



**South  
Regional**

# **SOUTH REGIONAL TAFE**

## Aboriginal Training Plan

2020 to 2022

Kongal South Regional TAFE wer  
Noongar moort dandjoo koodjookat  
djinang mart-ak kaaradjiny mart-ak  
Noongar kaadadjiny wer wilyan

South Regional TAFE and the Noongar people look forward to sharing a common journey along the path of cultural learning, respect and opportunity.

# ABORIGINAL TRAINING PLAN

## Framework 2020-2022

### MISSION

To provide our Aboriginal students with the skills to fulfil their potential and build our region's prosperity.

KEY OBJECTIVES	STRATEGIES
<p><b>1.</b> Ensure staff are culturally competent and aware.</p>	<ul style="list-style-type: none"> <li>▶ Increase the levels of cross-cultural awareness in our staff through professional development.</li> <li>▶ Promotion and awareness of the college's Reconciliation Action Plan (RAP) document to all new staff upon induction.</li> <li>▶ Focus on more effectively connecting families, communities and schools.</li> <li>▶ Ensure Aboriginal representation on key strategic committees.</li> <li>▶ Evaluate and continually improve Aboriginal delivery through outcome targets.</li> <li>▶ Ensure qualified, trained staff deliver training to Aboriginal students.</li> </ul>
<p><b>2.</b> Clear articulation of the Aboriginal target population and how the service will be made attractive and accessible to that population.</p>	<ul style="list-style-type: none"> <li>▶ Targeted marketing material includes the use of words and artwork aimed at the Aboriginal community.</li> <li>▶ Aboriginal staff employed to carry out the mentoring and tutoring roles for students.</li> <li>▶ Aboriginal Programs staff to individually meet and greet with identified Aboriginal students to promote the services available to them.</li> <li>▶ Facilitate communication between students and lecturers to ensure engagement and confidence of students completing their studies.</li> </ul>
<p><b>3.</b> Increase the number of Aboriginal apprentices and trainees.</p>	<ul style="list-style-type: none"> <li>▶ Strengthen links and partnerships with business and industry groups as well as maintaining links with the local Aboriginal community.</li> <li>▶ Provide experiential training opportunities to encourage enrolments into skill shortage areas.</li> <li>▶ Maintain and extend relationships with schools and student support to promote programs and enrolment into pre-apprenticeship courses.</li> <li>▶ Assist student transition from pre-apprenticeship programs into apprenticeships with their job applications.</li> <li>▶ Promote the success stories of the college's apprentices and trainees.</li> </ul>
<p><b>4.</b> Promote partnerships and local collaboration, including engagement with the Aboriginal community, local government, non-government service providers, Aboriginal representation and leadership on key strategic committees at the State Training Providers, AWDC/ ATE, individuals and their families are evident.</p>	<ul style="list-style-type: none"> <li>▶ Maintain an active and viable local South Regional TAFE Aboriginal Advisory Committee (AAC) with representatives from the Aboriginal community.</li> <li>▶ Promote and engage community and organisations with the Jobs and Skills Centre services and the services of Aboriginal Workforce Development staff and career advisors.</li> <li>▶ Increase engagement with Aboriginal elders throughout the region.</li> <li>▶ Provide support for the sustainable development of Aboriginal owned and managed properties and organisations.</li> <li>▶ Customise training to meet the needs of regional industry and demands ensuring there are trained clients to match.</li> <li>▶ Build relationships that engage Aboriginal families and communities in providing support to Aboriginal learners.</li> <li>▶ Support Aboriginal community and reconciliation activities such as NAIDOC week.</li> <li>▶ Support training delivery in the region's school trade training centres.</li> <li>▶ Build partnerships with Aboriginal organisations to ensure Aboriginal people have access to all resources available to encourage engagement with the labour force.</li> <li>▶ Develop new partnerships with industry and specialist registered training organisations (RTOs).</li> <li>▶ Partner with new and emerging industries and businesses to ensure Aboriginal people are provided with the skills to access emerging employment opportunities.</li> </ul>

# PURPOSE

The purpose of the Aboriginal Training Plan is to enable effective coordination towards the achievement of the priorities outlined in Sharing Prosperity (Our Priorities) and Plan for Jobs.

In effect, this plan seeks to contribute towards:

- ▶ **A strong economy;** by ensuring the State has the workforce it needs as jobs are created;
- ▶ **A bright future;** by increasing promotion and participation in STEM courses and related VET qualifications; and
- ▶ **Regional prosperity;** by ensuring training aligns with future jobs growth in the regions.

KEY OBJECTIVES	STRATEGIES
<p><b>5.</b> Define approach to address underlying issues that affect young people at risk such as family dysfunction, substance abuse and mental health are identified and appropriate referrals made to streamline support offered to Aboriginal students.</p>	<ul style="list-style-type: none"> <li>▶ Provide first point of contact to the Aboriginal Programs unit to seek family knowledge background.</li> <li>▶ Provide one-on-one support to students.</li> <li>▶ Offer referrals to appropriate networks and ensure follow-ups are carried out.</li> <li>▶ Work closely with the Disability Liaison Officer.</li> <li>▶ Utilise the TAFE counselling service.</li> <li>▶ Provide advice and support to lecturers and other class members.</li> <li>▶ Implement the services of CAVSS and or USIQ where needed to assist.</li> <li>▶ Liaise closely with relevant school staff and participation coordinators for early identification of risk factors and implementation of mitigation strategies.</li> </ul>
<p><b>6.</b> Increase access to and participation by Aboriginal people in AQF Certificate III and above industry recognised training in metropolitan, regional and remote locations.</p>	<ul style="list-style-type: none"> <li>▶ Align training delivery to skill shortages and include STEM curriculum disciplines.</li> <li>▶ Work with local agencies and employers to identify pathways for Aboriginal VET graduates.</li> <li>▶ Develop and offer taster programs for Aboriginal people, particularly youth.</li> <li>▶ Promote Recognition of Prior Learning with student, business, industry and local Aboriginal enterprises.</li> <li>▶ Provide tutorial support for Aboriginal students in mainstream VET programs in Certificates II and above.</li> <li>▶ Ensure fees and charges are not a disincentive to Aboriginal participation in training.</li> <li>▶ Provide students with individualised career and personal counselling services.</li> <li>▶ Promote scholarships.</li> </ul>
<p><b>7.</b> Increase the likelihood of Aboriginal students completing their existing course of study and transitioning into further training, education or employment (eg mentoring, case management, career planning).</p>	<ul style="list-style-type: none"> <li>▶ Provide case management support services to Aboriginal students, including tutoring and mentoring, to support their training pathway to higher Australian Qualifications Framework levels and provide a positive student experience.</li> <li>▶ Provide career development to existing students to support transitioning to further study.</li> <li>▶ Provide in-class, one-on-one support.</li> <li>▶ Ensure equity and access programs for all students are appropriately targeted.</li> <li>▶ Support student progression from foundation programs into qualifications with more direct links to employment.</li> <li>▶ Promote the services and benefits of the Jobs and Skills Centres.</li> <li>▶ Encourage students to participate and create an individual pathway plan.</li> </ul>
<p><b>8.</b> Identify successful strategies for engaging and supporting Aboriginal students and then disseminating that learning.</p>	<ul style="list-style-type: none"> <li>▶ Analyse student enrolments at start and end of semester to determine completion rates.</li> <li>▶ Aboriginal programs assess the need to provide additional support throughout the year.</li> <li>▶ Seek student feedback on courses provided to portfolios to ensure areas of concern are addressed.</li> <li>▶ Labour market analyses to ensure Aboriginal VET training is matched to employment opportunities and jobs growth.</li> </ul>



## From the Managing Director

This Aboriginal Training Plan builds on the successes achieved through our 2017-2019 Plan and provides direction on our objectives and strategies for 2020-2022.

The college remains committed and is working to increase the access Aboriginal people have to relevant, appropriate high quality training and reduce or eliminate any barriers to training.

This plan will continue to align with our strategic plan and be subject to annual assessment as part of the business planning process.

Tailored programs and personal support are provided to Aboriginal students during their training through our Aboriginal Programs team. This will continue to increase the likelihood of Aboriginal students completing their studies and gaining the skills they need to apply for jobs or go on to further training or study.

This plan focuses on several key priorities including training our staff to ensure they are culturally competent and aware and ensuring we have Aboriginal representation on key committees.

Relationships are a vital part of this training plan as covered under our Reconciliation Action Plan. The college will continue to work closely with the Aboriginal community to increase the attractiveness and accessibility of our training to Aboriginal people and ensure continued student engagement.

**Duncan Anderson**  
Managing Director  
South Regional TAFE

# SOUTH REGIONAL TAFE

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