online Indigenous Australian Cultural Awareness Program;*

Group setting: Indigenous Australian Cultural Awareness Program; Group setting: Indigenous Australian Cultural Competence Program.

Marrang (partly funded by ISSP)

The Wilin Centre for Indigenous Arts and Cultural Development offers Marrang ('great meeting' / 'the giver to me' in Gunditjmara language) cross-cultural training. Delivered by Wilin's academic staff, this day-long guided workshop introduces and empowers participants with knowledge of sophisticated pre-contact Indigenous technologies and social structures, heroes of the Aboriginal resistance, Cultural Safety and the Cultural Loads carried by many Indigenous students and staff today. As part of the workshop participants actively engage in creating and proposing their own Culturally Safe frameworks for engagement, recruitment and teaching. In 2016/17 an estimate 120 staff from across the university participated in training sessions.

Research Unit in Indigenous Arts and Culture (*directly funded by ISSP*)

In 2017 The Wilin Centre and the Faculty of Fine Arts and Music launched our Research Unit in Indigenous Arts and Culture (RUIAC).

- Objectives:
 1. To support and grow Indigenous research and researchers in the arts, through postgraduate training, research activity and research networks.
 2. To inform and champion world's best practice in intercultural research and research training.
 3. To foster partnerships with research units and teams across the university.
- Current research specialisations:
 1. Indigenous philosophies of practice in arts.
 2. Revitalisation and sustainability of arts practices.
 3. Intercultural research ethics and methodologies.
- What we do:
 1. Graduate program: 5 MFA IAC, 4 PHD IAC; 1 MFA Dance – supervision, research seminar, reading group, research opportunities.
 2. Research projects (research, publications, outputs), which also fund Treloyn, Brown, Bennett (to support 1.) and research training opportunities for graduate students.
 3. Committee work.
 4. National forums and networks.

2a Tutorial and other assistance provided (2017 breakdown)

Assistance type	Level of study	Number of students	Hours of assistance	\$
Tutorial	Undergraduate	89	2,468.6	
	Post graduate	21	572.5	
	Other	-		
	<i>Total</i>	110		124,961.20
Add other categories as				

3. Completions (outcomes)

Completions:

Year	Completions
2016	59
2017	77

The University is proud of the high completion rates achieved by its Indigenous students and works to ensure that Indigenous students, once recruited, receive appropriate support. The overarching strategy is to develop an integrated approach to support, ensuring students can access the full range of services and support mechanisms the University provides to all students whilst also delivering targeted programs through Murrup Barak.

Murrup Barak provides leadership in the development of a supportive and culturally safe environment for Indigenous students enrolled in University programs. The Institute acts as a point of referral for Indigenous students to ensure that they can appropriately access University academic and student support services. In addition Murrup Barak is also developing a suite of Indigenous student initiatives that complement other services.

The University's residential colleges provide residential and academic support for Indigenous students. A number have developed or are in the process of developing specific programs for Indigenous students.

Murrup Barak's targeted support programs include: *(directly funded by ISSP)*

- the coordination of the Indigenous Tutorial Assistance Scheme (ITAS);
- the provision of seminars targeted at Indigenous Students;
- programs to support cultural development and engagement with Indigenous Elders;
- processes to enable students to provide feedback on their experience at the University;
- an inclusive social network and meeting place for students including a regular Tuesday lunchtime event; and
- the provision of a referral services.

Internships and Careers:*(directly funded by ISSP)*

Murrup Barak and academic faculties at The University provide specific support to Indigenous students wanting to complete an internship during their degree. An Indigenous specific internships officer was engaged in 2016 and 2017 to work with the science, technology, engineering and math's faculties and the arts faculties. Enabling students to gain work experience during their degrees increases the employability of Indigenous graduates.

We have a signed MOU with Career Trackers to provide services to Indigenous Students. Career Trackers is a national non-profit organisation that creates internship opportunities for Indigenous university students.

Graduate Students: *(directly funded by ISSP)*

Graduate Students can make appointments with the Team Leader of Indigenous Student to discuss their specific needs and support available.

Recognizing the specific financial pressures faced by Graduate Students, targeted studentships amounting to approximately \$70,000 were delivered to students in graduate degrees.

Murrup Barak provides financial and administrative support to the **Indigenous Graduate Student Association (IGSA)** (*directly funded by ISSP*)

The IGSA has a number of aims which relate to the support of graduate coursework and research students, collaboration between Indigenous and non-Indigenous students and staff, and the guidance and encouragement of potential future Indigenous graduate students. These aims include, to:

Foster communication of research ideas and collaboration between all Aboriginal and Torres Strait Islander graduate students, and non-Indigenous students who have an interest in research and practice relating to Aboriginal and Torres Strait Islander people;

Encourage and support non-Indigenous researchers to undertake Indigenous related research agendas;

Engage and support undergraduate students and other Aboriginal and/or Torres Strait Islander people who are interested in undertaking post-graduate study;

Provide academic and professional development opportunities for Aboriginal and Torres Strait Islander graduate students through social, cultural and academic events which promote networking; Host and promote academic and social events which contribute to the strengthening of the Aboriginal and Torres Strait Islander graduate community; Advocate on behalf of and support Aboriginal and Torres Strait Islander undergraduate and graduate students in their engagement with the university; and,

Support and encourage Indigenous students and community members to undertake further study

In 2017, we provided funding to the IGSA Retreat. The aim of the retreat was to provide a supportive and distraction-free environment that enabled each attendee to have dedicated writing/study time and to contribute to building a strong supportive cohort of Indigenous graduate students. 24 students attended and the student feedback was positive.

Alumni

The University provides a range of resources to alumni including videos, professional development programs and access to careers online. The Student Success Team work closely with the alumni team to understand the best resources for Indigenous Alumni, and the ways Indigenous alumni can be engaged. The Team also work with Indigenous students, in the last year of their degree, to make sure they are connected to Alumni resources.

4. Indigenous Education Strategy accessible by public

<https://murrupbarak.unimelb.edu.au/about/strategies-and-documents>

Dedicated Indigenous Student Recruitment Officers are based at Murrup Barak as key contacts for prospective Indigenous students, school staff and parents. Indigenous Student Recruitment Officers work in conjunction with the Student Success Team who support current students to successfully complete their degrees. Both teams work closely with Faculties across the University in recruiting and retaining Indigenous students. Key faculties (Arts, Science, Medicine, Health and Dentistry) have staff members who specialise in Indigenous student recruitment and support.

Murrup Barak facilitates Indigenous Student Progress meetings between key stakeholders in the student space to ensure The University is providing cohesive and adequate support to Indigenous students to progress and complete their degrees.

The Indigenous Programs Working Group provides a University wide oversight to Indigenous strategy, programs and operations at The University including Indigenous knowledge in curricula, graduate attributes and teaching practices.

The University of Melbourne Indigenous Australian Cultural Competency Program was launched in 2017. The program will deliver a three phased training/workshop program to all academic and professional staff. This includes an online component to increase availability of cultural resources across The University. This is designed to engage staff factually and intellectually, and increase the cultural competency of all academics and professional staff who support Indigenous students at The University.

Employing a whole-of-institution approach to Indigenous student recruitment, the University of Melbourne pursues a range of activities to improve access for Indigenous Australians to undergraduate study. These activities include:

Activity	Outcome	Funding
A national outreach strategy that connects with schools and communities in every state and territory.	In 2017, Indigenous student outreach officers visited 135 schools	<i>(directly funded by ISSP)</i>
Residential camps for students in year 11 & 12 to experience university first hand.	67 Indigenous Year 11 and 12 Students attended Murrup Barak Camps at The University.	<i>(directly funded by ISSP)</i>
Piloting new programs that strengthen aspirations and develop academic capabilities for Indigenous students in the secondary school sectors (such as the Residential Indigenous Science Experience, the Academic Enrichment Program and the Victorian Indigenous Engineering Winter School)	In 2017, applications opened for the inaugural National Indigenous Business Summer School which will give high school students the opportunity to meet and learn from Indigenous entrepreneurs, business owners and University of Melbourne students.	<i>(directly funded by ISSP)</i>
The Academy of Sport Health and Education, a VET sector program in the Goulburn Valley for Indigenous youth who have disconnected from secondary school, to strengthen the pipeline into postsecondary education including higher education.	Continued support for The Academy of Sport Health and Education has enabled growth and expansion of programming, including two years of The Bachelor of Nursing Program.	<i>(funded by other university)</i>
Annual on-campus activities for Indigenous students in years 11 and 12 such as University of Melbourne Open Day.	The Murrup Barak Open Day Camp supported 24 Indigenous students from all over Australia to attend The University's Open Day.	<i>directly funded by ISSP)</i>
Supported entry programs for Indigenous secondary school leavers to enter the University of Melbourne with an ATAR of fifty and above through transitional academic development pathways such as the Bachelor of Arts Extended and the Bachelor of Science Extended. Promotion of 'Access Melbourne' as a pathway for Indigenous students	In 2017, there were 63 students enrolled in the Bachelor of Arts Extended and 20 students enrolled in The Bachelor of Science Extended	<i>directly funded by ISSP)</i>
Promotion of pathways and support structures for Indigenous students who have attained excellent outcomes in year 12.	8 Melbourne Scholars commencing in 2017.	<i>(directly funded by ISSP)</i>

Murrup Barak works in close collaboration with the University of Melbourne's Wilin Centre for Indigenous Arts and Cultural Development. The Wilin Centre plays a vital role in supporting Indigenous students with a pathway to a career in the arts and by promoting a cultural change agenda for the Faculty of Fine Arts and Music. It is committed to connecting students at the Faculty with ancient and contemporary Indigenous arts practices. The Wilin Centre supports the employment of Indigenous artists and academics and is a driving force behind the development of national and international Indigenous arts programs.

The University of Melbourne pursues a range of activities to enhance access for Indigenous Australians to Research Higher Degree (RHD) Programs:

Promoting Melbourne as a destination for Indigenous RHD students through various forms of media;
Auditing Indigenous studies in RHD programs to systematically identify improvement opportunities;
Hosting an annual Indigenous research seminar; and Supporting the Indigenous Graduate Students Association's monthly seminars.

The University of Melbourne has many scholarships, bursaries and book vouchers for Indigenous students. The University also provides HECS/HELP-Exempt Scholarships to every Indigenous student enrolling in Faculty of Medicine, Dentistry and Health Sciences Summer School and Winter School courses.

Murrup Barak also works with the University's student services group to enhance access to these services for Indigenous students. This includes student financial aid, housing support, counselling, well-being services and student advising.

In addition to services provided by the faculties and graduate school, all Indigenous students studying at the University of Melbourne have access to a range of networking, cultural and enrichment activities organised by Murrup Barak

Reconciliation Action Plan April 2018 - December 2022

The Reconciliation Action Plan April 2018 to December 2022 is University of Melbourne's third RAP since starting our formal reconciliation journey in June 2010. Our collective RAPs represent a University-wide commitment to using the resources of research, teaching and learning, and engagement to contribute to Indigenous development and wellbeing, and to develop the strength, depth and mutually supportive outcomes of the relationship between Aboriginal and Torres Strait Islander people and non-Indigenous Australians. They are also part of our long-term vision for national reconciliation through our contribution to improving a range of Indigenous outcomes particularly in education, health and employment. As such, the target measures and accountabilities in our Reconciliation Action Plan April 2018 – December 2022 will:

- align with existing University accountability structures
- build and extend on the University's core business activities – research, teaching and learning, and engagement
- be integrated through the University's planning cycle
- enable and empower Academic Divisions to design and implement reconciliation strategies that are appropriate to their particular contexts
- foster the incorporation of Indigenous engagement and recognition across the breadth of University activity.

5. Indigenous Workforce Strategy accessible by public

Indigenous Employment Strategy at the University of Melbourne (*Indigenous Employment Officer position is directly funded by ISSP*)

<https://murrupbarak.unimelb.edu.au/employment/employment-resources>

Through the Indigenous Employment Framework, The University continues to activate every Faculty, Graduate School and Academic Division to ensure Indigenous Australians have employment opportunities across all levels. By supporting the developing of individual faculty and department based Indigenous Employment Plans, The University is supporting the employment of Indigenous people across all levels and disciplines.

In 2013 Senior Executive endorsed the refreshed Indigenous Employment Framework 2014-2016 which continues to provide a framework for progressing the University as an employer of choice for Indigenous Australians whilst contributing to closing the gap on Indigenous disadvantage through the provision of employment opportunities. Under the provisions of the framework the University committed to increasing its current Indigenous Australian workforce to population parity within 10 years. This equates to 210 Full Time Equivalent positions to be held by Indigenous Australian employees by 2020 (based on population parity at 3%). Overarching KPIs from within the IEF are translated into employment outcomes by the development of local Indigenous Employment Plans developed by every Faculty, Graduate School and Administrative Division across the University.

Practical Implementations and progress:

- The continued implementation of three TAFE Partnerships which provide pathways to employment for Indigenous TAFE graduates in professional positions at the University;
- The development and delivery of an Indigenous Australian Employment Development Program (seven Indigenous Australians were employed via this program in various positions across the University in 2017 and arrangements are underway for the recruitment of 18 persons under the 2018 cohort);
- Secured University Executive endorsement to recruit 10 new staff every year for the next three years above the Full-time equivalency cap) through the Melbourne Indigenous Professional Employment Program;
- Supported Faculties Schools and Divisions in finalising their local Indigenous Employment Programs;
- Facilitated two Indigenous Employment Forums for Human Resources staff to implement new ways of increasing Indigenous staff numbers;
- Human Resources identification systems that provides Indigenous Australian staff with multiple platforms to identify;
- An Indigenous Employment Guide that provides advice and support to managers recruiting and working with Indigenous Australians;
- A new streamlined Indigenous Australian Employment Exemption Process that allows the University to exempt suitable positions for Indigenous Australians at its discretion;
- A university-wide approach to advertising in the Koori Mail and utilising the OurMob.net.au website as a secondary source of advertisement;
- An applicant support framework for Indigenous Australians that allows Indigenous Australian's to access support to apply and prepare for positions through a single-entry point;
- A University of Melbourne Indigenous Australian Career website;
- In December 2017, the new Indigenous Employment Framework was endorsed and will be implemented in 2018. The priority will be Academic and Senior Staff.

5a Indigenous workforce data (2017 breakdown)

While universities report on the number of Indigenous staff members through mainstream reporting requirements, the additional information below provides enhanced monitoring of the university's efforts in building its Indigenous workforce.

Faculty	Level/position	Perm/ >1yr		Casual/ <1yr	
		Academic	Non-academic	Academic	Non-academic
University Services					8
Chancellery					1
Architecture Building and Planning	HEW 7		1		
Architecture Building and Planning	HEW 5		1		
Arts	HEW 8		1		
Arts	LEVEL B	2			
Arts	HEW 4.		1		
Chancellery	HEW 6		1		
Chancellery	HEW 5		1		
Chancellery	Executive		1		
Finance, Business and Economics	HEW 4.		2		
Finance, Business and Economics	HEW 7.		1		
Medicine, Dental and Health Sciences	HEW 3		1		
Medicine, Dental and Health Sciences	HEW 4		3		
Medicine, Dental and Health Sciences	HEW 5		5		
Medicine, Dental and Health Sciences	HEW 6		1		

Medicine, Dental and Health Sciences	HEW 8		2		
Medicine, Dental and Health Sciences	Level A.	5			
Medicine, Dental and Health Sciences	Level B	3			
Medicine, Dental and Health Sciences	Level E		3		
Graduate School of education	Level B	2			
Graduate School of education	Level E	1			
Graduate School of education	Level A	1			
Graduate School of education	HEW 4		1		
Graduate School of education	HEW 7		1		
Law School	HEW 4		1		
Melbourne School of Engineering	HEW 4		1		
Melbourne School of Engineering	HEW 5		1		
Science	HEW 3		3		
Science	Level C	1			
University Services	HEW 10a		1		
University Services	HEW 3.		1		

University Services	HEW 4		6		
University Services	HEW 5		3		
University Services	HEW 6		5		
University Services	HEW 7		2		
University Services	HEW 8		2		
Fine Arts and Music	HEW 4		1		
Fine Arts and Music	HEW 5		1		
Fine Arts and Music	HEW 6		1		
Fine Arts and Music	Level A		1		
Fine Arts and Music	Level D		1		

6. Indigenous involvement in decision-making

The *Traditional Owners and Elders Reference Group (TOERG)* and the *Indigenous Programs and RAP Implementation Working Group* are the advisory mechanisms to support the governance of Indigenous programs with respect to Indigenous community engagement and cultural protocols and the implementation of University Indigenous strategy.

Membership and Terms of Reference for each are below:

Traditional Owners and Elders Reference Group

Membership

Senior Representatives of Traditional Owners.

- One member of the Yorta Yorta clan
- One member of the Wurundjeri clan
- One member of the Boonwurrung clan
- One member of the Taungwurrung clan

Elders

- Three Indigenous Elders

University

- Vice Principal (Engagement)
- Pro Vice-Chancellor (Engagement)
- Two senior Indigenous academic staff
- The Associate Director, Murrup Barak, Melbourne Institute for Indigenous Development.
- One Dean
- Head of University Services

Terms of Reference

- To advise the University on its engagement with Victorian Aboriginal communities.
- To provide cultural oversight of the University's Reconciliation Action Plan and related strategies.
- To provide guidance on the Universities cultural and community protocol.

The Group met twice, primarily to assess progress on our RAP (2015 - 2017) progress and guide the approach and design of our Reconciliation Action Plan (April 2018 – December 2022)

Indigenous Programs and RAP Implementation Working Group

Membership

Chancellery

Pro Vice-Chancellor (Engagement)

Director, Students and Equity

Executive Director Human Resources (or nominee)

University Services

Executive Director, Academic Services

Associate Director, Murrup Barak

Director, Student Success

Academic Divisions

A senior academic at Professorial level with expertise in the field of Indigenous studies

An Indigenous academic

Associate Dean Academic from Divisions with Extended Programs (Faculty of Arts and Science)

A Faculty Executive Director

Terms of Reference

- To provide advice on the implementation of the University's Indigenous programs and strategy.
- To identify and resolve gaps between strategy and operations.
- To monitor, advise and report on the implementation of the Reconciliation Action Plan 2015-2017.
- To monitor, advise and report on Indigenous student and staff outcomes and RAP report.

The Group met once to consider the following:

Implementation plan to align Indigenous Employment Framework to People Strategy

Review of the Bachelor of Arts Extended

Development of student recruitment plans for other suitable extended courses

Indigenous Outcomes Performance Report 2015

Commencing Indigenous Students Report

Student Precinct Project

From July 2017 a RAP 3 Working Group met 6 times to consider a range of Indigenous strategies, programs and initiatives in the context of the development of the Reconciliation Action Plan (April 2018 – December 2022).

Additionally, the group confirmed the budget for The University's ISSP funding.

Indigenous membership of **Traditional Owners and Elders Reference Group (TOERG), Indigenous Programs and RAP Implementation Working Group (IRAP), RAP 3 Working Group (RAP3 WG)**

Name and title	Position	Level	Committees
Professor Shaun Ewen	Pro Vice-Chancellor (Indigenous) and Director, Poche Centre for Indigenous Health	Level E	TOERG, RAP3 WG
Professor Marcia Langton	Associate Provost and Chair of Indigenous Studies	Level E	TOERG, RAP3 WG
Assoc. Professor Richard Frankland	Head of Wilin Centre for Indigenous Arts and Culture and Assoc. Dean (Diversity and Inclusion)	Level D	RAP3 WG
Genevieve Grieves	Acting Head, Australian Indigenous Studies Program, School of Culture and Communication	Level B	RAP3 WG
Dr Sana Nakata	Lecturer, School of Social and Political Science	Level B	RAP3 WG
Dr Nikki Moodie	Academic Convenor, Hallmark Indigenous Research Initiative	Level B	RAP3 WG
Charles O'Leary	Associate Director, Murrup Barak	PSC 10A	TOERG, IRAP, RAP3 WG
Dr Michael Fletcher	Senior Lecturer, School of Geography	Level C	IRAP

Indigenous academic and professional staff also serves on a wide range of University and Faculty committees including the below with a particular focus on Indigenous issues:

- Indigenous Research Initiative Steering Group
- Indigenous Cultural Heritage Oversight Committee
- Indigenous Scholarships and Awards Committee

6a. 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 reports must include a statement authorised by the provider's Indigenous Governance Mechanism.

On behalf the University's Indigenous Governance Mechanism, I am pleased to endorse this ISSP Report. 2017 saw:

- Two significant Indigenous Leadership appointments: Professor Shaun Ewen was appointed Professor Pro Vice-Chancellor (Indigenous) and Marcia Langton was appointed Associate Provost.
- Enhancement of established strategies to improve access to the University through the development of the ATAR guarantee and the Melbourne Access Scholarship. These measures enable remote and regional students to comprehensively plan a relocation to Melbourne and alleviate financial concerns.
- Murrup Barak increase the number of ITAS sessions used by 38%. ITAS usage is an important marker of Indigenous student engagement at The University.
- 70 Indigenous students commence in postgraduate programs, the largest ever intake, up from 34 in 2016. Of the 70 students commencing in graduate programs, 30 had previously graduated from an undergraduate or graduate program at the University of Melbourne. Seventeen students who commenced in 2017 began doctorates.
- 39 Indigenous students enrolled into degrees that had no Indigenous enrolments in 2016, across 36 programs.
- The MIPEP program continue to grow as an important employment pathway at the University. In 2017, provisions were made for 18 MIPEP positions.
- Outreach programs for secondary school students grow and diversify across the University with the creation of a new Finance, Business and Engineering Summer Camp.
- Work begin on a comprehensive University of Melbourne Indigenous Australian Cultural Competency Program. This program will reach greater numbers of non-Indigenous staff through an online component, and will enable greater levels of cultural safety for Indigenous staff and students.
- A comprehensive assessment of RAP 2 targets and measures find that the University had delivered on 54 of its 57 commitments.
- the development of the University's third RAP, which received Elevate status from Reconciliation Australia.