



South
Regional



South Regional TAFE Innovate Reconciliation Action Plan

MAY 2023 - MAY 2025



The artwork feature in this Reconciliation Action Plan is **Learning Journey** by South Regional TAFE Visual Arts student Kim Kiosses.

She explained that her piece reflects a journey through learning, like the one she is currently on. Kim said she learns so much in every lesson from her lecturers and fellow students and always feels supported to express herself through her art.

Art has given her a platform to tell her story and perspective while communicating with the broader community. **Learning Journey** reflects learning from Elders, family, history, environment, and experiences.

Acknowledgement of Country

South Regional TAFE acknowledges the Traditional Custodians of the lands on which we operate and recognise their continuing connection to land, waters, and culture. We pay our respects to their Elders past, present, and emerging.

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Message from Reconciliation Australia

Reconciliation Australia commends South Regional TAFE on the formal endorsement of its Innovate Reconciliation Action Plan (RAP).

Commencing an Innovate RAP is a crucial and rewarding period in an organisation's reconciliation journey. It is a time to build strong foundations and relationships, ensuring sustainable, thoughtful, and impactful RAP outcomes into the future.

Since 2006, RAPs have provided a framework for organisations to leverage their structures and diverse spheres of influence to support the national reconciliation movement.

This Innovate RAP is both an opportunity and an invitation for South Regional TAFE to expand its understanding of its core strengths and deepen its relationship with its community, staff, and stakeholders.

By investigating and understanding the integral role it plays across its sphere of influence, South Regional TAFE will create dynamic reconciliation outcomes, supported by and aligned with its business objectives.

An Innovate RAP is the time to strengthen and develop the connections that form the lifeblood of all RAP commitments. The RAP program's framework of relationships, respect, and opportunities emphasises not only the importance of fostering consultation and collaboration with Aboriginal and Torres Strait

Islander peoples and communities, but also empowering and enabling staff to contribute to this process, as well.

With close to 3 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. South Regional TAFE is part of a strong network of more than 2,200 corporate, government, and not-for-profit organisations that have taken goodwill and intention, and transformed it into action.

Implementing an Innovate RAP signals South Regional TAFE readiness to develop and strengthen relationships, engage staff and stakeholders in reconciliation, and pilot innovative strategies to ensure effective outcomes.

Getting these steps right will ensure the sustainability of future RAPs and reconciliation initiatives and provide meaningful impact toward Australia's reconciliation journey.

Congratulations South Regional TAFE on your Innovate RAP and I look forward to following your ongoing reconciliation journey.

Karen Mundine

Chief Executive Officer
Reconciliation Australia

Message from the Governing Council Chair and Managing Director



We are proud to present South Regional TAFE's Innovate Reconciliation Action Plan May 2023 – May 2025

We, at South Regional TAFE, are committed to strengthening relationships between Aboriginal and Torres Strait Islander peoples and other Australians, and our Innovate Reconciliation Action Plan (RAP) outlines our commitment to embedding reconciliation into our everyday processes and practices.

We acknowledge that we must all work together to eliminate racism and create a reconciled Australia. We must work together to strengthen relationships and create meaningful connections and partnerships that are built on respect and trust. We all have a role to play in creating a reconciled Australia, and from our

college perspective our 2023 – 2025 Innovate RAP is our formal commitment to progressing reconciliation across our campuses, as well as within our local communities.

As the largest regional vocational education and training (VET) provider located in the South West and Great Southern regions of Western Australia (WA), we are in a unique position to be able to take meaningful action to advance reconciliation within our college, through both our training delivery and our strategic partnerships with industry, employers, and the community. We know that education and training can change people's lives and is

integral in supporting a strong economy and vibrant community. We are in a privileged position to be able to use the depth and breadth of the connections that we have to strengthen our relationships.

Our Innovate RAP has been developed to guide our reconciliation journey and to provide us with clear and detailed actions that we can implement to make a difference in our workplace and our regional communities to support our staff, students, and industry partners. Our actions have been developed through extensive consultation with our college staff over a six-month period and represents our second Innovate RAP.

While we have an established Reconciliation Working Group, Aboriginal Advisory Committees, Aboriginal Training Plan, and formalised networks with our local Aboriginal

and Torres Strait Islander communities, our 2023 – 2025 Innovate RAP has been designed to become part of the fabric of our college, where reconciliation is embedded in our core values and strategic direction.

As such, this document is not just designed to be a framework, but instead has been developed to be integrated into the lifeblood of our organisation and to become part of our college culture.

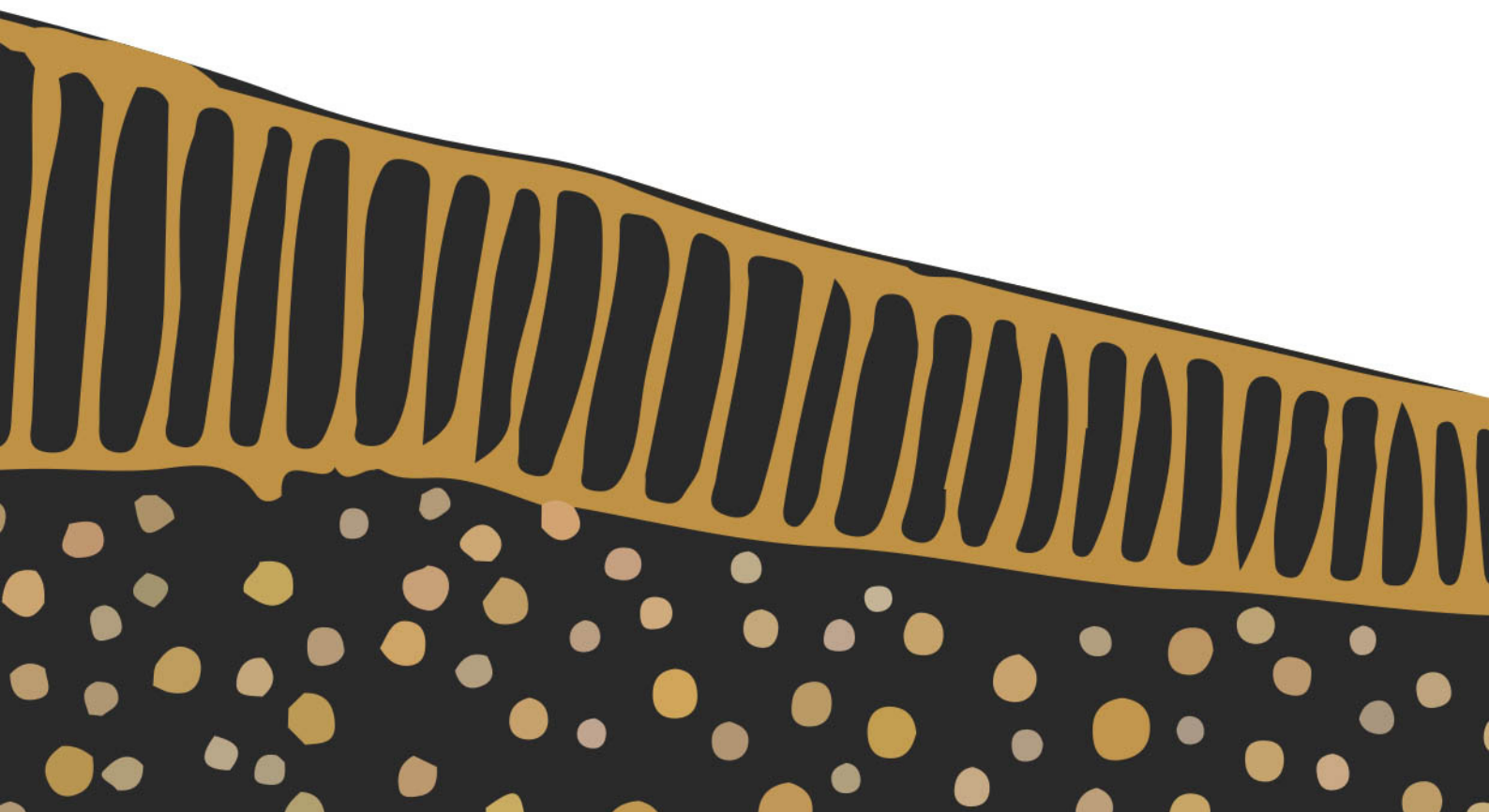
We do acknowledge that for reconciliation to become integrated into all our college processes, it requires commitment and dedication. While we know that we are still at the front end of our journey and have a distance to go, we are dedicated and committed to helping to create a more reconciled college and reconciled Australia.



Susan Barrera
Governing Council Chair
May 2023



Darshi Ganeson-Oats
Managing Director
May 2023



Message from the Aboriginal Advisory Committee Chair



South Regional TAFE has provided excellent support and tutoring to Noongar people over many years, for their improvement of skills and further education assistance, that has supported our local Aboriginal students to move into the workforce and gain careers in their chosen fields.

Noongar people have valued and felt welcomed in an educational setting by the culturally safe and inclusive environment at South Regional TAFE.

With South Regional TAFE having a Reconciliation Action Plan this emphasises the importance of inclusion and acceptance of Aboriginal values, and aims to work together with the local Noongar people to achieve the best outcomes for students as well as addressing employment and teaching opportunities.

The RAP will embed and recognise the need for current and future staff to gain knowledge of Aboriginal cultural practices including Cultural Awareness and Cultural Safety for our Noongar peoples.

Ken Kelly
Chairperson
Great Southern Aboriginal Advisory Committee

We would like to acknowledge the South Regional TAFE Governing Council and Management for the implementation of this RAP for both the South West and Great Southern regions. This will further support our communities and the next generation into the current workforce to improve better outcomes for Aboriginal peoples.

By creating an Aboriginal Reconciliation Plan, South Regional TAFE has shown its commitment to strengthening its bond with the local Noongar people and taken an innovative and constructive step towards reconciliation.

Patricia Hayward
Chairperson
South West Aboriginal Advisory Committee

Our vision for reconciliation

South Regional TAFE is a leader in VET delivery in regional WA and plays an integral role in the promotion of a thriving local workforce and economy.

Working collaboratively with local industries, schools, and organisations, South Regional TAFE forms part of the important skill development requirements of the South West, Great Southern and Wheat Belt regions of WA. Not only does VET play an important role in our regions, but the right to education is part of our human rights.

The right to education is contained in article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR)

Access to education is a fundamental tool in breaking the cycle of poverty and disadvantage and is key to creating equitable outcomes for all Australians. It is important in our reconciliation journey that we acknowledge the past injustices that took place where Aboriginal and Torres Strait Islander peoples were not provided with the same education opportunities and outcomes as other Australians.

Vocational education and training continues to provide people from all walks of life with access to pathways to employment, further studies and career development. It can help people to access new skills, a new trade or a new career. It can create a pathway for someone to access the workforce for the first time, or

support someone who may want to re-enter the workplace after an extended period away. Training can assist people in obtaining new knowledge and skills, as well as facilitating a career change into a new and exciting career.

Training over 10,000 students every year, South Regional TAFE is helping to reshape our communities through access to quality education and training. Providing Aboriginal and Torres Strait Islander peoples with access to culturally safe education and training is paramount to ensure that we can support the educational and workforce needs of all Australians.

To be able to provide a culturally safe, supportive and welcoming learning environment will help increase both the employment and educational outcomes for our students, our employers, stakeholders and the community. By creating a culturally safe environment, that is built on trust and respect, we can assist in supporting the five dimensions of reconciliation, including: race relations; equality and equity; institution integrity; unity; and historical acceptance.

Our commitment to reconciliation aligns with our college core values, in particular, our value of inclusion – where we work to strengthen a culture of care for our students and staff by supporting every learning journey, whether for our students, colleagues or industry partners.



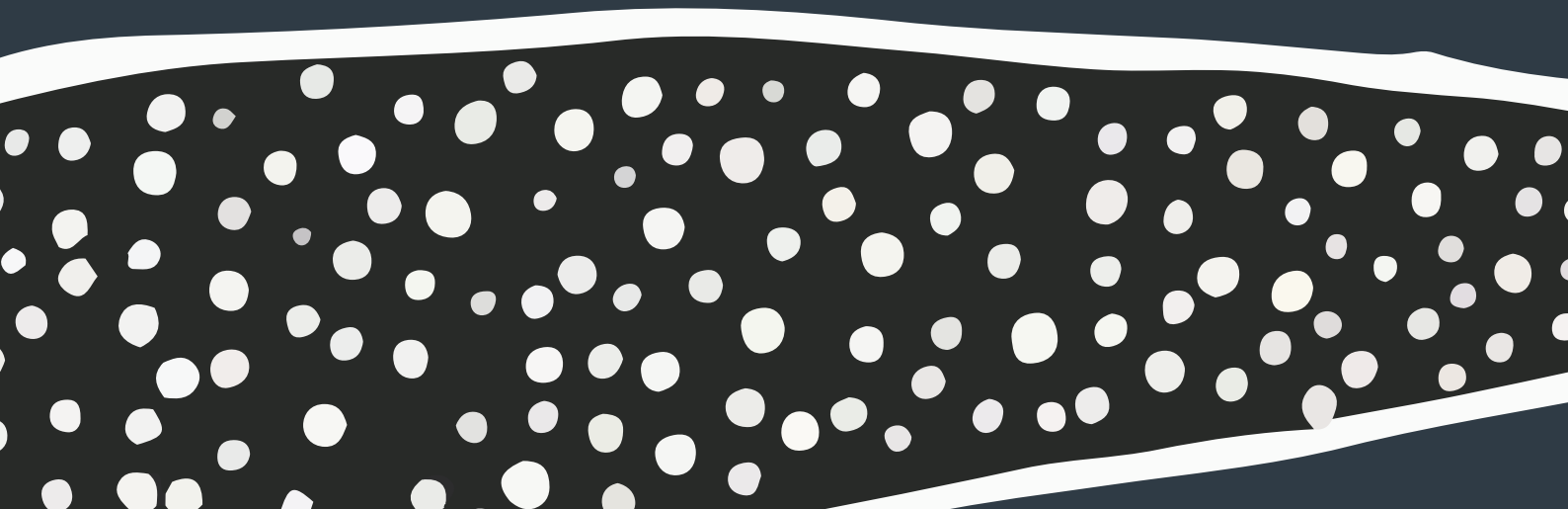
Our Vision

Our vision for reconciliation is an Australia that acknowledges the past, and is committed to a unified, inclusive future for Aboriginal and Torres Strait Islander peoples that is built on genuine trust and respect. We foster and support a reconciled Australia and are committed to providing access to quality education and training for all.

At South Regional TAFE we seek to create a learning experience that promotes success for everyone, including Aboriginal and Torres Strait Islander peoples, to enable them to participate equally and equitably in all aspects of life.

Our Values

Collaboration | Integrity | Innovation | Inclusion



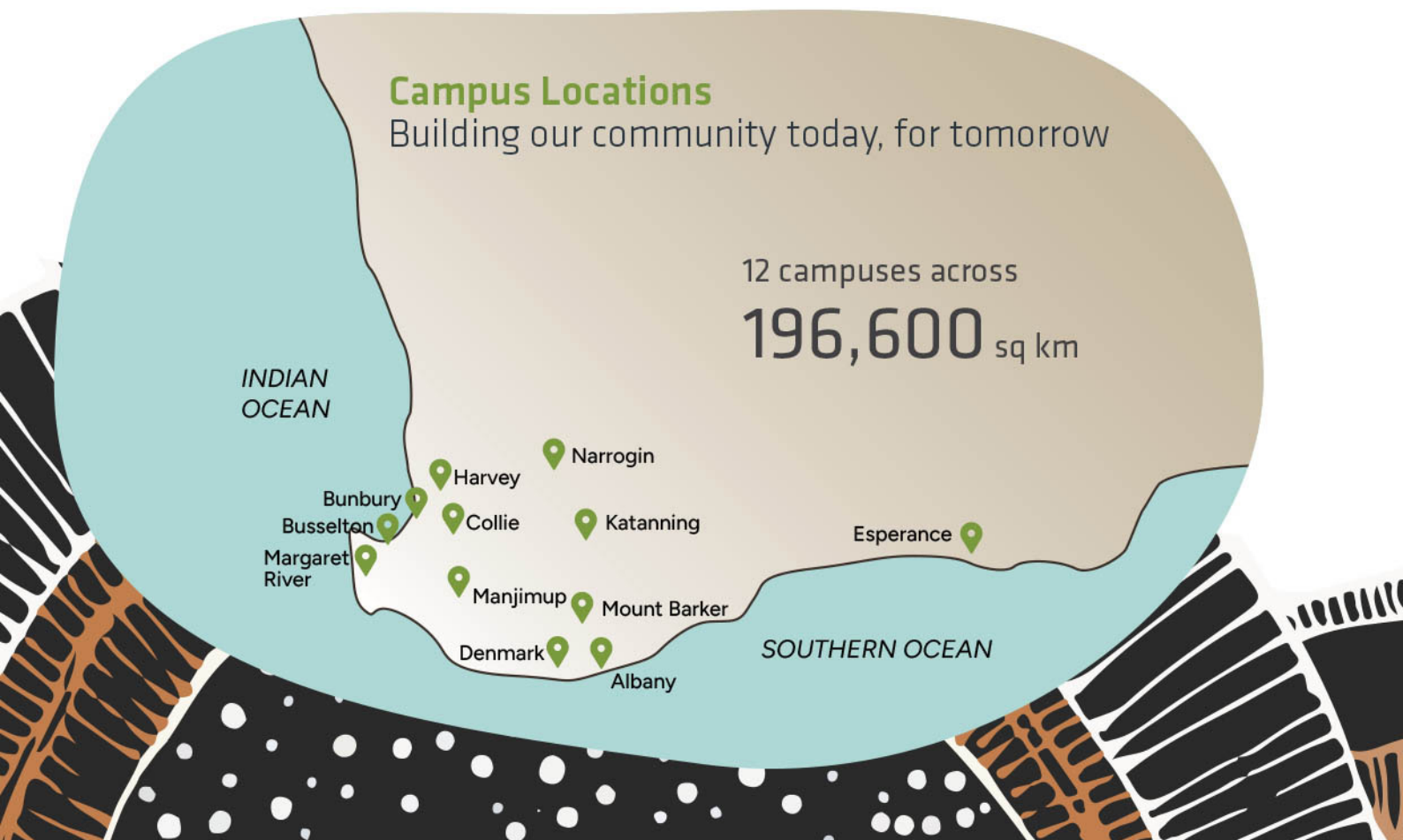
Our Business

South Regional TAFE delivers high-quality, accredited training that is flexible enough to meet clients' workplace and lifestyle commitments. Delivering training from Certificate I through to Diploma's and above, the college assists students to obtain formal qualifications as well as access to micro-credential and short courses to upskill in specific areas.

We provide training that is responsive to local needs and is benchmarked to industry standards. Working with our stakeholders, we build the capacity of current and future employees through training and skills recognition that lead to knowledge and skill attainment, economic empowerment, and prosperity in our regions.

At South Regional TAFE, we are also focused on providing students with a great learning experience. This is achieved by combining staff who are passionate about supporting students to achieve their potential and flexible methods of course delivery.

With 12 campuses located in Albany, Bunbury, Busselton, Collie, Denmark, Esperance, Harvey, Katanning, Manjimup, Margaret River, Mount Barker and Narrogin, the college serves an area of approximately 196,000 square kilometres, which is equivalent to almost three times the size of Tasmania.



About Us

South Regional TAFE supports people from all sections of our community to live, learn and work locally as well as supporting the aspirations of students to train for state, national or global careers.

Providing locally based education and training opportunities for Aboriginal and Torres Strait Islander students is a key priority for South Regional TAFE. We work collaboratively with local communities, schools, employers, and Aboriginal Elders and representatives to provide targeted, relevant and culturally safe education and training pathways.



10,663

Total students

13,924

Total course enrolments

7.19%

Identifying as Aboriginal or Torres Strait Islander descent

Delivery Level

3.22% Diploma and above

12.08% Certificate IV

52.53% Certificate III

33.43% Certificate II

2.95% Certificate I

6.37% Non-accredited



6.96%

Identifying as having a disability



413

Full time equivalent staff (as of Sept 2022)



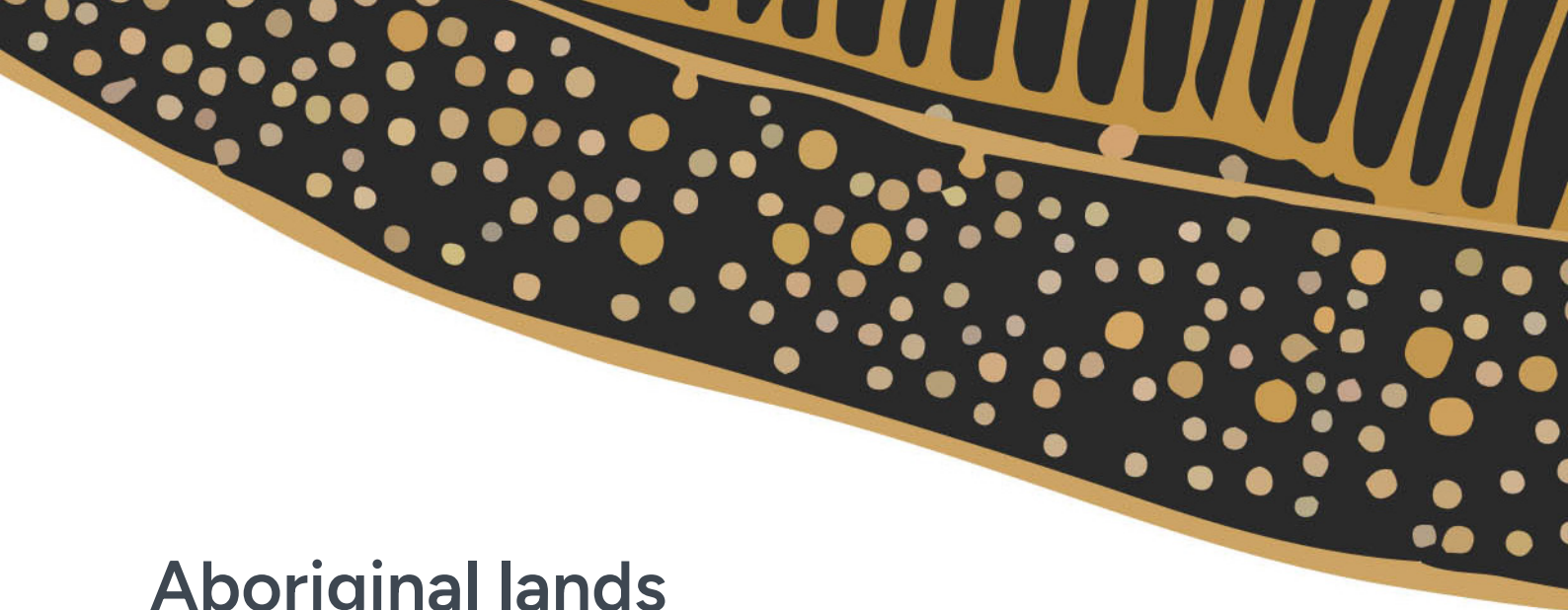
300+

Industry and Community partners



2,694

Apprentices and trainees



Aboriginal lands within our region

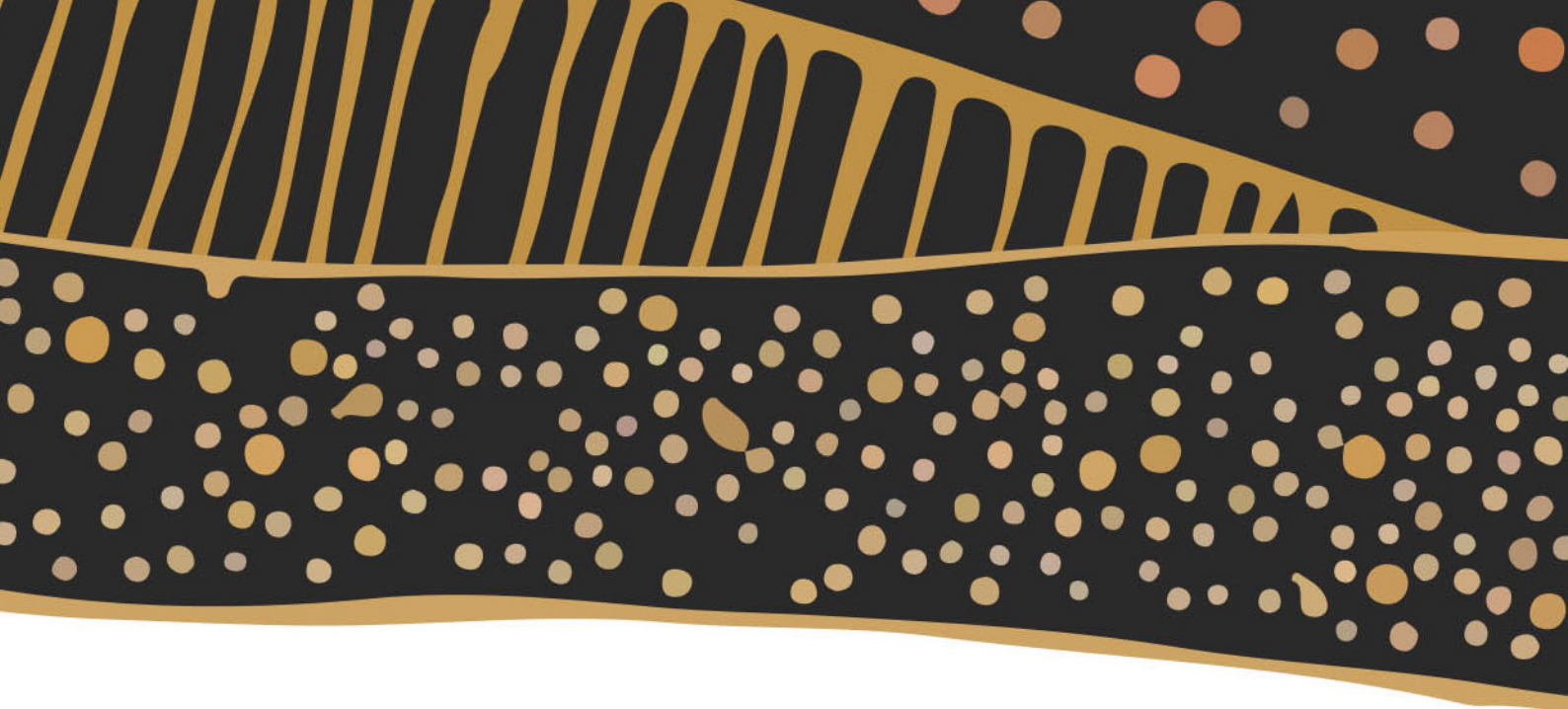
Our 2023 – 2025 Innovate RAP will ensure that we are continuing to appropriately deliver effective policies and programs for our Aboriginal and Torres Strait Islander people.

South Regional TAFE is committed to continue working collaboratively with Traditional Custodians within Noongar Country, the Pindjarup, Wilman, Kaniyang, Wardandi, Bibelmen, Koreng, Minang, Nyoongar, Wadjari, people of Noongar nation. These are the traditional lands in which we work closely.

Our partners and stakeholders

While engaging with our staff and students in reconciliation is the primary focus of our Innovate RAP, our connections and interactions with many stakeholders allows us to also influence our government, industry, education and community partners in our reconciliation journey.

Specific actions targeting our relationships with key stakeholders have been included to ensure that we engage with them in our reconciliation activities to further increase our contributions to engaging all Australians in reconciliation.



Furthermore, to increase our connection with our local Aboriginal and Torres Strait Islander communities and to provide relevant training in a culturally supportive environment, we work collaboratively with a wide range of stakeholders including, but not limited to:

- Albany Community Legal Centre
- Aboriginal Legal Service of WA Ltd
- Australian Bureau of Statistics
- Breakaway Aboriginal Corporation
- Clontarf Academy
- Edith Cowan University
- Gorenang Moortabiin Aboriginal Engagement and Community Development (Aboriginal Corporation)
- Great Southern Aboriginal Health
- Impact Services
- Indigenous Workabout
- Kurrah Mia
- Yaka Danjoo events committee
- Legal Aid WA
- Regional Arts WA
- Roeland Mission Corporation
- South West Aboriginal Land and Sea Council
- South West Aboriginal Medical Services
- Southern Aboriginal Corporation
- Harvey Aboriginal Corporation
- Esperance Tjaltjraak Native Title Aboriginal Corporation
- WA Country Health Service
- Waratah
- Wongutha Caps School
- Worklink WA
- Yorgum Healing Services

Our governance

To continue to inform and support the work that we undertake to achieve our reconciliation actions and deliverables, our education and training programs and support services, the college uses several mechanisms to guide our approach.

RAP Working Group

The South Regional TAFE RAP Working Group has been established to identify issues and topics of importance surrounding the development and implementation of our RAP and to assist in the promotion, reporting, and monitoring of college initiatives.

Comprising of a cross section of staff members from the college, including four Aboriginal and Torres Strait Islander staff members, the Working Group has an important role to play in supporting our reconciliation journey.

South Regional TAFE RAP Working Group

Michelle Willsher

Director Organisational Services

Jodie Schroder

Manager Jobs and Skills Centre and Student Services

Michael Burgess

Training Manager

Chloe Nella

Regional Campus Manager Esperance

Cis Narkle

Senior Engagement Officer,
Aboriginal Services, Jobs and Skill Centre

Shirley Badger

Manager Aboriginal Programs

Eva Bates

Human Resources Officer

Robyn Wilson

Principal Lecturer

Tiana Spencer

Manager Human Resources

Marian Blackwell

Lecturer, Access and Equity

Tracy Bellotti

Aboriginal Development Officer

Vanessa Daqui

Student Services Officer

Marissa Curley

Student Services Officer

Toni Griffiths

Senior Student Services Officer

South Regional TAFE RAP Implementation Group

Michelle Willsher

Director Organisational Services

Mark Seaward

Director Corporate Services

Jodie Schroder

Manager Jobs and Skills Centre and Student Services

Shirley Badger

Manager Aboriginal Programs

Eva Bates

Human Resources Officer

Jemila Raphael

Lecturer Children Services

Bronwyn Oreo

Training Manager - Community,
Health and Education

Lucia Buoro

Lecturer Nursing

Cis Narkle

Senior Engagement Officer,
Aboriginal Services, Jobs and Skill Centre

Michael Burgess

Training Manager

Marian Blackwell

Lecturer, Access and Equity

Vanessa Daqui

Student Services Officer

Marissa Curley

Student Services Officer

Toni Griffiths

Senior Student Services Officer

Our Reconciliation Action Plan

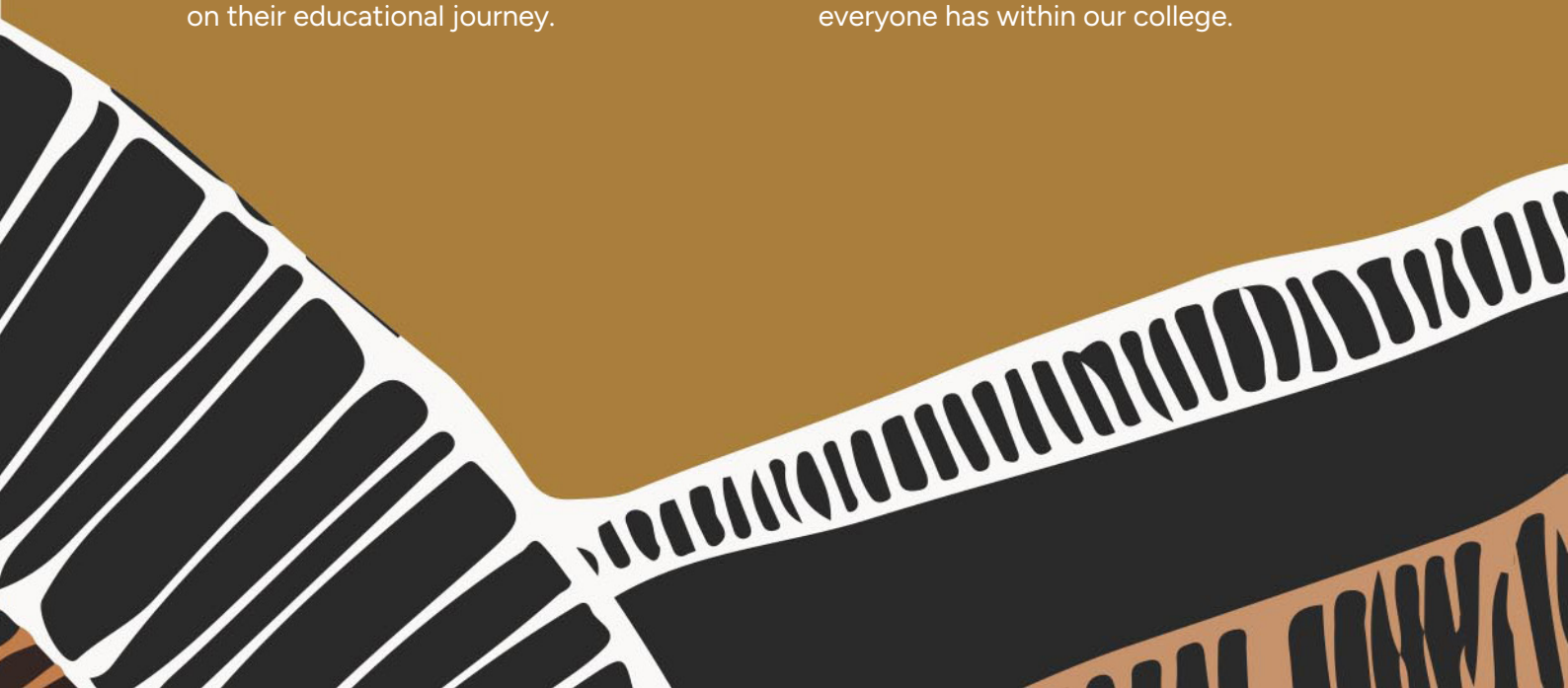
Our 2023 – 2025 RAP represents South Regional TAFE's continued commitment to fostering reconciliation within our regions and communities. Our commitment to taking action to help to create a reconciled Australia was formally established in 2016 with the development of our first RAP and was followed by our 2018 – 2020 Innovate RAP.

Our commitment to the Noongar communities in our regions is, and continues to remain, a priority for our college. We work hand-in-hand with our local communities to provide culturally safe environments and support to encourage Aboriginal and Torres Strait Islander students to access education and training pathways.

This RAP has been created to leverage off the work that has already been undertaken by the college, our staff and students. The college has a long history of engagement with Noongar people and continues to create education and training pathways to support Aboriginal and Torres Strait Islander peoples on their educational journey.

Our RAP is championed by all senior executive leaders of our college, through the Managing Director and the Governing Council. Their commitment is for reconciliation to be embedded across our college in our student delivery, college operations and organisational culture.

Formalised mechanisms have been established through our Reconciliation Working Group and Aboriginal Advisory Committees, to guide and support our approach. However, strengthening relationships between Aboriginal and Torres Strait Islander peoples and other Australians, for the benefit of all Australians is a role that everyone has within our college.



Our reconciliation journey to date

Our first Innovate RAP was created in 2018, South Regional TAFE staff worked towards achieving a number of the reconciliation goals.

What we have learnt from our first Innovate RAP is that there is a genuine desire from staff across our college to foster reconciliation and create a more culturally inclusive environment for all. We acknowledge that we did not progress as much as we would have hoped since the establishment of our first Innovate RAP.

The lessons we learned from this, was the college needed stronger commitment and dedication to deliver the actions and a much broader actions, more strategic deliverables, including a college wide approach. As a college we recognise that we are still embarking on our journey, and we know we still have more to do to foster reconciliation within our organisation and our communities.

We also acknowledge that it is important to celebrate the achievements and positive progress that has been made over the past few years.

The 2020-22 Aboriginal Training Plan was established to provide our Aboriginal students with the skills to fulfil their potential and build our region's prosperity. The plan focuses on eight key priorities including training our staff to ensure they are culturally competent and aware, and ensuring we have Aboriginal representation on key committees.

In 2022 The South West Aboriginal Advisory Committee was re-established after a 3 year hiatus.

Increased staff and student participation in NAIDOC and National Reconciliation Week 2021 and 2022.

The South Regional TAFE Multicultural Plan 2021-24 was developed to address the priority areas of:

- Harmonious and inclusive communities.
- Culturally responsive polices, programs and services; and
- Economic, social cultural, civic, and political participation.

The South Regional TAFE Jobs and Skills Centres have been established to provide career, training and employment advice and assistance. Since the establishment of the centres they have been working to assist local Aboriginal and Torres Strait Islander people to gain employment, enter training, and have delivered workshops to local schools and community groups, run successful career expos and networking conferences with local communities and businesses.



Expansion of employment enabling programs for Aboriginal and Torres Strait Islander youth, developed and implemented in consultation with Aboriginal and community stakeholders.

Aboriginal Advisory Committees

The South Regional TAFE Aboriginal Advisory Committees support the operation, advise South Regional TAFE Aboriginal Programs and Jobs and Skills Centres. Two committees have been established to cover the South West and Great Southern consisting of representation from local Aboriginal and Torres Strait Islander communities to provide regional specific advice and support, and community feedback specifically for Aboriginal and Torres Strait Islander students and future students.

The role of the committees is to: provide advice on Aboriginal and Torres Strait Islander programs and services strategies; promote

and identifying the current and future needs of Aboriginal and Torres Strait Islander students and future students; support the principles of Aboriginal and Torres Strait Islander decision making. Advisory group members will be included in the review and endorsement of the RAP, included in events and advise on future directions and endeavours. It is through the guidance provided by these committees that the college aims to meet local community needs and improve education, employment and training outcomes for Aboriginal and Torres Strait Islander people in a culturally sensitive way.



South West Aboriginal Advisory Committee

Patricia Hayward, chair
SWAMS

Lesley Nelson
South West Aboriginal Medical Service

Leon Khan
Roelands Village

Kris Penny
Breakaway Aboriginal Corporation

Michelle Munns
WA Country Health Service

Dean Wynne
Indigenous Workabout, Collie WA

Chelsea Roberts
Australian Bureau of Statistics

Lesley Ugle
Harvey Aboriginal Corporation

Eric Hayward
Legal Aid WA

Cis Narkle
South Regional TAFE

Shirley Badger
South Regional TAFE

Vanessa Daqui
South Regional TAFE

Bev Thomson
South Regional TAFE

Annette Garlett
Community Elder

Great Southern Aboriginal Advisory Committee

Ken Kelly, chair
Great Southern Aboriginal Health

Donna Coyne
Albany Community Legal Centre and Pivot

Leonie Cook
WA Country Health Service

Shirley Badger
South Regional TAFE

Graeme Simpson
Clontarf Academy Albany

Peter Watters
Clontarf Academy Albany

Briony Arnold
Leah Tompsett
Yorgum Healing Services

Rebecca Khan
WA Department of Communities -
Child Protection and Family Support

Shandell Cummings
Regional Arts WA

Neila Williams
WA Department of Communities

Cheryle James Wallace
South West Aboriginal Land and Sea Council

Fiona Simpson
Deadly Sista Girlz Albany

Ricky Inman
WA Country Health Service

Joanne Woods
North Albany Senior High School

Paula Foenander
Gorenang Moortabiin Aboriginal
Engagement and Community Development
(Aboriginal Corporation)

Raymond Muir
Aboriginal Legal Service of WA Ltd

Rod Oglivie
Palmerston Albany

Georgia Scott
Impact Services

Stuart Roberts
Impact Services

Talitha Archer
WA Department of Justice

Evelyn Smith
WA Country Health Service

Kyah Langdon
Aboriginal Legal Service of WA Ltd

Relationships

Building strong relationships between Aboriginal and Torres Strait Islander people and other Australians is essential for our college, it assists us to create meaningful education and employment opportunities to meet our community, industry and workforce needs.

Through establishing genuine and collaborative relationships with our local Aboriginal and Torres Strait Islander communities we are able to build trust and respect. Strong relationships help us to create respect in our workplace and in the training environment. By fostering relationships between Aboriginal and Torres Strait Islander people and other Australians we are able to create a more inclusive environment which assists in enhancing the student experience and supports students to continue on their training and employment pathway.

We know that to build strong relationships that assist in the reconciliation process, we need to work with local Aboriginal and Torres Strait Islander communities to acknowledge the past and to recognise the hurt that has been caused.

We need to engage with Aboriginal and Torres Strait Islander peoples to improve education and employment outcomes and to continue to connect with local Elders to guide and inform our training products and support services. We also need to educate our staff and students on Aboriginal and Torres Strait Islander cultures and how this intersects with the training and employment environment.

It is important that we share experiences and celebrate Aboriginal and Torres Strait Islander cultures openly and often, work with and continue to build meaningful relationships with our local community and industries that we support.

By continuing to listen, acknowledge and respect others, we can all work together to create a more inclusive and reconciled Australia.

Focus Area

Building strong relationships between Aboriginal and Torres Strait Islander peoples and other Australians is embedded in our college purpose of building our community today, for tomorrow and is at the core of three of our strategic themes:

- **Student Centred**
right skills at the right time.
- **Demand Driven**
support local industry, community and government priorities.
- **Value our People**
foster an environment of inclusivity, innovation and collaboration.

ACTION 1

Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations

DELIVERABLE		TIMELINE	RESPONSIBILITY
1.1	Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	October 2023	Director Organisational Services Director Corporate Services
1.2	Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	January 2024	Director Organisational Services Manager Aboriginal Programs
1.3	Work with local Aboriginal and Torres Strait Islander corporations, organisations and businesses to grow and establish new partnerships and training opportunities.	November 2023	Manager Aboriginal Programs Training Managers
1.4	Re-establish connections with Aboriginal and Torres Strait Islander education and employment organisations to identify local training needs.	August 2023	Manager Aboriginal programs Training and Regional Campus Managers
1.5	Work with local schools and the Jobs and Skills Centres to identify training and employment advocates and role models to encourage Aboriginal and Torres Strait Islander students to engage in education and employment pathways.	December 2023	Manager Jobs and Skills Centres Manager Aboriginal Programs
1.6	Establish genuine relationships with Aboriginal and Torres Strait Islander Elders through engagement and commitment.	June 2023	Executive Leadership Team
1.7	Establish an Aboriginal student representative body to engage with the younger generation of Aboriginal and Torres Strait Islander peoples to promote a culture of inclusive learning and engage with current student groups.	December 2023	Manager Aboriginal Programs

ACTION 2

Build relationships through celebrating National Reconciliation Week (NRW)

DELIVERABLE		TIMELINE	RESPONSIBILITY
2.1	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff.	May 2023 May 2024	Marketing and Governance Manager
2.2	RAP Working Group members to participate in an external NRW event.	27 May 2023 - 3 June 2024	RAP Working Group members
2.3	Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	27 May 2023 - 3 June 2024	Managing Director Director Organisational Services
2.4	Organise at least one NRW event across all campuses each year.	27 May 2023 - 3 June 2024	Training and Regional Campus Managers
2.5	Register all our NRW events on Reconciliation Australia's NRW website.	May 2023 May 2024	Marketing and Governance Manager
2.6	Establish an inviting and culturally appropriate working and learning environment by promoting Aboriginal services in all learning areas.	June 2023	Training and Regional Campus Managers Manager Aboriginal Programs
2.7	Participate in the Bunbury Reconciliation Bridge Walk.	May 2023 May 2024	South West staff
2.8	Engage and involve staff and students in the planning of NRW events to identify possible campus leaders, gain ideas and support activities and events that take place on campus.	April – May 2023 April – May 2024	Training and Regional Campus Managers
2.9	Support staff and students to attend NRW events throughout the week through supported timetable and scheduling adjustments.	27 May 2023 - 3 June 2024	Training and Regional Campus Managers Student Services Manager
2.10	Share and promote RAP achievements at the NRW events.	27 May 2023 - 3 June 2024	Director Organisational Services

ACTION 3

Promote reconciliation through our sphere of influence

DELIVERABLE		TIMELINE	RESPONSIBILITY
3.1	Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce.	June 2023	Human Resources
3.2	Communicate our commitment to reconciliation publicly.	May 2023 May 2024	Director Corporate Services Director Strategic Partnerships
3.3	Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	December 2024	Training Services
3.4	Collaborate with RAP organisations and other like-minded organisations to develop innovative approaches to advance reconciliation.	December 2024	RAP Working Group
3.5	Connect with innovative individuals / organisations to gain ideas and share knowledge.	December 2023 December 2024	RAP Working Group
3.6	Identify Aboriginal and Torres Strait Islander champions who have had a positive experience within the training environment and work with them to become advocates and role models for others in their field.	February 2024	Marketing and Governance Manager
3.7	Update the staff induction process to include the Innovate RAP and college wide strategies used and professional development provided.	September 2023	Human Resources Manager
3.8	Promote the RAP by all levels of management / staff at each campus.	May June 2023 May June 2024	Executive Leadership Team
3.9	Share RAP achievements, challenges and learnings through: <ul style="list-style-type: none"> the college Friday Extra newsletter, executive virtual communications to staff, college intranet and website, Open Day events, college social media avenues, relevant agencies / organisations; and NAIDOC week, cultural awareness events and activities. 	May 2023 May 2024	Marketing and Governance Manager

ACTION 4

Promote positive race relations through anti-discrimination strategies

DELIVERABLE		TIMELINE	RESPONSIBILITY
4.9	Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions and future needs.	December 2023	Human Resources Manager
4.10	Develop, implement and communicate an anti-discrimination policy for our organisation.	May 2023 May 2024	Human Resources Manager
4.11	Engage with Aboriginal and Torres Strait Islander staff and / or Aboriginal and Torres Strait Islander advisors to consult on our anti-discrimination policy.	November 2024	Human Resources Manager
4.12	Educate senior leaders on the effects of racism.	January 2024	Human Resources Manager

Respect

Fostering and promoting respect for Aboriginal and Torres Strait Islander peoples, cultures, histories, knowledge, and rights is important for South Regional TAFE and the education and training that we provide.

Building and fostering respect helps to increase our understanding of Aboriginal and Torres Strait Islander peoples, culture, lore, languages and traditional knowledge systems. It supports us in our endeavours to create an inclusive and culturally safe workplace and training environment.

Fostering and promoting respect for Aboriginal and Torres Strait Islander, cultures, histories, knowledge, and rights helps us to become a more culturally rich and culturally proud organisation where cultural learning is embraced by all.

Our college can build and foster respect for Aboriginal and Torres Strait Islander peoples by continuing to provide education and professional development opportunities for all staff about local Aboriginal and Torres Strait Islander cultures and protocols.

We are committed to celebrating events, sharing stories and promoting a shared and accurate understanding of our history, culture and mechanisms for supporting a diverse and inclusive environment.

A significant aim of our Innovate RAP is to increase our connection with our local Aboriginal and Torres Strait Islander communities to guide our training and delivery priorities and support mechanisms. Through this we can all better understand and celebrate our cultural diversity.

Focus Area

Respect for Aboriginal and Torres Strait Islander, cultures, histories, knowledge and rights are important to our college and is underpinned across all of our core values:

- **Collaboration**
we will listen, evolve and work together, helping and supporting each other for the collective goals of the college.
- **Integrity**
we are leaders in the vocational training community, and as such we are honest and fair in all we do. We are committed to being accountable and transparent. We hold ourselves to high standards of ethical behaviour and take responsibility for our actions.
- **Inclusion**
we work to strengthen a culture of care for our students and staff, by supporting every learning journey, whether for our students, colleagues or industry partners.
- **Innovation**
we create exceptional teaching and learning environments; valuing the experience and knowledge students and industry bring and engaging them in constructing a learning journey which values new ideas.

ACTION 5

Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning

DELIVERABLE		TIMELINE	RESPONSIBILITY
5.9	Conduct a review of staff and student cultural learning needs within our organisation.	September 2023	Human Resources Manager Director Training Services
5.10	Consult local Traditional Owners and / or Aboriginal and Torres Strait Islander advisors on the development and implementation of a cultural learning strategy.	July 2024	Human Resources Manager Director Training Services
5.11	Develop, implement and communicate a cultural learning strategy for our staff.	March 2024	Human Resources Manager
5.12	Provide opportunities for RAP Working Group members, HR managers and other key leadership staff to participate in formal and structured cultural learning.	July 2023	Human Resources Manager
5.13	Establish a place of contemplation / learning about Aboriginal and Torres Strait Islander culture in consultation with local Elders and / or Aboriginal and Torres Strait Islander advisors.	December 2024	Manager Aboriginal Programs
5.14	Invite Aboriginal and Torres Strait Islander students to participate in peer led course design processes.	June 2024	Training Managers Manager Aboriginal Programs
5.15	Increase delivery of cultural training across a broader range of training areas by embedding cultural learnings within relevant training packages e.g., trade based qualification and short courses that offered to students.	June 2024	Human Resources Manager Training Managers
5.16	Re-establish campus based cultural days.	August 2023	Training Managers Regional Campus Managers
5.9	Name at least four meeting rooms on each campus in local Noongar language in consultation with local Elders and / or Aboriginal and Torres Strait Islander advisors.	August 2023	Director Corporate Services
5.10	Name at least two buildings on each campus with a local Noongar language in consultation with local Elders and / or Aboriginal and Torres Strait Islander advisors.	February 2024	Director Corporate Services
5.11	Native plants on campuses to be sign posted with Aboriginal language names and brief significance to the local Traditional Custodians in consultation with local Elders and / or Aboriginal and Torres Strait Islander advisors.	August 2024	Director Corporate Services
5.12	Review and update the college induction process to include the cultural learning strategy and a suite of cultural learning opportunities and delivery options for staff, including lecturing staff members role in cultural safety and support.	August 2023	Human Resources Manager

ACTION 6

Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols

DELIVERABLE	TIMELINE	RESPONSIBILITY	
6.9	Increase staffs education and understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country.	October 2023	Human Resources Manager
6.10	Develop, implement and communicate a cultural protocol document, including protocols for Welcome to Country and Acknowledgement of Country.	October 2023	Human Resources Manager
6.11	Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	June 2023 June 2024	Executive Leadership Team
6.12	Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings.	September 2023	All SRT staff and Managers
6.13	Fly the Aboriginal and Torres Strait Islander flags at college campuses where possible.	July 2023	Facilities Services Regional Campus Managers
6.14	Include an Acknowledgement of Country or Welcome to Country in all new course inductions.	June 2023	Directors Training Services

ACTION 7

Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week

DELIVERABLE	TIMELINE	RESPONSIBILITY	
7.9	RAP Working Group to participate in an external NAIDOC Week event.	First week in July 2023 and 2024	RAP Working Group members
7.10	Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	December 2023	Human Resources Manager
7.11	Encourage college staff to attend NAIDOC week activities at local community events and locations where college training and delivery takes place (including correctional facilities).	First week in July 2023 and 2024	All SRT Staff
7.12	Increase staff attendance and in-kind support offered for major NAIDOC week community events.	July 2023 July 2024	Executive Leadership Team
7.13	Host at least one NAIDOC week event on each college campuses.	July 2023 July 2024	Training and Regional Campus Managers
7.14	Promote and encourage staff to participate in external NAIDOC week event.	July 2024	Executive Leadership Team

Opportunities

Providing opportunities for Aboriginal and Torres Strait Islander people, organisations and communities is important for our college as it helps us build an inclusive environment which supports increased student training pathways and employment outcomes.

At South Regional TAFE we acknowledge and value the diverse and extensive skills and experience that Aboriginal and Torres Strait Islander staff, employees and community members provide our college. Through the provision of professional development and access to supported employment pathways, such as traineeships, cadetships, and work experience opportunities, we are committed to providing as many opportunities and support mechanisms as possible to increase our Aboriginal and Torres Strait Islander workforce.

By further engaging with our local community, employers, and industry we will work to meet our regions training and employment needs. Being informed and guided by local Aboriginal and Torres Strait Islander Elders and advisors is key in our endeavours to engage students in training and employment.

South Regional TAFE is also committed to supporting improved economic and social outcomes for Aboriginal and Torres Strait Islander peoples and will continue to develop and refine our procurement processes and systems as avenues to promote reconciliation and cultural diversity within our workplace.

Focus Area

Providing increased opportunities for Aboriginal and Torres Strait Islander peoples, organisations and communities and is a key component of the following strategic themes:

- **Demand Driven**
support local industry, community and government priorities.
- **Sustainable Performance**
support a strong economy for Western Australians through transparent and sustainable management.
- **Value our People**
foster an environment of inclusivity, innovation and collaboration.

ACTION 8

Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning

DELIVERABLE		TIMELINE	RESPONSIBILITY
8.9	Build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	August 2023	Human Resources Manager
8.10	Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy.	August 2023	Human Resources Manager
8.11	Develop and implement an Aboriginal and Torres Strait Islander recruitment, retention and professional development strategy.	August 2024	Human Resources Manager
8.12	Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	July 2023	Human Resources Manager
8.13	Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	September 2023	Human Resources Manager
8.14	Increase the percentage of Aboriginal and Torres Strait Islander staff employed in our workforce.	December 2023 December 2024	Executive Leadership team
8.15	Aboriginal and Torres Strait Islander employment, equity and diversity targets to be included in the college Diversity Framework.	July 2023	Human Resources Manager
8.16	Establish Aboriginal and Torres Strait Islander student events to increase opportunities for staff and students to connect and promote the activities undertaken by the college.	May 2023 July 2023	Manager Aboriginal Programs
8.17	Using the student 'Open Day' model, create an 'Open Day' for prospective Aboriginal and Torres Strait Islander people to increase staff recruitment rates.	December 2024	Human Resources Manager
8.18	Research best practice to establish traineeships, internships / cadetships and work experience programs to attract new Aboriginal and Torres Strait Islander staff.	November 2024	Human Resources Manager

ACTION 9

Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes

DELIVERABLE	TIMELINE	RESPONSIBILITY	
9.9	Develop and implement an Aboriginal and Torres Strait Islander procurement strategy.	November 2024	Director Corporate Services
9.10	Investigate Supply Nation membership.	August 2023	Director Corporate Services
9.11	Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	November 2023	Director Corporate Services
9.12	Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	November 2023	Director Corporate Services
9.13	Develop commercial relationships with Aboriginal and / or Torres Strait Islander businesses.	November 2024	Director Corporate Services
9.14	Review and update procurement practices to remove barriers and assist in applying for membership to Supply Nation.	December 2023	Director Corporate Services
9.15	Increase delivery of training skill sets dedicated to support Aboriginal and Torres Strait Islander business needs.	August 2024	Directors Training Services
9.16	Provide professional development opportunities for all college managers on updated procurement practices to increase local Aboriginal and Torres Strait Islander procurement opportunities.	December 2023	Director Corporate Services

ACTION 10

Increase Aboriginal and Torres Strait Islander access to education and training pathways and employment opportunities.

DELIVERABLE		TIMELINE	RESPONSIBILITY
10.9	Investigate the establishment of a pilot business mentoring program to support Aboriginal and Torres Strait Islander start-ups.	March 2024	Jobs and Skills Centres Managers
10.10	Increase education and training opportunities for Aboriginal and Torres Strait Islander students by expanding and growing current partnerships.	November 2024	Directors Training Services Aboriginal Programs Manager
10.11	Engage with local Aboriginal and Torres Strait Islander peoples to develop training programs to address local community identified training needs.	June 2024	Directors Training Services Aboriginal Programs Manager
10.12	Provide mentor support to suitably qualified Aboriginal and Torres Strait Islander people to complete the Certificate IV in Training and Assessment to become qualified TAFE lecturers.	July 2024	Directors Training Services
10.13	Provide paid lecturing or assessment consultancy opportunities for Aboriginal and Torres Strait Islander people to assist in the development of Units of Competency teaching Aboriginal and Torres Strait Islander culture.	December 2023	Directors Training Services
10.14	Address Aboriginal and Torres Strait Islander students training needs through mentoring and the implementation of learning support plans when required to increase Aboriginal and Torres Strait Islander student training completion rates.	September 2023	Manager Aboriginal Programs

10.15	Increase partnerships with Aboriginal and Torres Strait Islander corporations to foster local training growth and opportunities in pre-employment and work readiness.	September 2023	Manager Aboriginal Programs Directors Training Services
10.16	Create a Breakfast Club the Pit Stop at specific campuses and provide a healthy light breakfast.	July 2023	Manager Aboriginal Programs
10.17	Identify and implement support mechanisms to increase Aboriginal and Torres Strait Islander students access to higher education qualifications and pathways through culturally appropriate career counselling and support to access.	July 2023	Manager Aboriginal Programs Jobs and Skills Centres Managers
10.18	Increase training staffs knowledge on the use of flexible delivery options, learning support plans and culturally safe reasonable adjustments that can be made to support Aboriginal students to completion.	June 2024	Directors Training Services

Governance

South Regional TAFE is committed to establishing, implementing and monitoring actions to increase reconciliation across our college and within our community.

We will use our college systems, measures and controls to assist in the oversight of our actions and we will leverage the skills and support of dedicated staff at all levels of our organisation to guide and support our progress.

The implementation of our Innovate RAP is the responsibility of us all and we will embed our actions and deliverables into our current practices, processes and procedures. By fostering a culture of reconciliation, we will strive to be a catalyst for change in our regions.

Focus Area

Transparent and sustainable governance is a key component of our strategic theme:



Sustainable Performance

support a strong economy for Western Australians through transparent and sustainable management.

ACTION 11

Establish and maintain an effective RAP Working group (RWG) to drive governance of the RAP.

DELIVERABLE		TIMELINE	RESPONSIBILITY
11.9	Maintain Aboriginal and Torres Strait Islander representation on the RWG.	May 2023	Director Organisational Services
11.10	Establish and apply a Terms of Reference for the RWG.	May 2023	Director Organisational Services
11.11	Meet at least four times per year to drive and monitor RAP implementation.	May 2023	Director Organisational Services
11.12	Identify a RAP lead and RAP coordinator to drive and promote the work undertaken by the RWG.	May 2023	Director Organisational Services
11.13	Identify local Aboriginal and Torres Strait Islander Elders and / or advisors to provide cultural advice to the RWG across the college regions.	December 2023	Chair, RAP Working Group

ACTION 12

Provide appropriate support for effective implementation of RAP commitments

DELIVERABLE		TIMELINE	RESPONSIBILITY
12.9	Define resource needs for RAP implementation.	June 2023	Director Organisational Services
12.10	Engage our senior leaders and other staff in the delivery of RAP commitments.	June 2023	Director Organisational Services
12.11	Define and maintain appropriate systems to track, measure and report on RAP commitments.	June 2023	Chair, RAP Working Group
12.12	Appoint and maintain an internal RAP Champion from senior management.	June 2023	Managing Director

ACTION 13

Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally

DELIVERABLE	TIMELINE	RESPONSIBILITY	
13.9	Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence.	June 2023 and 2024	RAP Champion
13.10	Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire.	1 August 2023 and 2024	RAP Champion
13.11	Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 September 2023 and 2024	RAP Champion
13.12	Report RAP progress to all staff and senior leaders quarterly.	August, November 2023 February, May, August and November 2024	Chair, RAP Working Group
13.13	Publicly report our RAP achievements, challenges and learnings, annually.	February 2024 February 2025	Chair, RAP Working Group
13.14	Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2024	Director Organisational Services
13.7	Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	August 2025	Chair, RAP Working Group

ACTION 14

Continue our reconciliation journey by developing our next RAP

DELIVERABLE	TIMELINE	RESPONSIBILITY	
14.9	Register via Reconciliation Australia's website to begin developing our next RAP.	October 2024	Director Organisational Services

Campus Locations

Albany Campus

5 Anson Rd, Albany WA 6330
PO Box 894 Albany WA 6331
Ph: (08) 6371 3888
Albany@srtafe.wa.edu.au

Bunbury Campus

Robertson Drive, Bunbury WA 6230
PO Box 1224, Bunbury WA 6231
Ph: (08) 6371 3000
Bunbury@srtafe.wa.edu.au

Busselton Campus

2-12 South Street, Busselton WA 6280
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Busselton@srtafe.wa.edu.au

Collie Campus

43 Wittenoom Street, Collie WA 6225
PO Box 268, Collie WA 6225
Ph: (08) 6371 3900
Collie@srtafe.wa.edu.au

Denmark Campus

South Coast Highway,
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Ph: (08) 6371 3210
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Esperance Campus

7 Connolly Street, Sinclair,
Esperance WA 6450
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Harvey Campus

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WA 6220
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Harvey@srtafe.wa.edu.au

Katanning Campus

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Manjimup Campus

Graphite Road, Manjimup WA 6258
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Margaret River Campus

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Mount Barker Campus

Community Resource Centre
1 Lowood Road, Mount Barker WA 6324
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Narrogin Campus

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