

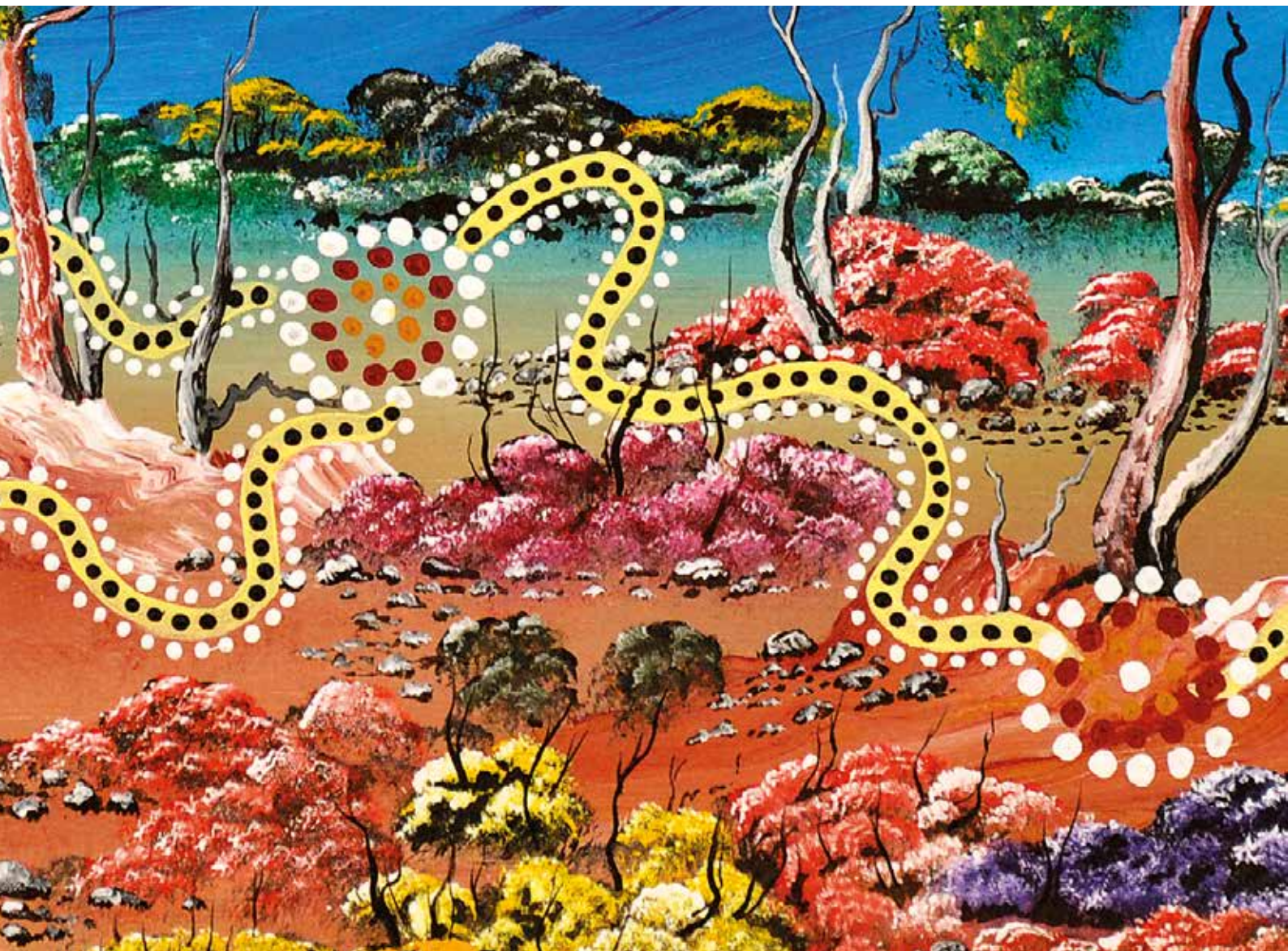


# **SOUTH REGIONAL TAFE**

## **Reconciliation Action Plan**

### **November 2016 to November 2017**

**REFLECT**



# Reconciliation Action Plan 2016-2017

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## Message from the Chair Governing Council South Regional TAFE



For more than four decades, the campuses making up South Regional TAFE have demonstrated wide support of Aboriginal people by promoting their participation in vocational education and training, and supporting their completion and achievement of qualifications.

During that time, the college and the Noongar people throughout the south of Western Australia have built strong and mutually beneficial relationships.

Noongar people have shown their commitment to training for entry into the workforce or advancing their own careers, and an eagerness to mentor others so they may enjoy the same benefits.

Following consultation with Noongar people and communities throughout the Great Southern and South West regions of Western Australia, the college has planned and developed culturally appropriate training programs and supported Aboriginal people in mainstream courses, giving them skills for sustainable employment and career advancement.

This consultation, and close collaboration, with Aboriginal people and the Aboriginal Employment, Education and Training Committee has underpinned the creation of this Reconciliation Action Plan.

The plan details strategies for the advancement of Aboriginal students and the strengthening of bonds between the Noongar people and the communities of the regions. In advocating cultural awareness and identifying opportunities for Aboriginal people, the plan aims to motivate people to undertake vocational education and training and improves their prospects for personal and professional fulfilment.

In developing this Reconciliation Action Plan, the college demonstrates its commitment to giving all community members the same opportunities for training and personal development.

I congratulate the Aboriginal Programs staff on their work on this document, which is an important conduit to reconciliation.

### **Professor Bryant Stokes**

Chair, Governing Council  
South Regional TAFE



## Message from the Managing Director



Aboriginal history and culture are vital considerations in the development of the college's vocational education and training strategies and in business operations.

Cultural awareness underpins planning and shapes the development of appropriate training programs for Aboriginal people, promoting equal opportunities in training and industry.

Staff in the college's Aboriginal Programs unit enjoy close relationships with people in the local Noongar communities. They support students, both in the classroom and in the workplace. Aboriginal Programs staff implement specialised training programs for Noongar people and support their progress through mainstream courses.

The partnerships and close connections with Aboriginal Elders and community members help to inform training and the Aboriginal Training Strategy. They allow college staff and executive to identify VET programs for development.

An ethos of equality throughout our multicultural college is supported by its advocacy of cultural awareness training for all employees. This ethos is facilitated at the staff induction process and through ongoing refresher programs.

South Regional TAFE trusts that the formation of this Reconciliation Action Plan demonstrates its impetus to strengthen bonds between the college's people, the Noongar people of the regions, and the general population.

The solid partnerships between this college and local Aboriginal people are recognised and celebrated by the publication of this Reconciliation Action Plan.

I believe this is an innovative and constructive step towards reconciliation, and I am proud to endorse it.

### **Duncan Anderson**

Managing Director  
South Regional TAFE



## **Our Reconciliation Action Plan**

The Reconciliation Action Plan (RAP) of South Regional TAFE has been developed in accordance with the framework and methodology provided by Reconciliation Australia.

South Regional TAFE has developed this RAP with the endorsement of the local Noongar communities to form a partnership that will enable us to work together and ensure better outcomes for our students.

South Regional TAFE's RAP builds on our existing Aboriginal Training Plan and articulates our commitment to developing ongoing opportunities to increase the participation and retention of Aboriginal people in the training, education, and employment sectors.

Our RAP evolved from many discussions with Aboriginal people around protocols, local culture, and our commitment to social responsibility.

Our RAP was developed through a consultative process involving members of our Governing Council, our employees, our students, and members of the Aboriginal community.

Discussions and consultations were led by the college's Aboriginal Programs branch.

## **Partnerships**

The college will further develop partnerships already established with the Aboriginal community, and through this RAP strengthen our relationships with all communities, organisations and key stakeholders within our region.

## **Building our vision for reconciliation**

As South Regional TAFE develops its vision for reconciliation, our hope is that through our role as a place of learning the college can build respect for the Aboriginal community and demonstrate our pro-active support for reconciliation.

We are committed to improving the educational and employment outcomes for Aboriginal and Torres Strait Islander people and we will support development of an environment where all students can study together with a shared understanding of their history and a shared vision for reconciliation.



## Implementation

The executive sponsor of the RAP is the Director, Organisational Services. This executive sponsor will ensure there are adequate processes in place to allocate work, monitor progress, and report progress to the college's Governing Council, and to the Aboriginal Education, Employment and Training Committee.

Implementation of RAP actions will rely on shared participation from all identified staff members and associated work areas.

Development of this RAP provides a vehicle for translating our commitments into action and provides an independent and public verification of our commitment to reconciliation.

## Our business

South Regional TAFE services an area of approximately 196,600 square kilometres across the southern area of the State.

It operates 12 campuses in Albany, Bunbury, Busselton, Collie, Denmark, Esperance, Harvey, Katanning, Manjimup, Margaret River, Mount Barker and Narrogin, and employs about 210 staff. This significant footprint positions the college to respond to community and industry expectations in respect to the provision of publicly funded VET training.

South Regional TAFE employs one Aboriginal Manager for the Community and Health portfolio, one Aboriginal Programs Manager, five Aboriginal lecturers, and seven support staff and mentors.

The college has an obligation to meet the diverse training needs of both community and industry. This obligation is reflected in the broad scope of the college's qualification profile and the diversity of the student body.

By addressing skill shortages and providing second-chance and further educational opportunities for a diversity of students, the college plays a key role in contributing to the productivity of the regions.

South Regional TAFE has a long history of engagement with the Noongar people and seeks through effective delivery of training programs to provide opportunities to overcome social and economic disadvantage.

Respect for the diversity of students is a core value of the college, and underpins relationships with communities within its reach. We take pride in our partnerships with a number of Aboriginal and non-Aboriginal organisations, with whom we work to develop innovative strategies to give our students the best possible outcomes.

Working in partnership with the college's Aboriginal Education, Employment and Training Committee (AEETC), the Aboriginal Programs branch enables Aboriginal and Torres Strait Islander people to have an effective say and involvement in the planning and delivery of their own education, training and employment programs.

The AEETC has been very welcoming to the establishment of the RAP and has provided some very valuable recommendations and feedback.



# RELATIONSHIPS

Action	Deliverables	Responsibility	Timeline
Establish a RAP Working Group.	<ul style="list-style-type: none"> <li>A RAP Working Group is formed and operational to support the development of our RAP, comprising Aboriginal and Torres Strait Islander people and other key decision-making staff from across our organisation.</li> </ul>	Director Organisational Services, Aboriginal Programs Manager.	December 2016
Build internal and external relationships.	<ul style="list-style-type: none"> <li>Develop a list of Aboriginal and Torres Strait Islander peoples, communities and organisations within our local area or sphere of influence that we could approach to connect with on our reconciliation journey.</li> <li>Develop a list of RAP organisations and other like-minded organisations that we could approach to connect with on our reconciliation journey.</li> </ul>	Aboriginal Programs Manager.	June 2017
Encourage all staff and students to attend a National Reconciliation Week (NRW) event.	<ul style="list-style-type: none"> <li>Circulation Reconciliation Australia's NRW resources and reconciliation materials to staff.</li> <li>Ensure our working group participates in an external event to recognise and celebrate NRW.</li> <li>Organise internal event to promote NRW.</li> </ul>	Aboriginal Programs Manager.	27 May - 3 June annually
Raise internal awareness of the RAP.	<ul style="list-style-type: none"> <li>Develop and implement a plan to raise awareness across the organisation about the RAP commitment, particularly with key internal stakeholders.</li> <li>A presentation on our RAP commitment is given to all areas of our business to ensure they have an understanding of how their area can contribute to our RAP.</li> <li>Conduct a community event to launch the Reconciliation Action Plan.</li> </ul>	Aboriginal Programs Manager.	November 2016
Community partnerships	<ul style="list-style-type: none"> <li>Build on our strong relationships with Aboriginal community organisations by working together to run training programs and skills training that will give our students a competitive edge.</li> <li>Attend meetings to support partners' initiatives and encourage membership of the AEETC.</li> </ul>	Director of Organisational Services, Aboriginal Programs Manager, Communications Coordinator	January 2017 to December 2017



# RESPECT



Action	Deliverables	Responsibility:	Timeline:
Investigate cultural development.	<ul style="list-style-type: none"> <li>• Conduct a review of cultural awareness training needs within our organisation.</li> <li>• Capture baseline data on our employees' current level of understanding around Aboriginal and Torres Strait Islander history, cultures and contributions.</li> <li>• Develop a business case for increasing awareness of Aboriginal and Torres Strait Islander cultures, histories and achievements within our organisation.</li> </ul>	Manager Human Services, Aboriginal Programs Manager.	September 2017
Participate in, and celebrate, NAIDOC Week.	<ul style="list-style-type: none"> <li>• Raise awareness and share information amongst our staff and students on the meaning of NAIDOC Week, which includes information about the local Aboriginal and Torres Strait Islander peoples and communities.</li> <li>• Introduce our staff to NAIDOC Week by promoting community events in our local area.</li> <li>• Ensure our RAP working group participates in an external NAIDOC Week event.</li> </ul>	Aboriginal Programs Manager.	July 2016 and 2017 (First Sunday to the second Sunday in July each year)
Raise internal understanding of Aboriginal and Torres Strait Islander cultural protocols.	<ul style="list-style-type: none"> <li>• Develop and implement a plan to raise awareness and understanding of the meaning and significance of Aboriginal and Torres Strait Islander protocols, such as Welcome to Country and Acknowledgement of Country, to our employees.</li> <li>• Explore who the Traditional Owners are of the lands and waters in our local areas.</li> <li>• Scope and develop a list of local Traditional Owners of the lands and waters within our organisation's sphere of influence.</li> </ul>	Director of Organisational Services, Aboriginal Programs Manager and Communications Coordinator.	June 2017
Acknowledgement to Aboriginal and Torres Strait Islander Culture.	<ul style="list-style-type: none"> <li>• Develop a calendar of significant dates promoting Aboriginal Days, Events or Weeks.</li> <li>• Incorporate Aboriginal Artwork into marketing material to raise awareness of our engagement with the Aboriginal community.</li> </ul>	Aboriginal Programs Manager and Communications Coordinator.	December 2016





# OPPORTUNITIES



Action	Deliverables	Responsibility	Timeline
Consider Aboriginal and Torres Strait Islander employment.	<ul style="list-style-type: none"> <li>• Develop a business case for Aboriginal and Torres Strait Islander employment within our organisation.</li> <li>• Identify current Aboriginal and Torres Strait Islander staff to inform future employment and development opportunities.</li> </ul>	Manager Human Services, Aboriginal Programs Manager, Director Organisational Services, Program Managers.	December 2017
Consider supplier diversity.	<ul style="list-style-type: none"> <li>• Develop an understanding of the mutual benefits of procurement from Aboriginal and Torres Strait Islander owned businesses.</li> <li>• Develop a business case for procurement from Aboriginal and Torres Strait Islander owned businesses.</li> </ul>	Manager Human Services, Aboriginal Programs Manager, Program Managers.	June 2016 to December 2017
Investigate opportunities to improve educational outcomes for Aboriginal and Torres Strait Islander students.	<ul style="list-style-type: none"> <li>• A paper is presented to the RAP Working Group outlining other opportunities, such as those around education, that have been identified throughout our consultation with internal and external stakeholders. This paper will assist in defining actions for subsequent RAPs for our organisation.</li> <li>• Promote Indigenous Tutorial Assistance Scheme (ITAS) and mentoring to provide Aboriginal students with the support they need to graduate</li> <li>• Ensure Aboriginal students in the regions have access to a wide range of training and resources.</li> <li>• Strengthen partnerships with the Schools to secure future training opportunities.</li> <li>• Support scholarships for Aboriginal and Torres Strait Islander students.</li> <li>• Support Aboriginal students attending high schools.</li> </ul>	Director of Organisational Services, Aboriginal Programs Manager, Program Managers.	July 2016 to December 2017



# Tracking progress and reporting

Action	Deliverables	Responsibility	Timeline
Build support for the RAP	<ul style="list-style-type: none"> <li>• We have defined available resourcing for our RAP.</li> <li>• Our data collection is able to measure our progress and successes.</li> <li>• Report to Reconciliation Australia annually on RAP outcomes.</li> </ul>	RAP Committee, Aboriginal Programs Manager, Director of Organisational Services.	November 2017
Review and refresh RAP	<ul style="list-style-type: none"> <li>• Liaise with Reconciliation Australia to develop a new RAP based on learnings, challenges and achievements.</li> <li>• Submit draft RAP to Reconciliation Australia for formal review and endorsement.</li> </ul>	RAP Committee, Aboriginal Programs Manager, Director of Organisational Services.	November 2017

**RAP Coordinator**

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The Aboriginal artwork in this document is by Errol Eades



# Acknowledgements

## Organisations/Community

Wirrpanda Foundation – Robbie Minitier

Southern Aboriginal Corporation, Albany – Shandelle Cummings

Department of Education, Aboriginal Education Southwest, Albany – Briony Arnold

Department of Education, Southwest Education Regional Office, Bunbury – Craig Sell

South West Aboriginal Land and Sea Council – Leeanne Minitier

Albany Aboriginal Corporation – Janelle Coyne

Southern Aboriginal Corporation, Albany – Joanne Woods

Southern Aboriginal Corporation, Gnowangerup – Melita Hayward

Mount Barker Community College – Yvette Ugle

Centrelink, Bunbury – Tracey Jones

Newton Moore Senior High School, Bunbury – Michelle Woosnam

Aboriginal Workforce Development, Bunbury – Cis Narkle

Jeertmia Consultancy, Katanning – Wendy Hayward

Ministry of Justice, Albany – Dianne Grey

Wongutha CAPS, Esperance – Shane Meyer

Tjaltjraak Native Title Aboriginal Corporation, Esperance – Board Members

Population Health, Esperance – Johnine Graham

Elder in Residence, Edith Cowan University, Bunbury – Lera Bennell

Aboriginal Student Support Officer, Edith Cowan University, Bunbury – Dellas Bennell

## Staff

Shirley Hansen

Melissa Meyer

Melissa Berrigan

Ron Grey

Donna Blight

Margaret Jones

Paula Foenander

Raelene Kickett

Annette Garlett

Anne Kickett

Vanessa Johnson

Justine Bradney

Leigh Ritchie

## Elders

Treasy Woods

Marjorie Ugle

Margaret Eades

Yvonne Garlett

Gloria Dann

Melba Wallam

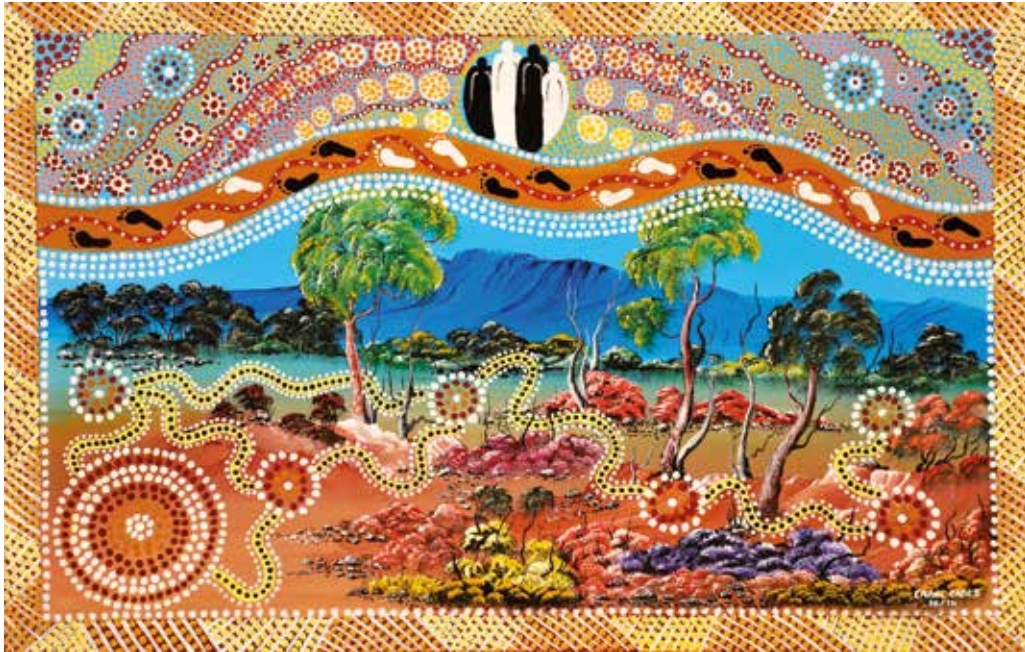
Isla Bennell

## Students

Henry Jones

Aaron Ugle

Glenyis Ugle



This painting by Errol is full of symbolic meaning surrounding the theme of Reconciliation. Errol states it is an expression of “people coming together to achieve the aspirations of reconciliation” and the surrounding “Noongar country”  
“The large circle on the bottom left represents the college reaching out to Noongar people offering pathways for educational training and careers within a framework of reconciliation as well as an exchange of cultural understanding.”  
“The border represents the opportunities to be explored when knowledge and skills are successfully gained through reconciliation.”

**Errol Eades, Mungart Boodja Incorporated**

Date: 21/10/2014

*Mungart Boodja Incorporated is a Signatory to the Indigenous Art Code.*

## **SOUTH REGIONAL TAFE**

Albany | Bunbury | Busselton | Collie | Denmark | Esperance  
Harvey | Katanning | Manjimup | Margaret River | Mount Barker | Narrogin