GOVERNMENT OF WESTERN AUSTRALIA

TAFE WA Central Regional

RECONCILIATION ACTION PLAN REFLECT

Central Regional TAFE

RECONCILIATION ACTION PLAN

January 2020-2021

REFLECT

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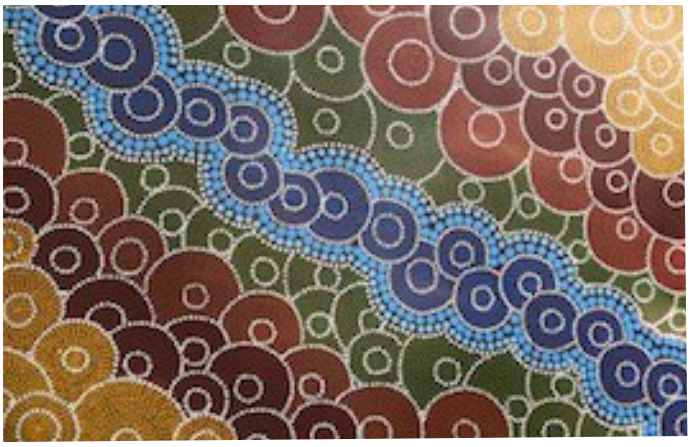
ARTWORK

In 2016, Durack Institute of Technology, Goldfields Institute of Technology and CY O'Connor Institute amalgamated to form Central Regional TAFE. The artworks below were existing pieces from each of the colleges; unfortunately, the titles and stories where misplaced during the merge. As a result, Central Regional TAFE has chosen to show respect to the Aboriginal peoples and the Aboriginal artists of these regions by using the artworks to signify those individual colleges.

We would like to acknowledge and thank the below Aboriginal artists whose work appears throughout this document.

Untitled | Nicole Dickerson | Geraldton

Untitled | Judith Davis | Northam



Untitled | Brett Boddington | Kalgoorlie

ACKNOWLEDGEMENT

Central Regional TAFE acknowledges the Australian Aboriginal Peoples of this nation. We acknowledge each of the language groups within the Mid-West, Murchison, Gascoyne, Wheatbelt and Goldfields regions, the true custodians of the lands on which our campuses are located.

We pay our respects to ancestors and Elders, past, present and emerging.

Central Regional TAFE recognises Australian Aboriginal and Torres Strait Islander Peoples' unique cultural and spiritual relationships to the land, waters and seas and their enduring rich contribution to our society.

OUR VISION FOR RECONCILIATION

MESSAGE FROM THE GOVERNING COUNCIL AND MANAGING DIRECTOR

Central Regional TAFE recognises that reconciliation is not primarily the business of government; it is everybody's business and it benefits everyone. We understand that reconciliation begins with recognising the rights of First Australians, their connection to Country and their unique and rich culture; it is a platform for Australia's continued growth and prosperity.

Our organisation wants to build stronger relationships and create genuine partnerships with local Aboriginal communities to achieve better educational, training and employment outcomes for Aboriginal peoples and for all Australians.

Our RAP aims to influence organisation workplace culture to create an environment where Aboriginal employees, students and community members feel welcome, supported and respected, in a culturally safe educational environment that promotes greater participation for all Aboriginal peoples.

Our goal is to collaborate with local Aboriginal communities in a way that advances Aboriginal peoples aspirations by working together as a team to build respect, to communicate openly and honestly for the benefit of all students, staff and community.

Our strategies, detailed in this plan, for supporting Aboriginal students and staff, is to strengthen relationships between the Aboriginal and non-Aboriginal communities of our regions aim to build on the college's cultural competencies. Our intent is to ensure all community members enjoy equally, the opportunities for training and personal development offered by Central Regional TAFE, in an environment that is inclusive of all students and their families.

Mary Woodford
Chair, Governing Council

Bill Swetman
Managing Director

**We use the term Aboriginal to refer to Aboriginal and Torres Strait Islander peoples throughout this document.*

OUR BUSINESS

On 11 April 2016, Durack Institute of Technology, Goldfields Institute of Technology and the CY O'Connor Institute amalgamated to form Central Regional TAFE.

Central Regional TAFE is the major provider of Vocational Education and Training in the Midwest / Murchison / Gascoyne, Wheatbelt and Goldfields regions of Western Australia. We provide training across an area of over 640,000 square kilometres from the coast to the desert.

We have campuses at Geraldton, Batavia Coast Marine Institute and Technology Park in the Midwest; Carnarvon and Exmouth in the Murchison/Gascoyne; Northam, Merredin and Moora in the Wheatbelt and Kalgoorlie in the Goldfields.

We employ over 400 full-time, part-time, casual and contract staff and 17 of those staff members identify as Aboriginal and/or Torres Strait Islander peoples.

OUR VISION

Training and skills for jobs and future opportunities.

• We provide training delivery, assessment programs and services to a diverse group of clients, including school-leavers, mature age students, industry, employers, corporate clients and those who study for personal development.
• We play an important role in addressing industry needs for an appropriately skilled workforce by delivering training that allows regional people to maximise their employment opportunities.

OUR MISSION

Provide quality assured training that responds to industry needs that build communities and regions.

• We offer approximately 250 nationally accredited courses each year to over 6000 students providing recognised qualifications from Certificate 1 to Advanced Diploma's in a wide range of industry areas.
• We provide non-accredited training solutions to meet current and future labour force demands.

OUR VALUES

Align to - customer service, integrity, innovation, quality, collaboration and diversity.

• We also offer a range of training programs designed to meet the learning needs of specific client groups including Aboriginal clients, women, and youth at risk, clients with a disability or from culturally diverse backgrounds both regionally and remote.

Training delivery may be on campus, online, in the workplace, in schools, in regional and remote communities, or in some cases tertiary programs delivered through our contracting arrangements with universities (commercial fees for service training is also available); there are many alternate study options available.

Central Regional TAFE prides itself on meeting the future training needs of industry by developing strong partnerships with our local employers and local communities.

OUR PARTNERSHIPS AND CURRENT ACTIVITIES

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 regions.

Central Regional TAFE has a number of formal and informal partnerships in place with communities, agencies, business and industry, that provide training, training support and employment services for Aboriginal students across the Mid-West, Gascoyne, Wheatbelt and Goldfields regions.

The partnerships include:

- Jobs and Skills Centres in Geraldton, Kalgoorlie and Northam that provide support services for Aboriginal people to access careers and training advice and information about local job markets and employment opportunities.
- Job Agency Networks
- Edmund Rice College, delivering school based traineeships.
- Police and Citizens Youth Clubs.
- Yullella – delivery of programs relating to Certificate III in Individual Support ,Certificate II in Leadership and Certificate II in Salon Assistant in Meekatharra.
- Ngala Corporation – Horticulture program for 12 students
- MEEDAC and Yullella – tyre servicing and engineering courses
- Yamatji-Marlpa Malgana Rangers Program in Shark Bay.

- Geraldton Streetwork Aboriginal Corporation (Streeties) and Yamatji Arts in Geraldton.
- Work for the Dole program with Bundiyarra Aboriginal Community Aboriginal Corporation in Geraldton.
- Aboriginal Biodiversity Conservation
- VETDSS programs – Horticulture, Kitchen Ops – in Mt Magnet, Meekatharra and Moora.
- Certificate II Information Technology under auspicing arrangements with Merredin College.
- EMR Bayalgu program.

In addition, we have:

- Developed Welcome to Country Protocols, in consultation with Aboriginal staff, and discussions with Yamatji Marlpa Aboriginal Corporation (Midwest/Murchison/Gascoyne), Goldfields Land and Sea Council (Goldfields), South West Aboriginal Land, and Sea Council (Wheatbelt).
- Worked with Catholic Education WA to enrol Aboriginal Teaching Assistants and Aboriginal and Islander Education Officers working in the Midwest, Murchison and Gascoyne regions through flexible delivery and Recognised Prior Learning RPL into the Certificate III or IV in Education Support.
  Through our Kalgoorlie campus, we have established partnerships with:
- The Yarnangu Coordinator from the Ngaanyatjarra Lands Schools to deliver Certificate I in Leadership for the Aboriginal and Islander Education Officers (AIEO) in Warburton in July (10 students approx.).
- LLN support to Nindila Training Centre (attached to Aboriginal Health Service Bega Garnbirringu).
- VETDSS programs with Leonora District High School and Wiluna High School.

OUR RECONCILIATION ACTION PLAN

The Reflect Reconciliation Action Plan (RAP) for Central Regional TAFE accords with the framework and methodology provided by Reconciliation Australia and with the endorsement of the local Aboriginal communities to form a partnership that will enable us to work together and ensure better outcomes for our students.

Our RAP builds on our existing Aboriginal Training Plan that articulates our commitment to developing ongoing opportunities to increase the participation and retention of Aboriginal people; we aim to inspire strategies and activities that support cultural imperatives to advance educational, training and employment outcomes.

OUR RAP JOURNEY

Over the past 3-4 years, Central Regional TAFE embarked on a lengthy transitional phase (following amalgamation) that has been both challenging and complex.

Our organisation remained committed to reconciliation, but we knew that our journey would take time to enhance our understanding of the diversity within local Aboriginal communities, that traverses four different regions.

As our vision for reconciliation continues, we hope 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. Central Regional TAFE is proud of how far our organisation has come to present our RAP.

Beyond this initial Reflect RAP, we will commence building firmer targets and measures into the next RAP we develop.

BUILDING OUR RAP

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 RAP evolved from many discussions with Aboriginal people around protocols, local culture, and our commitment to social responsibility. The college's Reconciliation Working Group (RWG) led the development of our RAP, in consultation and close collaboration, with Aboriginal people from local communities, consultative bodies, college staff and the involvement of our Governing Council members.

IMPLEMENTATION

The executive sponsor and champion of our RAP is the Director Organisational Services, whose function is to ensure there are adequate processes in place to allocate work, monitor progress, and report progress to the college's Governing Council, Corporate Executive and RWG.

Implementation of RAP actions will rely on shared participation from all staff members across our campuses.

RELATIONSHIPS

ACTION 1: Establish a RAP Working Group (RWG)

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Maintain and continue the use of our RWG and RAP Working Group Champions (RWGC), comprising of Aboriginal peoples and decision-making staff from across our organisation.	February 2020	Managing Director
• RWG to oversee the development, endorsement and launch of the RAP and commitments.		
• RWG to meet at least four times per year to monitor and report on plan implementation and actions.		

ACTION 2: Build internal and external relationships

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Develop a list of Aboriginal peoples, communities and organisations within our local area or sphere of influence that we can approach to connect with on our reconciliation journey.	February 2020	Chairperson RWG
• Develop a list of RAP organisations and other like-minded organisations that we could approach to connect with on our reconciliation journey.	March 2020	Chairperson RWG
• Build strong relationships with Aboriginal community organisations that foster Aboriginal education and employment outcomes, by working together to develop training programs that support and give our students a competitive edge.	April 2020	Director Training Services
• Attend relevant meetings to support partner initiatives.	February 2020	Manager Student Services

ACTION 3: Participate and celebrate National Reconciliation Week (NRW)

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Host an internal event to promote NRW at Geraldton, Kalgoorlie and Northam campuses.	1 June – 5 June 2020	Manager Student Services
• Allocate funds to host a NRW event at Geraldton, Kalgoorlie and Northam campuses.		Director Organisational Services
• Encourage all staff and students to attend a NRW event.		Managing Director
• Ensure the RWG and RWGC participate in an external NRW event.		Managing Director
• Raise awareness and circulate Reconciliation Australia's NRW resources and reconciliation material across campuses.		Aboriginal Student Support Coordinator
• Include national, regional and local NRW events on the college calendar.	February 2020	Director Organisational Services

ACTION 4: Raise internal awareness of our RAP

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Develop and implement a plan to engage and inform key internal stakeholders of their responsibilities within our RAP.	January 2020	Director Organisational Services
• Develop and implement a plan to raise awareness amongst all staff across the organisation about our RAP commitments.	January 2020	Manager Marketing and Communications
• Conduct an internal event to launch our RAP across our organisations regions.	March 2020	Senior Aboriginal Consultant

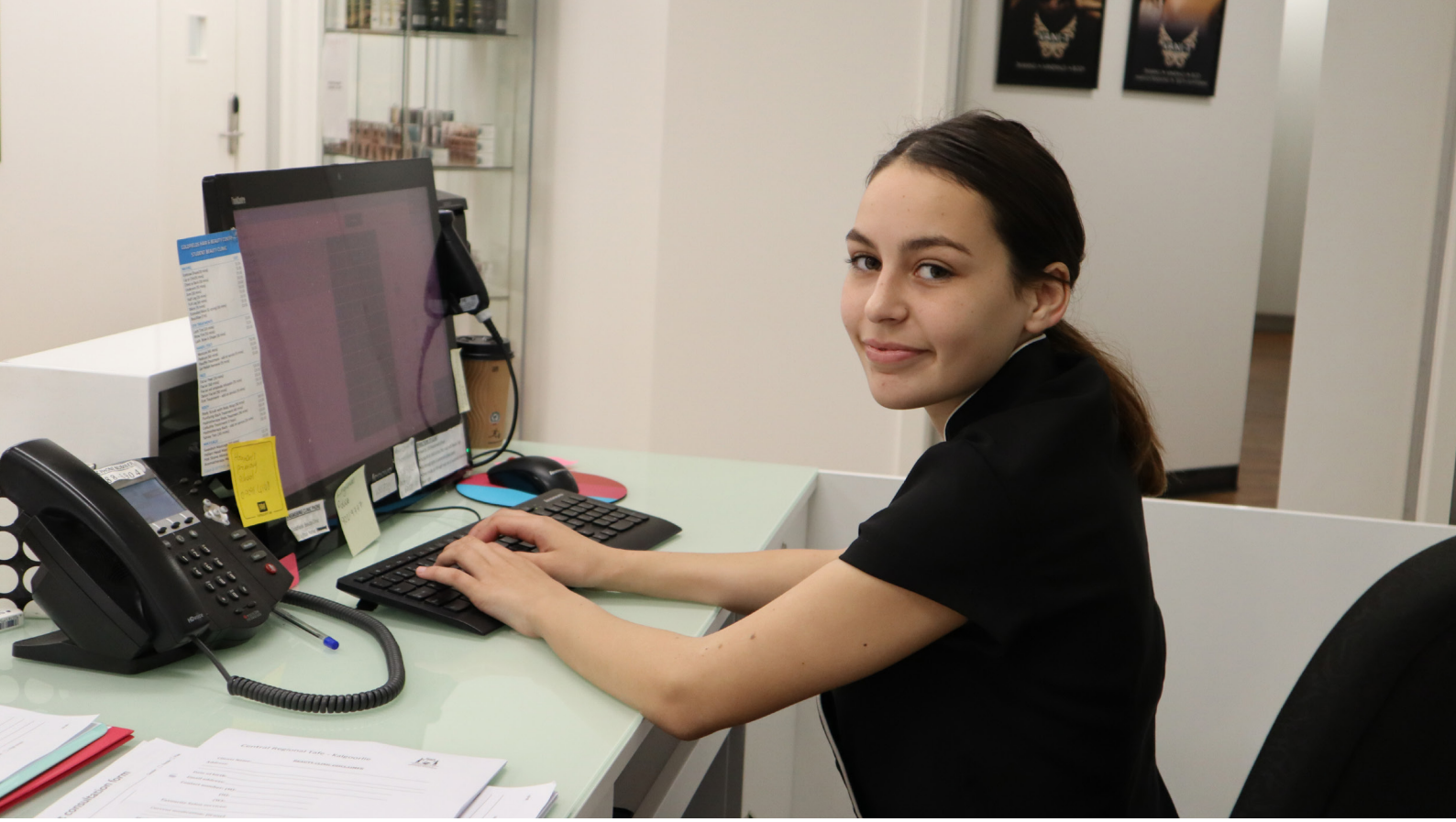
RESPECT

ACTION 1: Review and implement cultural learning and development programs

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Conduct a review of cultural awareness and cultural safety needs within our organisation.	April 2020	Director Corporate Services
• Capture data and measure our staff's current level of knowledge and understanding of Aboriginal cultures, histories and achievements.	March 2020	Business Analyst
• Develop a business case for increasing awareness of Aboriginal peoples, cultures, histories and achievements within our organisation.	April 2020	Senior Aboriginal Consultant

ACTION 2: Participate and celebrate NAIDOC

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Host an internal event to promote NAIDOC at Geraldton, Kalgoorlie and Northam campuses.	8 – 15 July 2020	Manager Student Services
• Allocate funds to host a NAIDOC event at Geraldton, Kalgoorlie and Northam campuses.		Director Organisational Services
• Ensure our RWG and RWGC participate in an external NAIDOC Week event.		Managing Director
• Raise awareness and share information among our staff and students on the meaning of NAIDOC week, which includes information about local Aboriginal peoples and communities.		Aboriginal Student Support Coordinator
• Promote NAIDOC Week to staff about community events in our local area.		Manager Marketing and Communications
• Include NAIDOC on the college calendar.	January 2020	Director Organisational Services



ACTION 3: Raise internal understanding of Aboriginal peoples cultural protocols

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Explore who the Traditional Owners are of the land and waters in the local areas of Geraldton, Kalgoorlie and Northam campuses.	March 2020	Senior Aboriginal Consultant
• Scope and develop a list of local Traditional Owners of the land and waters within our organisations sphere of influence.	March 2020	Director Organisational Services
• Develop and implement a plan to raise awareness and understanding of the meaning and significance behind Welcome to Country and Acknowledgement of Country protocols.	February 2020	Senior Aboriginal Consultant

ACTION 4: Acknowledging Aboriginal peoples culture and histories

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Develop a cultural events calendar promoting days, week or events that are significant to Aboriginal people.	January 2020	Aboriginal Student Support Coordinator
• Consult with Aboriginal staff members and Aboriginal Elder on campus regarding community engagement and cultural issues.	February 2020	Manager Student Services
• Incorporate Aboriginal artwork into all publications and marketing material, to visually demonstrate, respect for Aboriginal peoples cultures and histories.	April 2020	Manager Marketing and Communications
• Commission a piece of art that represents our organisations regions from an Aboriginal artist.	February 2020	Director Organisational Services

OPPORTUNITIES

ACTION 1: Investigate and develop Aboriginal employment, recruitment and retention strategies

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Develop a business case for Aboriginal employment within our organisation.	February 2020	Director Organisational Services
• Identify current Aboriginal staff to inform future employment and development opportunities.	February 2020	Senior Aboriginal Consultant

ACTION 2: Investigate Aboriginal supplier diversity

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Develop an understanding of the mutual benefits of procurement from Aboriginal owned businesses.	June 2020	Director Corporate Services
• Procure 2% of services from Aboriginal businesses.	June 2020	Manager of Facilities and Services
• Develop a business case for procurement from Aboriginal owned businesses.	June 2020	Director Corporate Services

ACTION 3: Promote Aboriginal Student participation

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Review, develop and implement an education pathway and training strategy for Aboriginal secondary and TAFE students.	August 2020	Director Training Services
• Conduct an Aboriginal Engagement Project with internal and external stakeholders to identify education needs, barriers and participation.	July 2020	Director Organisational Services
• Promote access to and support services of the Aboriginal Tutorial and Mentoring Assistance Program (ATMAP) to Aboriginal students.	February 2020	Manager Student Services
• Ensure Aboriginal students have access to a wide range of training and resources across all our organisations campuses.	January 2020	Manager Student Services
• Support scholarships for Aboriginal students.	November 2019	Manager Student Services
• Strengthen partnerships with schools to secure future training opportunities.	March 2020	Director Training Services
• Encourage Aboriginal VETDSS (Vocational Education and Training Delivered to Secondary Students) student attendance at high schools.	March 2020	Manager Student Services

ACTION 4: Promote reconciliation in education

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Encourage all staff to engage with the professional learning (including webinar) resources available via Reconciliation Australia's Narragunnawali Reconciliation Education online platform.	April 2020	Director Corporate Services
• Encourage all staff / services in our network to sign up to the Narragunnawali News mailing list.	March 2020	Director Organisational Services

REPORTING

ACTION 1: Build support for the RAP

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Define resource needs for RAP development and implementation.	June 2020	Director Organisational Services
• Define appropriate systems and capability to track, measure and report on RAP activities.	June 2020	Director Corporate Services
• Complete the annual RAP Impact Measurement Questionnaire and submit to Reconciliation Australia.	October 2020	Senior Aboriginal Consultant

ACTION 2: Review and Refresh RAP

DELIVERABLES	TIMELINE	RESPONSIBILITY
• Liaise with Reconciliation Australia to develop and Innovate RAP based on learnings, challenges and achievements from this Reflect RAP.	June 2020	Senior Aboriginal Consultant
• Submit draft Innovate RAP to Reconciliation Australia for formal review and endorsement.	October 2020	Senior Aboriginal Consultant

Central
Regional
Aboriginal Student
of the Year
Charmaine Champion
BHP
the job.
RTO: 52789

ABORIGINAL DIVERSITY WITHIN CAMPUS REGIONS

Central Regional TAFE respectfully provides these maps to demonstrate the diversity of Aboriginal peoples across our campus regions.

MIDWEST/GASCOYNE ABORIGINAL LANGUAGE GROUPS

Midwest region language groups are Nhanhagardi, Wilunyu, Amangu, Nhanda, Naaguia, Wadjarri (Wajarri), Badima (Badimaya), and includes Western Desert peoples the 'Martu'.

Geraldton, Batavia Coast Marine Institute and Technology Park campuses are on Southern Yamatji Country of the Nhanhagardi, Wilunyu, and Amangu language groups.

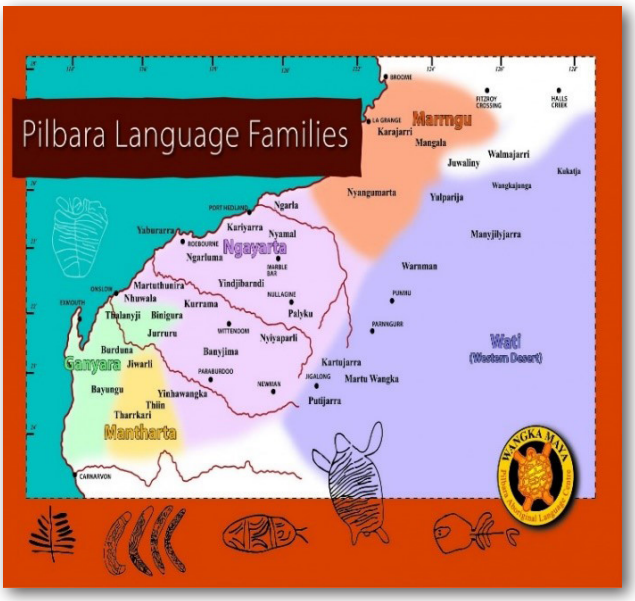
Gascoyne region language groups are Yingkarta (Yinggarda, Yingarda), Baiyungu, Malgana, Thadgari and Thalanyji.
Carnarvon is on Yingkarta Country

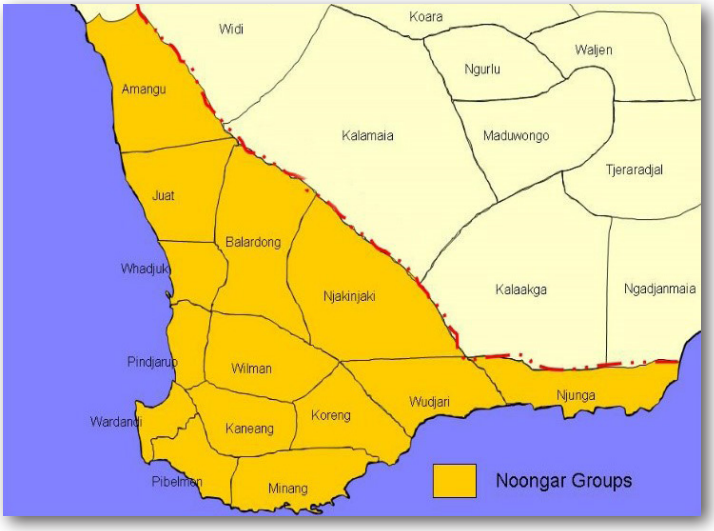
(Resource Bundiyarra Irra Wangga Language Centre, Geraldton http://www.bundiyarra.com.au/index.php?page=mid_west_languages)

PILBARA ABORIGINAL LANGUAGE GROUPS

Exmouth campus is on Thalanyji Country
Note: Thalanyji belongs to the 'Ganyara' group of languages of the Pilbara

(Resource Wangka Maya Language Centre, South Hedland - http://www.wangkamaya.org.au/about-wangka-maya)





NOONGAR ABORIGINAL LANGUAGE GROUPS

Noongar Country (includes the Wheatbelt Region) are language groups; Amangu, Yued/Yuat, Whadjuk/Wajuk, Binjareb/Pinjarup, Wardandi, Balardong/Ballardong, Nyakinyaki, Wilman, Ganeang, Bibulmun/Piblemen, Mineng, Goreng, Wudjari and Njunga

Northam and Merredin campuses are on Ballardong Country.
Moora campus is on Yuet Country.

(Resource South West Land & Sea Council, Perth)

GOLDFIELDS ABORIGINAL LANGUAGE GROUPS

Goldfields region language groups are Wangkatja, Kuwarra, Tjupan, Ngalia, Pitjantjantjarra, Nganatjarra (Ngaanyatjarra, Nyanatjarra) Cundeelee Wangka, Manyilyjarr, Maduwongga, Yankunytjatjarra and Pintupi.

Kalgoorlie campus is on Wangkatja Country
(Also spelt Wongatha, Wongi or Wangai)

(Resource Wangka Goldfields Language Centre, Kalgoorlie - https://www.wangka.com.au/)

ADDITIONAL INFORMATION

RAP COORDINATOR

Senior Aboriginal Consultant
Central Regional TAFE, 175 Fitzgerald Street, Geraldton, WA 6530.
Phone: (08) 9956 2838

(RAP finalised by Dalena Howard Senior Aboriginal Consultant)

LIST OF ACRONYMS

AES	Aboriginal Employment Strategy
ATMAP	Aboriginal Tutorial and Mentoring Assistance Program
AWS	Aboriginal Workforce Services
CRT	Central Regional TAFE
JSC	Jobs and Skills Centre
RAP	Reconciliation Action Plan
RWG	Reconciliation Working Group
RWGC	RAP Working Group Champions

ACKNOWLEDGEMENTS

ORGANISATIONS/COMMUNITY

Cherie Sibosado	Program Manager Ngala Gascoyne region
Nola Gregory	Community and Aboriginal Development Officer, City of Greater Geraldton
Lennelle Papertalk	Research Assistant, WA Centre for Rural Health
Marchelle Retallack	MnM Consulting
Tiambra Calvin	Geraldton Combined Universities
Shanarla Dalgety	Aboriginal Student Services Officer (formerly with CRT)

STAFF

Caelene Bartlett	Former A/Senior Aboriginal Consultant (RAP Coordinator)
Casey McCagh	Lecturer Business
Charlie Collard	Coordinator Regional Training (Midwest)
Barry Bellotti	Coordinator Regional Training (Gascoyne)
Dale Forsyth	Aboriginal Student Support Coordinator
Daron Keogh	Lecturer Management, Marketing & Sales
Gaile Mallard	Aboriginal Student Services Officer
Heidi Rosenthal	Aboriginal Mentor Business and Leadership
Jane Cooper	Coordinator Student Services
Lenice Forman	Senior Client Engagement Officer, AWS (JSC Kalgoorlie)
Marree Abdullah	Customer Services Officer (Moora)
Rebecca Higgins	Lecturer Business and Management
Rebecca Martin	Campus Administrator (Moora)
Patricia Thomson	Manager Aboriginal Workforce Services (JSC Kalgoorlie)
Sue-Lyn Munro	Aboriginal Employment & Training Coordinator (JSC Geraldton)
Steve Cooper	Director of Organisational Services
Tracey Snowball	Administrative Assistant, Organisational Services
Volker Stanger	Lecturer CALM and Horticulture

ABORIGINAL ELDER

Alan Headland	Aboriginal Elder on Campus (Geraldton)

CENTRAL REGIONAL TAFE STUDENTS

Business and Leadership Course 2018 CRTAFE Students

"Central Regional TAFE aspires to create a culturally safe educational environment that welcomes Aboriginal People."

GOVERNMENT OF WESTERN AUSTRALIA

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