

# Innovate Reconciliation Action Plan 2023 - 2025

May 2023 - May 2025

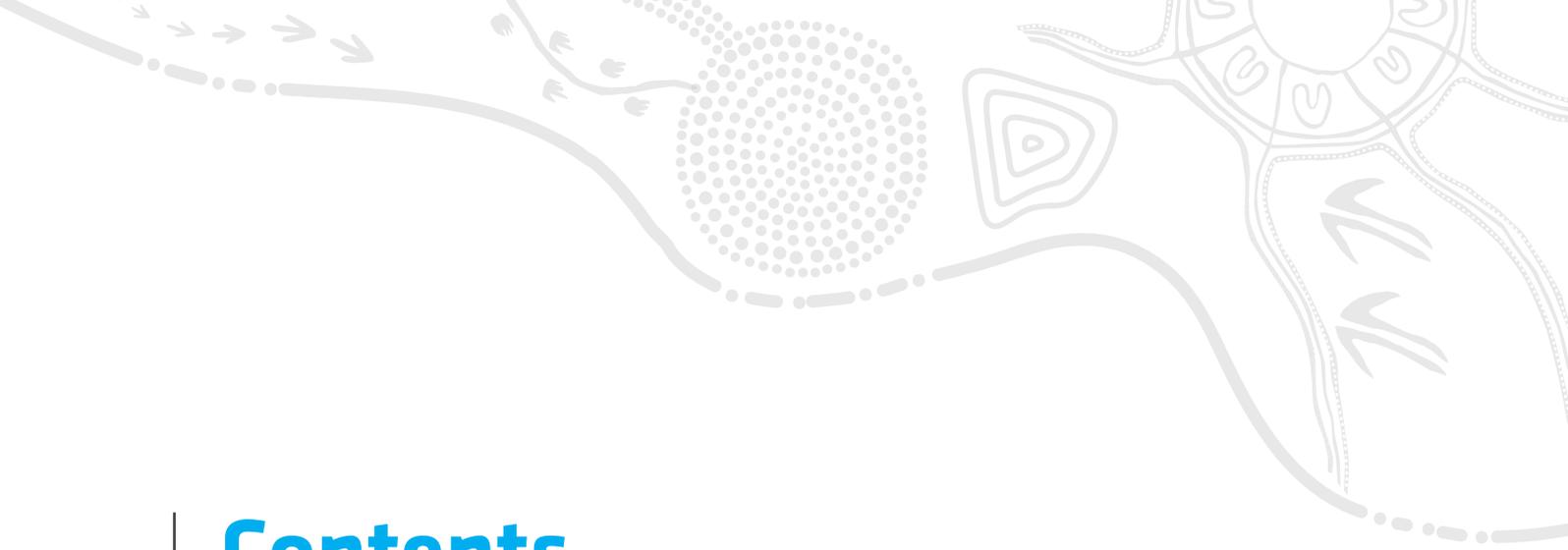


# Acknowledgement of Country

Central Regional TAFE acknowledges the Traditional Custodians of Country throughout the Midwest, Gascoyne, Wheatbelt and Goldfields regions and their connections to land, sea, and community. We pay our respect to their Elders past, present and emerging and extend that respect to all Aboriginal and Torres Strait Islander Peoples today.

We support the Uluru Statement from the heart and embrace its invitation to walk alongside Aboriginal People, united in a movement for a better future for all Australians.





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The Antony Gormley Sculptures - Lake Ballard, Goldfields  
*Tourism WA*





# Reconciliation Poem

Be brave. Make Change  
There is unfinished business  
Looking us all in the face  
We can no longer ignore it  
But we can all set the pace  
Together we can do this  
With Every community's support  
To do nothing would be remiss  
This battle must be fought

We all need to be brave  
In our fight for reconciliation  
All of us standing together  
As one deadly unified Nation  
Believing that it can be done  
If we believe and lead the charge  
Standing shoulder to shoulder  
Surely, it's not that hard

Where you live and where you work  
And where you socialise  
Stand your ground and be brave  
As Aussie's we can be wise  
It's time now to make a change  
Take the future in our hands  
It's a call to reconciliation  
And helping other understand

**By Nola Gregory - 17 April 2022**

*Nola Gregory is a Gija/Bardi woman, and a self-taught poet.*

*In 2013, Nola worked at Durack Institute of Technology (now Central Regional TAFE) as Acting Manager Aboriginal Torres Strait Islander Development, before moving on to other roles at the City of Greater Geraldton and Department of Communities and Housing. She continues to have a relationship with CR TAFE and regularly provides poetry readings at CR TAFE's NAIDOC Week event.*

# Reconciliation Artwork and Design

In 2020 the college established an Aboriginal artwork initiative aimed at fostering and promoting better engagement with our First Nation students, staff, and communities. Following consultation with our Aboriginal Advisory Group and staff we set about introducing Aboriginal branding that would extend a safe, welcoming, and culturally appropriate environment for all our stakeholders and to encourage Aboriginal people to work and study at our College.

## Our Intentions

To develop cultural elements integrated with existing branding, to speak to and connect with local Aboriginal communities. The artwork presents our College as an inclusive organisation, recognising the diversity of our geographic region which spans an area larger than the Northern Territory; 1.55 million square kilometres or 58% of Western Australia. Elements of the artwork support our students on their journey through education and training.

## Developing the Art

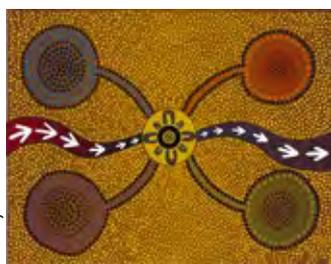
Four artists were engaged, one from each of our regions. This has resulted in four works that reflect each artist's interpretative impression of a learning pathway through education and training to employment. Each region has several language groups and the art depicts pathways and links symbolism to demonstrate a place of learning and diversity.

The result is a stunning visualisation of each region, brought together to speak of Country and its importance in the journey of learning, along with the teachers and students who embark on that journey together. A small booklet was produced to share the art, the artists and celebrates while explaining the elements that make up these stunning pieces.

The artwork was dissected into visual elements and developed to be used collectively or by region across a variety of marketing collateral, including (for example): brochures, Course Guides, signage, Acknowledgement of Country artworks, floor graphics to link areas and create yarnning circles, stationary and business cards, classroom signage, car decals and display banners.



Gascoyne



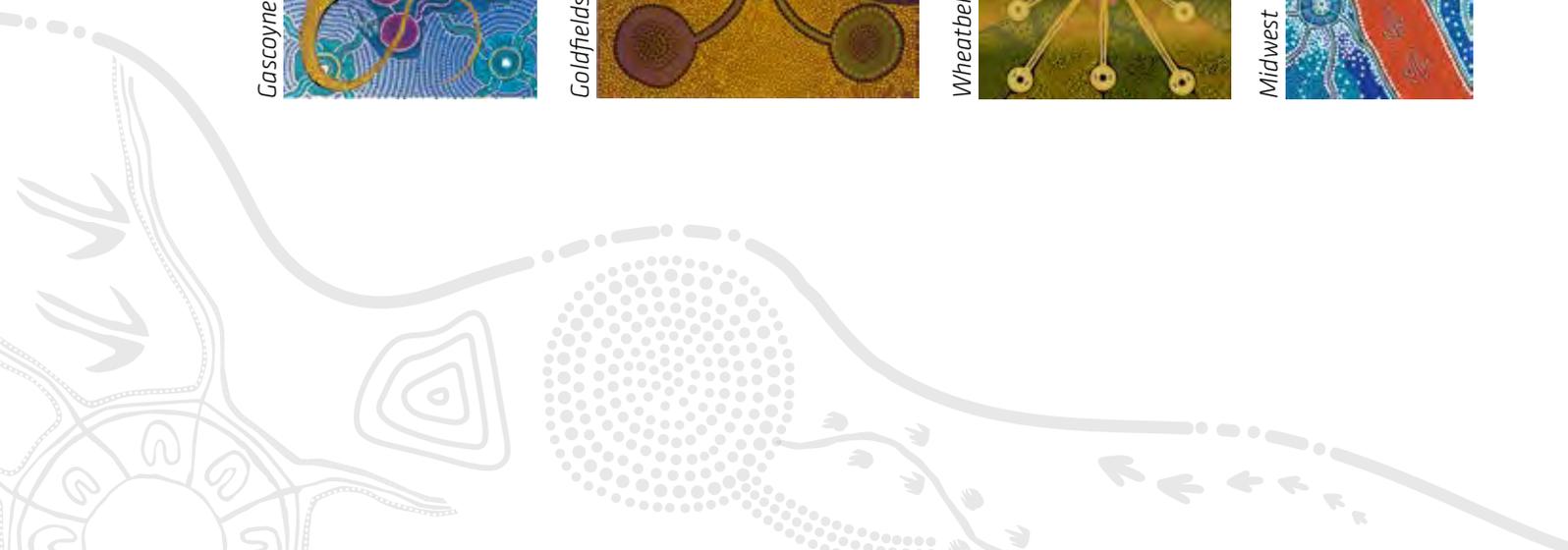
Goldfields



Wheatbelt



Midwest



# About the Artists



**GASCOYNE**  
**Gabe Barney**

Born in Carnarvon, Gabe has lived in Carnarvon all her life.

She belongs to the Ingarda Aboriginal clan (people from Carnarvon to South of Geraldton Western Australia). Gabrielle is daughter of Edna Barney and Wilfred Hart, with four stepsisters and one stepbrother.

Gabrielle's family are a strong anchor and support for her to achieve her dreams and goals.

One of her recognised pieces, Rainbow Serpent (Kadjura) was painted in the traditional dot painting style over a three-month period using acrylic paints.

Through engaging CDP Creative arts programme, Gabriella has developed her skills and has now become an artist of merit, as demonstrated in the Central Regional TAFE commissioned piece.

Gabrielle has been painting for several years. She has displayed her artwork for exhibition in Geraldton and has sold a number of her paintings locally and through art exhibitions.





## WHEATBELT Kirk Garlett

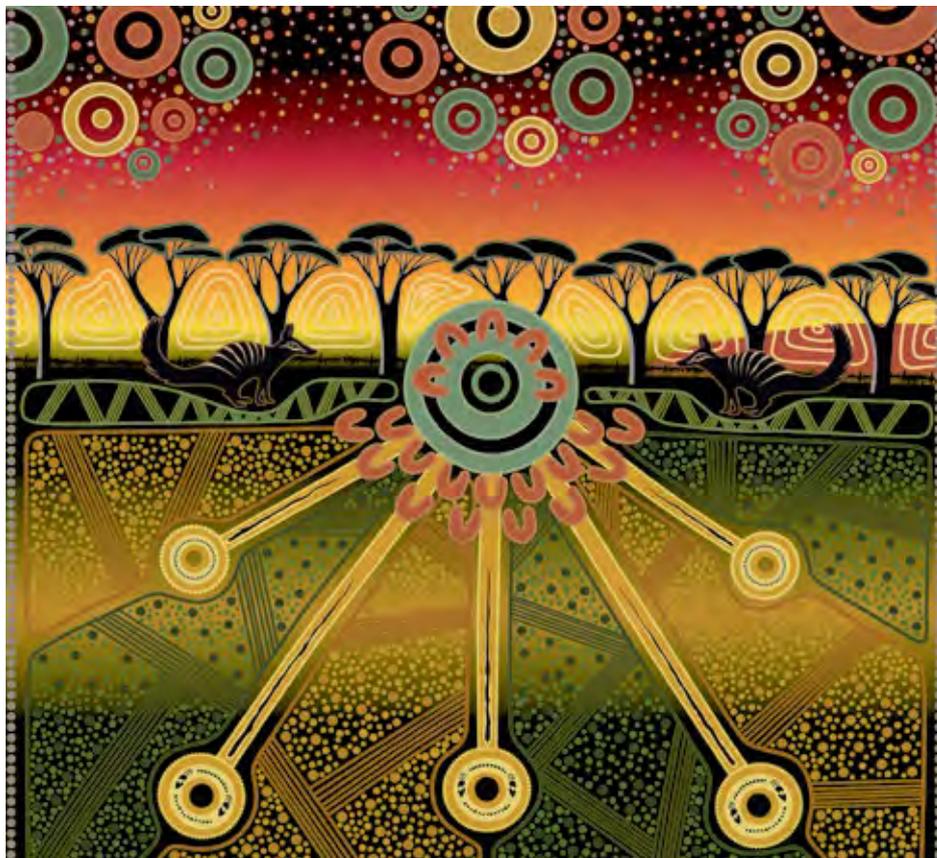
Kirk was born on Whadjuk country in Perth in 1975. Although he identifies as a Ballardong / Yuet man, as he looks to his grandparents, great grandparents and so on, he has become so much more. He is mostly Nyoongar but also Yamatji and as a result of colonisation, also has European and Asian ancestry.

Kirk grew up on Nyoongar country and still lives there with his family in Northam, with two beautiful daughters and currently they are an active foster family caring for an extra three little ones. In fact, they've cared for seven children requiring a good, healthy, and safe home since 2014.

Kirk took an interest in art, especially painting, when a young boy. 'I remember watching my Dad paint landscape paintings at our home in Merredin and thinking how awesome his talent was. I would have been four years old then', he remembers. 'I'd never actually seen someone turn jars of coloured paint into pretty scenes of nature with their hands before and from then on I believed my own hands were capable of doing the same.'

Later as an adult Kirk painted several large murals on school walls and has also done pieces to order. He's made a couple of unsuccessful attempts at attaining art diplomas and degrees but still dreams of holding a solo exhibition one day.

His love of art, particularly Aboriginal Art, shows through in his feeling and understanding of the strong connection that exists between an Aboriginal artist and their artwork.





**GOLDFIELDS**  
**Gavin Murray**

Gavin “Cumba” Murray was born in 1985 in the Swan Valley and lived in Kalgoorlie W.A. Gavin is of Wongutha/Anunga/Noongar/Yamatji decent, of the Panaka skin group and the youngest of three children.

He spent his formative years in the Northern Goldfields of Western Australia, attending school in Laverton and spending weekends and holidays on his homeland at Cosmo Newberry Aboriginal Community. He comes from a family of artists.

From a young age, Gavin has been creating art but took to it more seriously in his early 30s when he began to sell paintings, didgeridoos, artefacts, murals and to speak more openly to the wider public about his culture and heritage.

Gavin runs a Facebook page “Cumba Collection” and completes commissioned pieces of artwork, translates language, conducts Welcome to Country, and promotes cultural awareness.

One of his greatest achievements so far, were murals he completed for the Boulder Primary School and his Central Regional TAFE’s 2020 NAIDOC Week event in Kalgoorlie.

He also ran weekly lessons, promoting Aboriginal culture at O’Connor Primary School through 2019 and 2020.





## MIDWEST

### Nicole Dickerson

Nicole is an emerging Indigenous Contemporary Artist born in Geraldton, located in the Midwest (Yamaji) region and is part of the Naaguja and Ngarluma language groups.

She has spent much of her life growing up in Geraldton with her mother, father and three brothers. From a young age she gained skills and knowledge from her father, growing her interest in art.

It was not until she started studying at Central Regional TAFE where she formed her unique art style. Her art is based on memories and life experiences - every piece represents a part of Nicole's life or feelings at the time of creation.

The colours and style play a huge role in the meaning of her artwork, often using bright colours, as well as stylised designs and shapes, helping her represent how she looks at life and a form of healing.

Nicole has completed studies at both TAFE and university to broaden her technique and finesse her style. She is also interested in digital media, photography, and poetry, but her main focus is on painting and using acrylic as her medium.

Her artwork has been showcased in group exhibitions, community projects and commissioned work.



Point Moore Lighthouse - Geraldton  
*Tourism WA*



# Message from the Managing Director



Reconciliation is a journey for all Australians – as individuals, families, communities, organisations and importantly as a nation. At the heart of this journey are relationships between the broader Australian community and Aboriginal and Torres Strait Islander peoples.

Central Regional TAFE is proud to support learning about shared histories, cultures, and achievements, and to enthusiastically explore how each of us can contribute to achieving reconciliation in the wider community.

With eight campuses spread across a large area of Western Australia, CR TAFE is committed to improving our understanding of country, valuing cultures, sharing history, and fostering relationships with Aboriginal people in our region. We seek to address the disadvantage suffered by Aboriginal people and improve educational outcomes so that all can share equally in the opportunities that education provides.

The 2022 Reconciliation week theme, “Be Brave. Make Change.” presented us all with a challenge to tackle the unfinished business of reconciliation so we can

make changes for the betterment of all Australians. It is an ethos we attempt to carry throughout our daily operations here at TAFE and one we extend to our corporate partners through our continued support of RAP development and implementation.

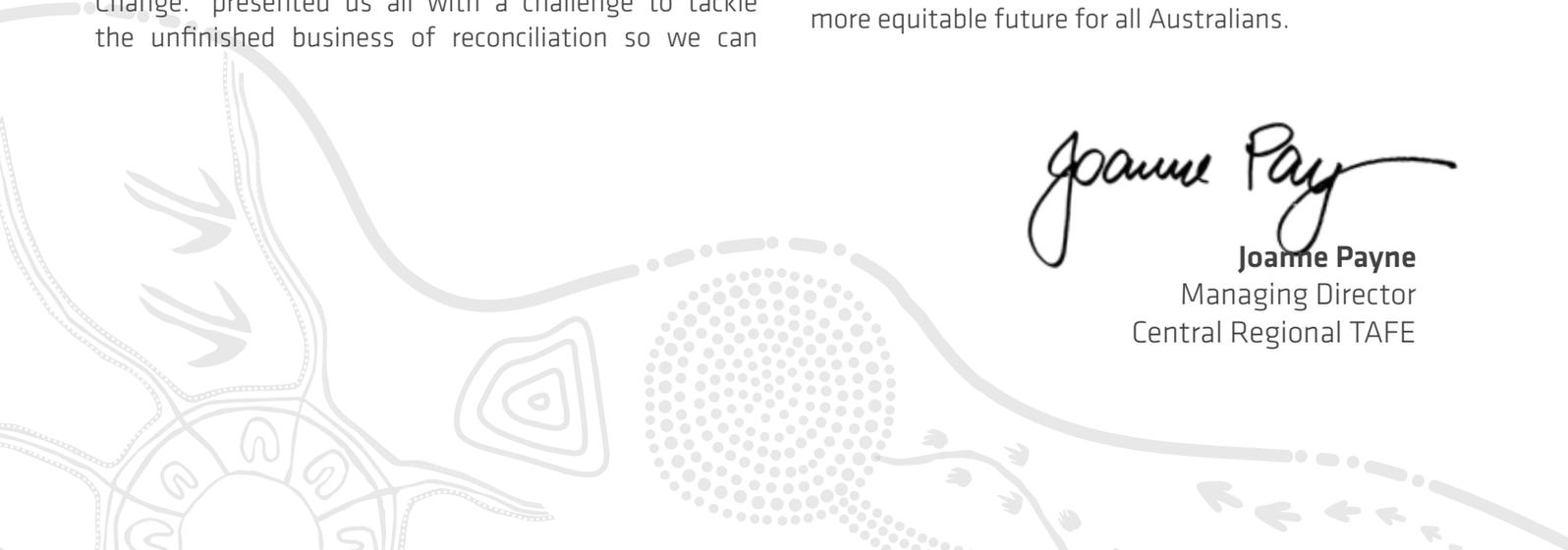
The College’s Aboriginal Training Plan, states that we are committed to work closely with Aboriginal stakeholders, industry, and local community organisations to further the social and economic wellbeing of Aboriginal peoples in our regions.

Underpinning the plan is a commitment to develop quality training programs and support services.

CR TAFE holds annual events at our various campuses for Reconciliation week and NAIDOC week as part of the College’s commitment to support Aboriginal training, people, and culture. These events are well attended by both staff and the wider community, demonstrating their own commitment towards these outcomes.

I would like to thank the Reconciliation Action Plan Working Group for their passion and guidance in the development of this plan. Along with members of our Aboriginal Champions Club and supported by senior staff, they will help to implement the elements of this plan to ensure CR TAFE progresses towards constructive reconciliation. It is my hope that our Innovate Reconciliation Action Plan emphasises the College’s willingness to further step along a path: one that recognises the resilience of Aboriginal people and helps to heal the trauma of the past, and that leads to a more equitable future for all Australians.

**Joanne Payne**  
Managing Director  
Central Regional TAFE



# Message from Reconciliation Australia



## Innovate RAP

Reconciliation Australia commends Central Regional TAFE on the formal endorsement of its inaugural 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 CR 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, CR 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. CR 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 CR 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.

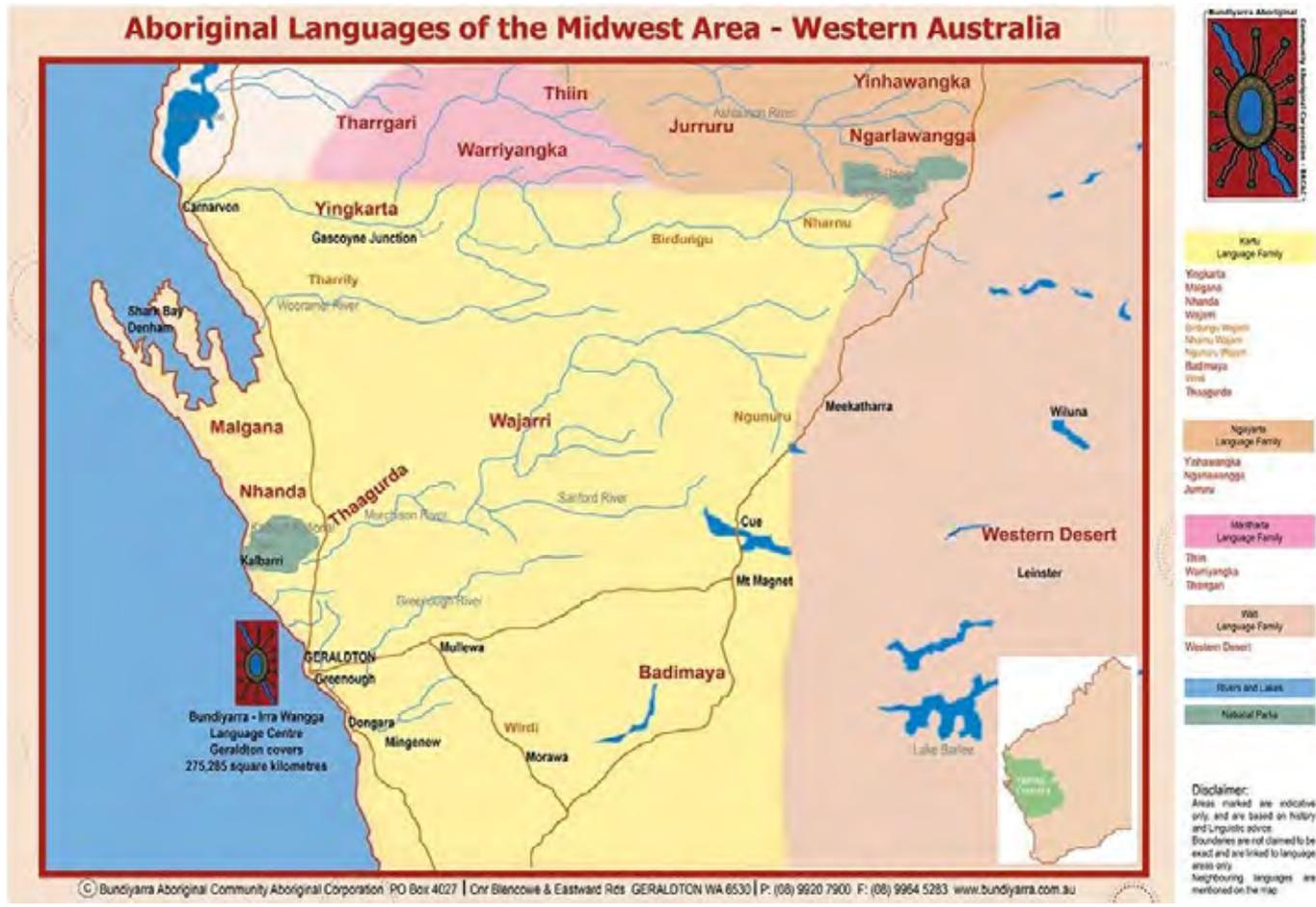
Congratulations Central Regional TAFE on your Innovate RAP and I look forward to following your ongoing reconciliation journey.

**Karen Mundine**  
Chief Executive Officer  
Reconciliation Australia

# Aboriginal Diversity within Campus Regions

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

## MIDWEST/GASCOYNE ABORIGINAL LANGUAGE GROUPS



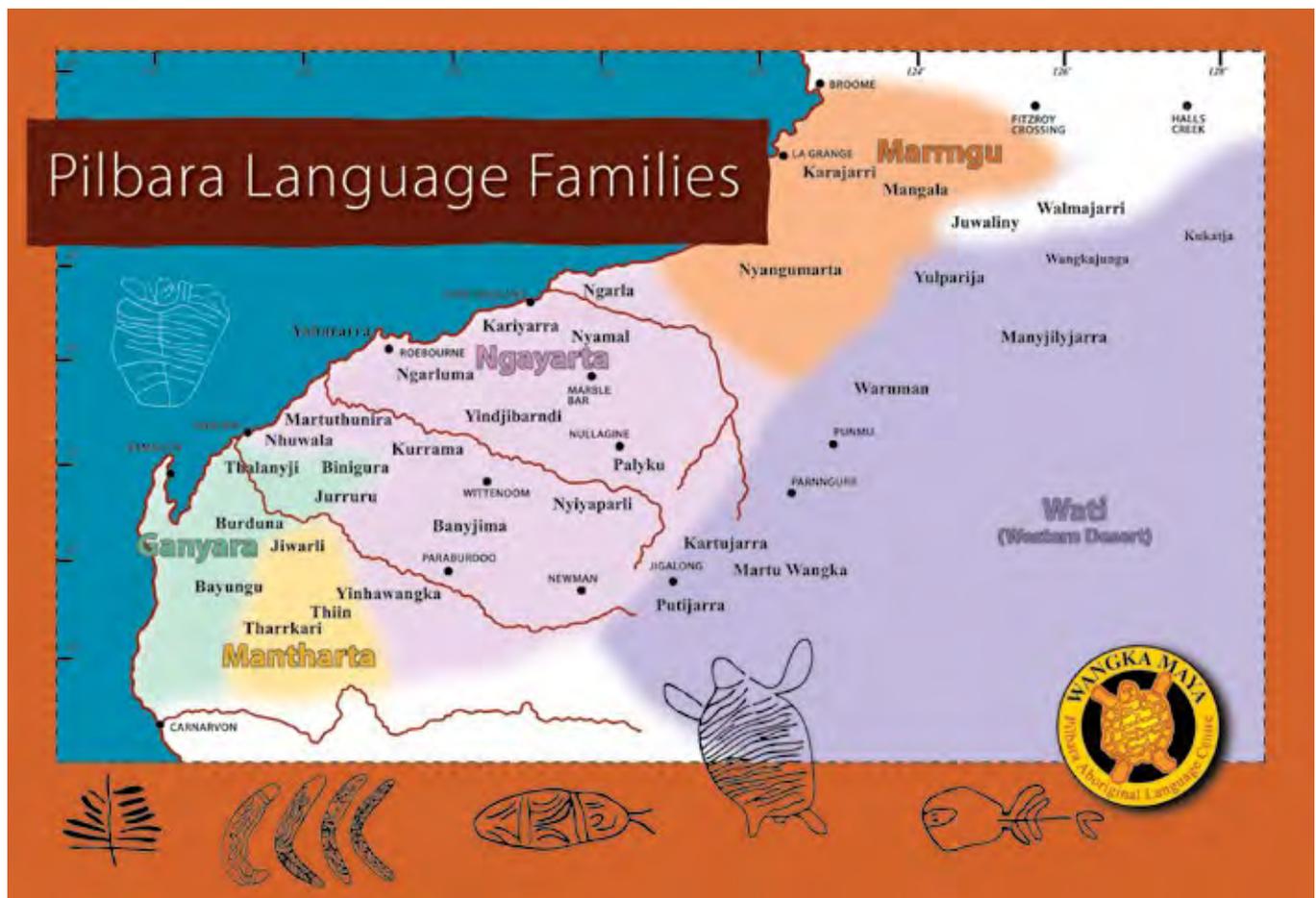
Resource: <https://www.bundiyarra.com/product-page/map-of-aboriginal-languages-midwest-area>

Midwest Region language groups are Nhandagardi, Wilunyu, Amangu, Nhanda, Naanguia, 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 Nhandagardi, Wilunyu, and Amangu language groups.

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

## PILBARA ABORIGINAL LANGUAGE GROUPS

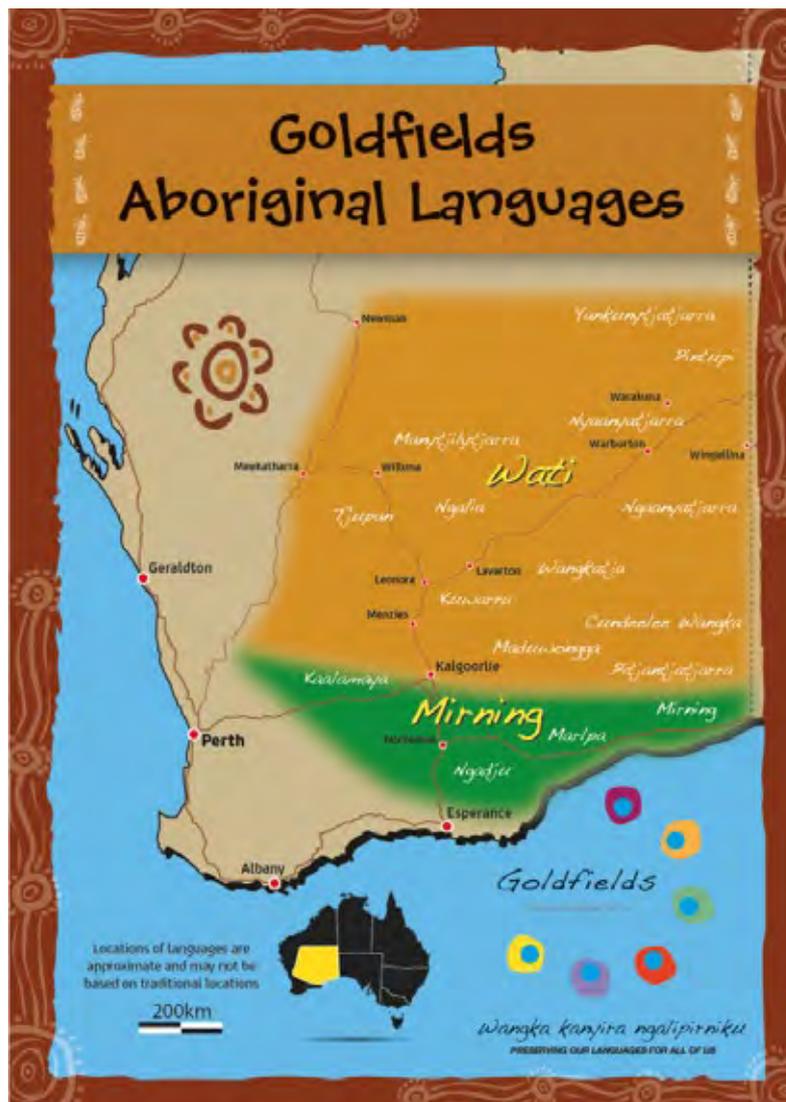


Resource: <https://www.wangkamaya.org.au/about-wangka-maya>

Exmouth campus is on Thalanyji Country.

Note: Thalanyji belongs to the 'Ganyara' group of languages of the Pilbara.

## GOLDFIELDS ABORIGINAL LANGUAGE GROUPS

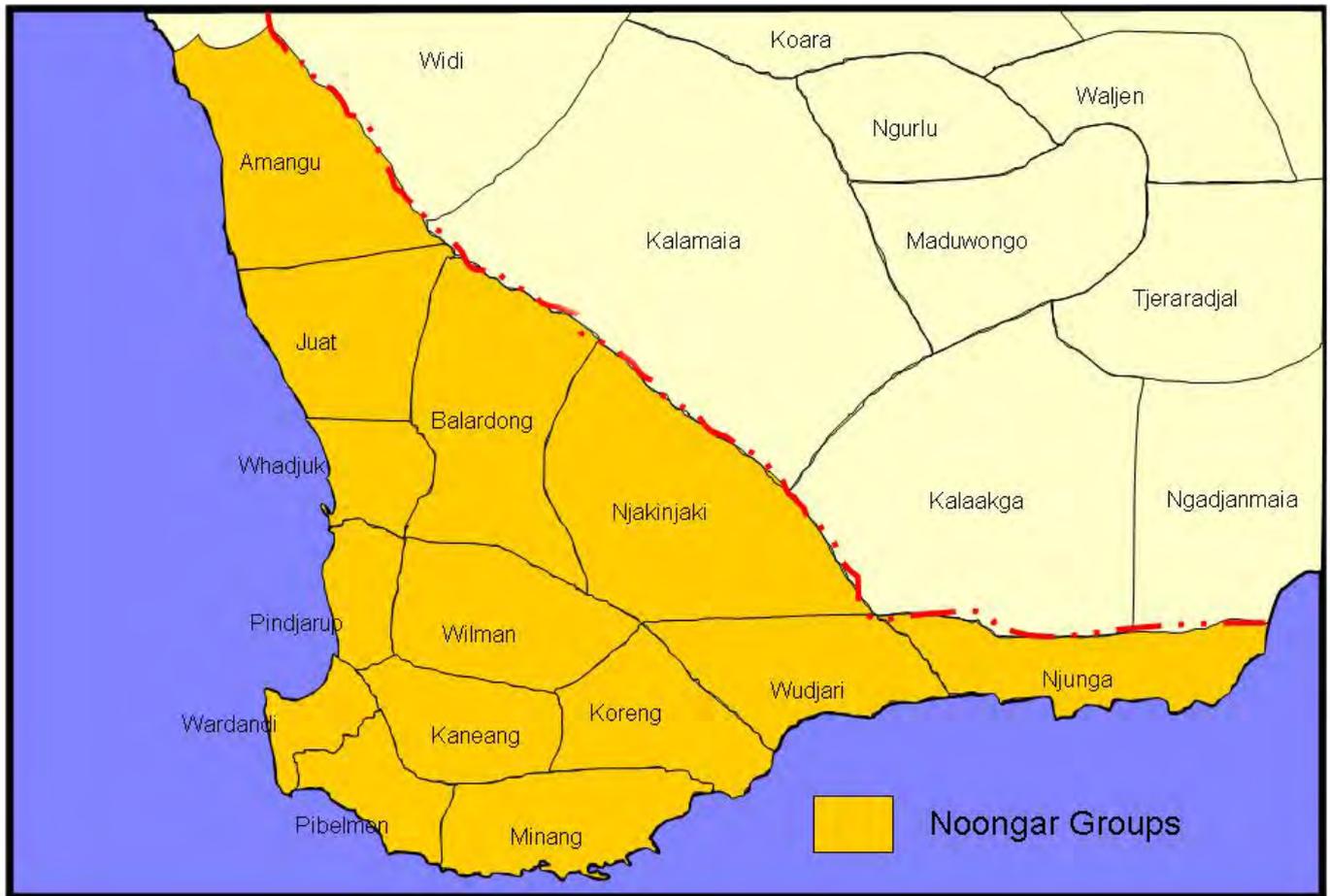


Resource: <https://wangka.com.au/2018/06/01/goldfields-languages/>

Goldfields Region language groups are Wangkatja, Kuwarra, Tjupin, Ngalia, Pitjantjatjarra, Nyanatjarra (Ngaanyatjarra, Nyanatjarra), Cunderleele Wangka, Manyilyarr, Maduwongga, Yankunytjatjarra and Pintupi.

Kalgoorlie campus is on Wangkatja Country (also spelt as Wongatha, Wongi or Wangai).

## WHEATBELT ABORIGINAL LANGUAGE GROUPS



Resource: South West Land & Sea Council, Perth.

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

Northam and Merredin campuses are on Ballardong Country.

Moora campus is on Yuet Country.

# Central Regional TAFE Footprint

## AGENCY OVERVIEW

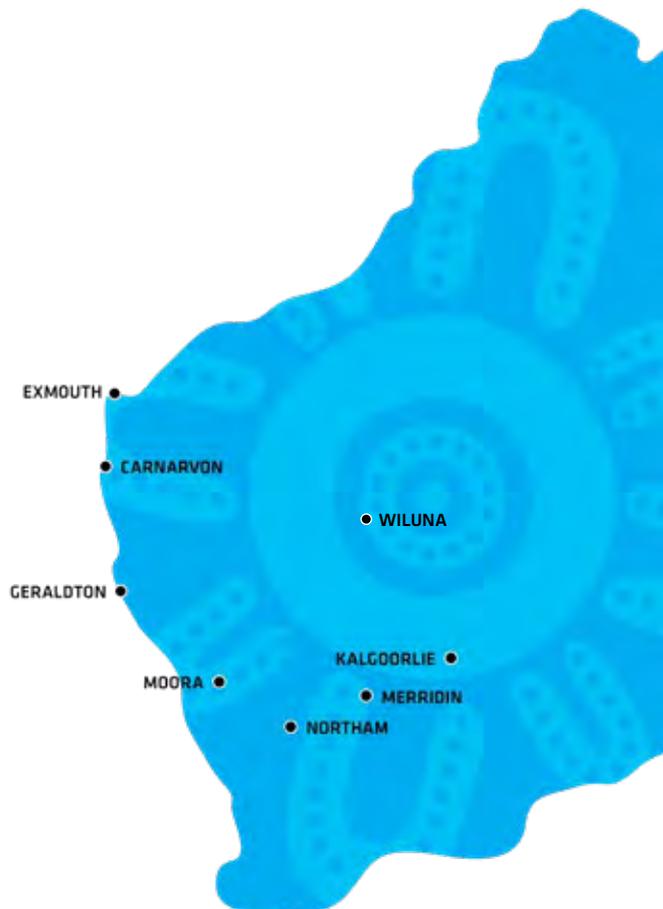
### About Us

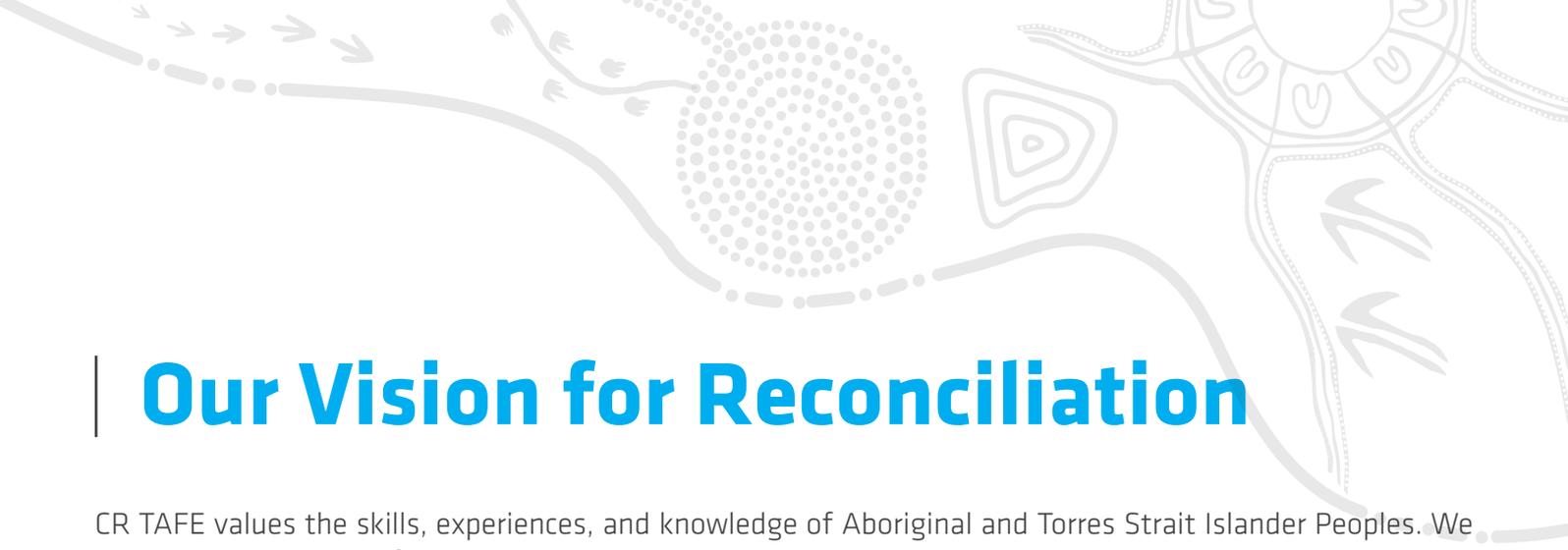
On 11 April 2016 Durack Institute of Technology, Goldfields Institute of Technology and the CY O'Connor Institute formed to create Central Regional TAFE.

The amalgamation offers our clients an increased extensive range of nationally recognised qualifications ranging from Certificate I through to Advanced Diploma in a wide range of industry areas. We have campuses location in Geraldton (including the Batavia Coast Maritime Institute and Technology Park), Carnarvon, Exmouth, Kalgoorlie, Merredin, Moora and Northam.

CR TAFE plays an important role in addressing industry's need for an appropriately skilled workforce by delivering training that allows regional people to maximise their employment opportunities. As a result, we have considerable experience in the provision of accredited and non-accredited training solutions to meet the future needs of the labour force. CR TAFE puts strong emphasis on ongoing consultation with industry and the community and prides itself on having developed strong partnerships with our local employers.

**NOTE:** CR TAFE's Wiluna campus was formally handed over to the Department of Education on 1 November 2016.





## Our Vision for Reconciliation

CR TAFE values the skills, experiences, and knowledge of Aboriginal and Torres Strait Islander Peoples. We recognize the wrongs of the past and the devastating impacts they have had on Aboriginal and Torres Strait Islander peoples.

Our vision is for a reconciled society that embraces the strength, diversity, and richness of Aboriginal and Torres Strait Islander Cultures, one that also acknowledges and respects their deep connectedness to Country.

CR TAFE operates on the principle that valuing Aboriginal and Torres Strait Islander Cultures, and promoting Aboriginal and Torres Strait Islander Peoples' rights and interests, are integral to our business and will ultimately enrich the cultural experience of all our students and staff.

Our College envisions an equitable education system free of racism, where all Aboriginal and Torres Strait Islander peoples can access quality training that is culturally appropriate, cognizant of their needs and strengths and will lead on to satisfying, meaningful employment.

We commit to an inclusive, culturally safe workplace that empowers our Aboriginal and Torres Strait Islander staff to progress professionally. CR TAFE encourages all our staff to reconcile and engage with Aboriginal and Torres Strait Islander peoples, communities, organisations, and businesses to improve training and employment outcomes for all our students.

CR TAFE envisions everyday reconciliation embedded at the core of the delivery of all our services and products.

## Our Business

CR TAFE is a major provider of Vocational Education and Training and covers a vast geographic region larger than the Northern Territory,

1.55 million square kilometres or 58% of Western Australia. Our communities are the lifeblood of our region, and these include the Midwest, Murchison and Gascoyne, Yamaji lands. The Wheatbelt, Noongar land, and the Goldfields, Wangkatja land.

Our College has established strong relationships with a wide range of Aboriginal Corporations, community groups and businesses as we foster and promote training opportunities that support industry and community.

# Our RAP

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

Our RAP builds on existing College practices that demonstrate our commitment to developing ongoing opportunities to increase the participation and retention of Aboriginal and Torres Strait Islander people. We aim to inspire strategies and activities that support cultural imperatives to grow our staff and advance educational, training and employment outcomes.

We are committed to reconciliation, and we acknowledge the progress that we have made through implementing our Reflect RAPs in the past. We also understand our place on the journey and that we will continue to grow and enhance our understanding of the diversity within local Aboriginal and Torres Strait Islander communities that extend across the four different regions in which we operate.





## Development of our RAP

Following the successful implementation of CR TAFE's first Reflect Reconciliation Action Plan, a working group convened to consider whether the College could extend that first RAP. Under the sponsorship of our RAP Champion, the Managing Director, and led by the Director Organisational Services, the working group included lecturing and non-lecturing staff, both Aboriginal and non-Aboriginal.

The RAP Working Group (RWG) collaborated to develop a Vision Statement and a plan to work effectively as a group ensuring there was a mix of representation from each campus region. The outcome they aimed for was a single organisational RAP which was also regionally relevant.

The RAP Working Group was driven by Non-Aboriginal staff with guidance from Aboriginal staff.

As development of the RAP progressed, the RWG split into groups, each focusing on a particular pillar and how to develop and extend the deliverables from the Reflect RAP into ones more appropriate for an Innovate RAP.

### The RAP Working Group Members

**Aya Danin**, Aboriginal Student Support Officer

**Barry Bellotti**, Coordinator Regional Training (Gascoyne)

**Charlie Collard**, Coordinator Regional Training (Midwest)

**Craig Walker**, Manager Student Services

**Digna Verlinden**, Library Supervisor (Northam)

**Dale Forsyth**, Aboriginal Student Support Coordinator

**Dannielle Cox**, Coordinator Regional Training (Wheatbelt)

**Dave Curby**, Director Training (Goldfields)

**Hayley Holland**, Advanced Skills Lecturer

**Helen Taylor**, Contracts and Assets Officer

**Janine Gerard**, Lecturer Community Services

**Katie Clune**, Lecturer Education Support

**Michele Edwards**, Principal Lecturer Training Package Transitions

**Raelene Bellotti**, Employment and Career Advisor (Jobs & Skills Centre Geraldton)

**Rebecca Higgins**, Lecturer Training and Assessment

**Sid Carruth**, Lecturer Mental Health

**Sue-Lyn Munro**, Senior Planning and Quality Officer

**Tim McLachlan**, Director Organisational Services

## Aboriginal Advisory Group

CR TAFE's Aboriginal Advisory Group (AAG) is the peak body providing strategic advice and input from Aboriginal peoples and communities in all aspects of College operations. Membership is made up CR TAFE's Aboriginal staff and senior representatives from Aboriginal communities in each of our major regions.

The RAP Working Group includes members of the Aboriginal Champions Club, and the draft RAP is submitted to the AAG for its endorsement prior to further endorsement by the College's Corporate Executive and Governing Council.

# Aboriginal Training Champions Club

Central Regional TAFE's Aboriginal Training Champions Club was established in 2014 to recognise and acknowledge non-Aboriginal staff who display a passion and commitment to supporting Aboriginal staff and empowering Aboriginal students to achieve their full potential throughout their training journey.

These people/staff are champions in their willingness to advocate and support Aboriginal people within the CR TAFE community.

Additionally, the club recognises Aboriginal staff who have contributed to the success of Aboriginal training, it is a way of saying thank you to these dedicated people.

During National Reconciliation Week and NAIDOC week new inductees into the Aboriginal Training Champions Club are announced and one of the existing club members is inducted into the "Hall of Fame."

The Aboriginal Training Champions Club also acknowledges the outstanding achievements of Aboriginal students, these people are role models to others within their communities.

Each year the winner of the Aboriginal Student of the Year is welcomed into the "Legends Club", and the Aboriginal Scholarship program awardees are welcomed into the "Role Model Club."

The Aboriginal Training Champions Club is made up of four (4) categories, candidates are identified by staff, students, and community in conjunction with Aboriginal Services staff.

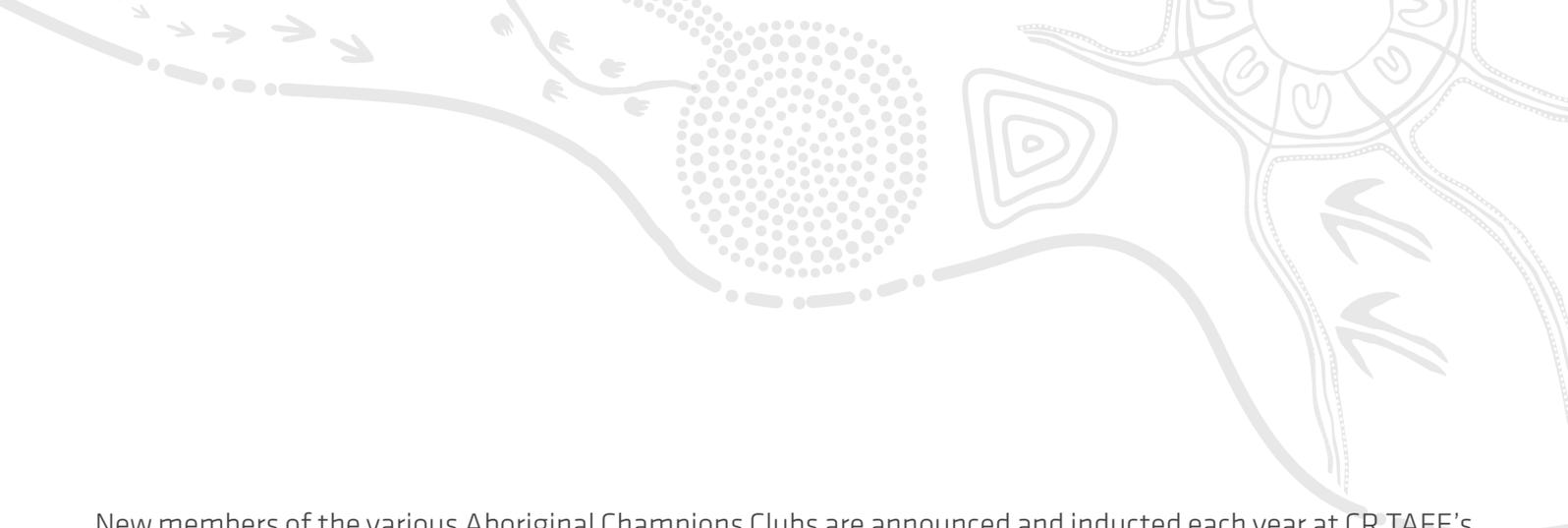
- **Non-Aboriginal Staff Support Club (plus Hall of Fame)**
- **Aboriginal Staff Advocate Club**
- **Aboriginal Student Legend Club**
- **Aboriginal Student Role Model Club**

Club Champions are selected by a set of specific criteria based on input (effort) and outcome (change).

Selection criteria for these clubs are already set based upon - staff employment position, student major award winners and student scholarship.

It is often a staff members' job role to work and interact with Aboriginal people, on campus or within the community, but it is how staff 'go about' working with Aboriginal people that makes them a champion. Staff who are not in a specific position to directly work with Aboriginal people can still be a champion by how they seek the opportunity to engage, interact with and support Aboriginal culture.





New members of the various Aboriginal Champions Clubs are announced and inducted each year at CR TAFE's annual events held for National Reconciliation Week and NAIDOC Week.

For 2022, staff members welcomed into the Aboriginal Champions Club were:

- **Alice James**, Lecturer CALM
- **Amanda Silvester**, Lecturer Quality Assurance
- **Carly Markham**, Access & Equity Support Officer
- **Diane Blair**, Facilities Coordinator
- **Febra McDonald**, Switchboard Officer
- **Kevin Amos**, Lecturer Metal Fabrication
- **Linda Stott**, Casual Lecturer
- **Michele Edwards**, Principal Lecturer
- **Michelle Harvey**, Lecturer Business & Finance
- **Nathan Van Tiel**, Lecturer Carpentry and Joinery
- **Roberta Ralph**, HR Officer
- **Tim McLachlan**, Director Organisational Services

Each year, those non-Aboriginal staff who have made an outstanding and sustained contribution to assisting Aboriginal students through their learning journey are recognised by induction into the Aboriginal Champions Hall of Fame.

### 2021 Hall of Fame (Reconciliation Week)

**Joanne Payne**, Managing Director



Jo has worked in several key influential roles at TAFE over a long period of time.

Jo provides an open-door policy for Aboriginal staff to discuss any issues they are having in the workplace. This helps to provide a culturally safe workplace which is essential for their wellbeing. Jo believes that relationships between Aboriginal and non-Aboriginal workers mean breaking down barriers and taking the extra step in building respectful, personalpersonal, and non-judgmental relationships.

Jo has been involved in a broad range of strategies at Central Regional TAFE including the Reconciliation Action Plan, Aboriginal Learning Centre, Aboriginal Student of the Year Award, Aboriginal Scholarship Program, Aboriginal Employment Strategy, Aboriginal Training Plan, Aboriginal Training Champion Club, and the Aboriginal Advisory Group.

### 2021 Hall of Fame (NAIDOC Week)

**Janine Gerard**, Advanced Skills Lecturer 2 Community Services



Janine has worked at the College for over 20 years and during this time has been a tireless supporter of Aboriginal Community, staff, and students.

Janine’s role as coordinator and lecturer in Community Services has enabled her to apply her knowledge and enthusiasm in a positive way for the betterment of Aboriginal people, providing a welcoming safe place.



## 2022 Hall of Fame (Reconciliation Week)

**Rebecca Higgins**, Lecturer Business & Management



Rebecca (Bec) has coordinated and delivered Leadership programs at TAFE for many years, with special focus on VETDSS groups where she has pioneered innovative and interactive programs that engage and encourage youth to develop their leadership skills.

Bec was CR TAFE's Lecturing Excellence award winner (2018). Bec has mentored other lecturers and tutors and volunteered as a Reconciliation Action Plan leader.

Bec says, "What I love most about being a lecturer is working with students and watching them succeed. Seeing them start and move through their educational journey, building their confidence and skills sets, then walking out with a real tangible qualification that they can take into a workplace".

## 2022 Hall of Fame (NAIDOC Week)

**Craig Walker**, Manager Student Services



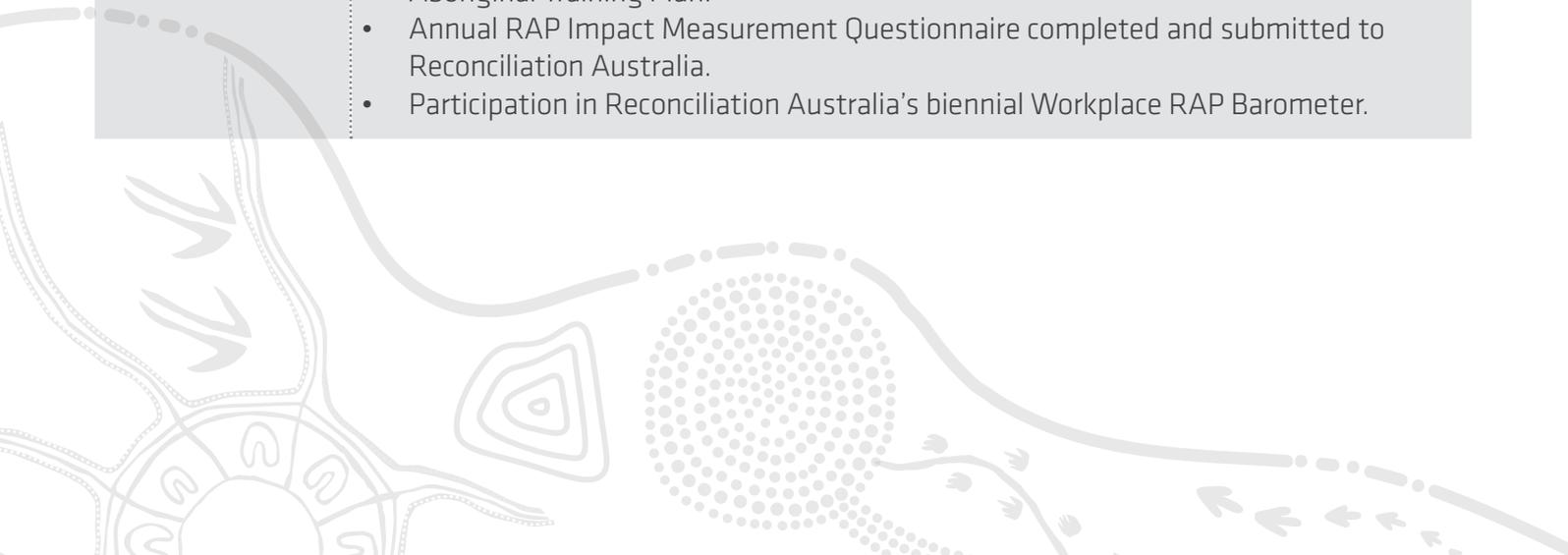
Craig has worked at TAFE for more than 25 years in roles that support students through their TAFE journey.

As part of Student Services, Craig also manages Aboriginal student support services, Disability support services, library and bookshop services and residential services.

Craig has been a true champion in his continuous support of Aboriginal students, staff, and community.

## Our Key Commitments

Pillar	Commitments
Relationships	<ul style="list-style-type: none"> <li>• Cultural Competency Guidelines.</li> <li>• Aboriginal Engagement Plan.</li> <li>• Host events for Reconciliation WA (RWA) and NAIDOC Weeks.</li> <li>• Anti-Discrimination Policy.</li> <li>• Culturally safe meeting and learning spaces.</li> </ul>
Respect	<ul style="list-style-type: none"> <li>• CR TAFE staff location-specific Cultural Awareness Induction.</li> <li>• CR TAFE Cultural Protocol and Welcome to Country Guidelines.</li> <li>• Community Elder and or Aboriginal and Torres Strait Islander Liaison at each main campus.</li> <li>• CR TAFE Image Library update to ensure Aboriginal and Torres Strait Islander people and artwork are represented on our website and in our promotional material.</li> <li>• Aboriginal and Torres Strait Islander buildings/rooms on each campus to incorporate names using the local Aboriginal language.</li> </ul>
Opportunities	<ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Student Success Principles and Guidelines to be embedded and implemented across the student journey lifecycle.</li> <li>• Benchmarks to update social media platforms and website to display Aboriginal and Torres Strait Islander good news stories, events and information.</li> <li>• Aboriginal Employment Strategy and Recruitment Program.</li> <li>• Aboriginal and Torres Strait Islander procurement strategy</li> <li>• CR TAFE Aboriginal Support Service Communication Strategy.</li> <li>• Industry/community funded scholarships for Aboriginal and Torres Strait Islander students.</li> <li>• Aboriginal Student Placement Program in higher level courses.</li> </ul>
Governance	<ul style="list-style-type: none"> <li>• Reconciliation Action Plan Working Group Terms of Reference.</li> <li>• Reconciliation Action Plan Implementation Group.</li> <li>• CR TAFE Cultural Awareness training Review and Report to all staff and senior leaders quarterly.</li> <li>• CR TAFE Aboriginal Advisory Group.</li> <li>• Aboriginal Training Plan.</li> <li>• Annual RAP Impact Measurement Questionnaire completed and submitted to Reconciliation Australia.</li> <li>• Participation in Reconciliation Australia’s biennial Workplace RAP Barometer.</li> </ul>





Avon River - Northam, Western Australia  
*Ric Jacyno*

# Student and Lecturer Journeys

**Nicole Ziatos**



After completing her Diploma of Community Services and Diploma of Youth Work at Central Regional TAFE, Nicole Ziatos was awarded both Aboriginal Student of the Year and Vocational Student of the Year. To win both awards was a testament to Nicole's hard work and talent.

Nicole particularly enjoyed the practical side of her courses and gained valuable experience in developing and holding events within the community. Nicole was also able to mentor other students which gave her a feel for the reality of being a qualified youth worker.

The biggest benefit Nicole gained from her studies was securing a full-time job at Desert Blue Connect as an Aboriginal Liaison Officer. This role allows her to network with other organisations so she can promote better life choices to members of her community.

**Tulani McKie**



Early in 2022, Tulani was referred to Jobs & Skills Centre from Follow the Dream program at Geraldton Senior High School. JSC Career Employment and Advisor, Raelene Bellotti, worked with Tulani to help her find a pathway to finish her education and prepare for employment.

Tulani had some personal barriers that were affecting her schooling and ability to engage in education. Raelene discussed some options with Tulani, but it was apparent that the personal barriers needed to be addressed before Tulani could engage in any alternative to school.

Raelene assisted Tulani to visit and engage with STAY (Short Term Accommodation for Youth). When Tulani was settled at STAY, she returned to JSC and enrolled in a Certificate I of General Education for Adults (CGEA) course at the end of Semester One.

Tulani completed her Certificate I and returned in Semester Two to complete the Certificate II CGEA.

While Tulani has been attending TAFE, she has continued to seek assistance from JSC to update her resume and apply for casual employment. She successfully gained casual employment but continued to seek better opportunities and was successful in obtaining a permanent part-time role in Retail.



**Rueben Dalgety**



Reuben first visited the Jobs & Skills Centre at Central Regional TAFE in August 2021 after relocating to Geraldton from Queensland for better family support.

JSC Career Employment and Advisor, Raelene Bellotti, first assisted Reuben to discuss Career/Employment options and develop a Career Action Plan. From there Raelene helped Reuben to enrol in a Certificate III Civil Construction course with Training Alliance Group as the course was not available at CR TAFE at the time.

When Reuben completed the Certificate III Civil Construction course he visited the JSC for assistance to update his resume, and while Reuben was looking for work, Raelene assisted him to enrol with CR TAFE in a Traffic Management course which he completed in December 2021.

Reuben applied for and was successful in obtaining Traffic Management work and continued to engage with Raelene throughout to look for other employment opportunities. Raelene forwarded Reuben's resume to a local Community Liaison with Rio Tinto and since then, Reuben has gained full time employment with Rio.

**Rebecca Higgins**



Rebecca Higgins or 'Bec' (non-Aboriginal) is one of Central Regional TAFE's Aboriginal Training Champion Club members and recently elevated to 'hall of fame' status. Bec's current roll is Advanced Skills Lecturer 2 Training and Education and prior to this, she was a lecturer and coordinator of the Business and Leadership program which engaged her to demonstrate her initiative training and assessment skills with Aboriginal youth in schools.

Bec is currently developing a face-to-face Presenters Skill Set workshop specifically catering to Aboriginal community members. The course will run one day per week for four weeks, and at the end students will have achieved the skill set. This will allow new trainers/lecturers to deliver within the TAFE sector unsupervised in a classroom. Bec hopes this will be a great step forward to getting more Aboriginal representation at the front of TAFE classrooms and students.

# Relationships

Central Regional TAFE is committed to continue strengthening its relationship with Aboriginal and Torres Strait Islander communities. Our campuses serve as learning hubs for these communities by offering a culturally appropriate and safe space. Strong community engagement leads to better training outcomes which in turn foster and promote community wellbeing.

### Focus area

The relationships we build with Aboriginal and Torres Strait Islander peoples will inform accessible, quality training across the vocational education and training sector that results in sustainable employment outcomes.

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

Deliverables	Timeline	Responsibility
a. Meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement.	June 2023	Aboriginal Student Support Coordinator and Coordinator Regional Training
b. Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	June 2023	Director Organisational Services and Aboriginal Student Support Coordinator
c. Create a job role(s) to champion/oversee implementation.	June 2023	Director Organisational Services
d. Participate in Reconciliation WA (RWA) activities and events.	May 2023, 2024	Director Organisational Services



## 2. Build relationships through celebrating culturally significant days/events such as National Reconciliation Week (NRW).

Deliverables	Timeline	Responsibility
a. Circulate Reconciliation Australia/WA resources and reconciliation materials to our staff.	May 2023, 2024	Aboriginal Student Support Coordinator
b. RAP Working Group members to participate in an external NRW event.	May 2023, 2024	Director Organisational Services (Lead) and RAP Working Group members
c. Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	May 2023, 2024	Director Organisational Services (lead) and Aboriginal Student Support Coordinator (Support)
d. Organise at least one internal NRW and NAIDOC event each year, inviting external stakeholders and promote via college calendar.	May 2023, 2024	Aboriginal Student Support Coordinator (Lead) and Marketing & Communications (Support)
e. Register all our NRW events on Reconciliation Australia's NRW website.	May 2023, 2024	Aboriginal Student Support Coordinator (Lead) and Marketing & Communications (Support)

## 3. Promote reconciliation through our sphere of influence.

Deliverables	Timeline	Responsibility
a. Develop and implement a staff engagement strategy to raise awareness of reconciliation across our workforce.	June 2023	Director Organisational Services (Lead) and Aboriginal Student Support Coordinator (Support)
b. Communicate our commitment to reconciliation publicly.	June 2023	Marketing & Communications (Lead) and RAP Working Group members (Support)
c. Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	June 2023	Managing Director (Lead) and Director Organisational Services (Support)
d. Collaborate with RAP and other like-minded organisations to develop ways to advance reconciliation.	June 2023	Director Organisational Services (Lead) and RAP Working Group members (Support)

#### 4. Promote positive race relations through anti-discrimination strategies.

Deliverables	Timeline	Responsibility
a. Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs.	June 2023	Director Corporate Services (Lead) and Human Resources Manager (Support)
b. Develop, implement and communicate an anti-discrimination policy for our organisation.	August 2023	Director Corporate Services (Lead) and Human Resources Manager (Support)
c. Engage with Aboriginal and Torres Strait Islander staff and advisors to consult on our anti-discrimination policy.	July 2023	Director Corporate Services (Lead) and Human Resources Manager (Support)
d. Educate senior leaders on the effects of racism.	June 2023	Director Corporate Services (Lead) and Human Resources Manager (Support)

#### 5. Create welcoming, culturally safe spaces/environments at each campus.

Deliverables	Timeline	Responsibility
a. Create Aboriginal Learning Centres (ALC) at Kalgoorlie and Northam to complement Geraldton's ALC.	April 2025	Managing Director
b. Employ Aboriginal and Torres Strait Islander Lecturers	April 2025	Managing Director (Lead), Human Resources Manager
c. Create and deliver a face-to-face Presenters Skill Set workshop specifically catering to Aboriginal and Torres Strait Islander Community members.	June 2023	Managing Director (Lead), Human Resources Manager
d. Roll out CR TAFE's Aboriginal branding to all campuses, including buildings, vehicles, and polo shirts for staff.	April 2025	Marketing and Communications Manager
e. Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors on the development and implementation of a cultural competency strategy to be implemented throughout the employment journey of all staff.	August 2023	Director Corporate Services (Lead) and Human Resources Manager (Support)

# Respect

We believe that understanding and valuing Aboriginal and Torres Strait Islander Cultures and promoting Aboriginal and Torres Strait Islander Peoples' rights and interests is integral to our business. Consequently, we are committed to ensuring Aboriginal and Torres Strait Islander Cultures are continuously respected, valued and promoted in the delivery of all our services and products.

## Focus area

Students are at the center of our business and throughout the Student Journey we will recognise and respect the strength, diversity, and richness of the cultures of Aboriginal and Torres Strait Islander students.

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

Deliverables	Timeline	Responsibility
a. Conduct a review of cultural learning needs within our organisation.	June 2023	Manager Human Resources
b. Provide opportunities for all staff including RAP Working Group members and other key leadership staff to participate in formal and structured cultural learning.	June 2023, 2024	Director Organisational Services (Lead) and Directors and Managers
c. Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors on the development and implementation of a cultural learning strategy.	June 2023, 2024	Director Organisational Services (Lead) and Directors and Managers
d. Develop, implement and communicate a cultural learning strategy for all staff.	June 2023, 2024	Director Organisational Services (Lead) and Directors and Managers



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

Deliverables	Timeline	Responsibility
a. Increase staff understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	May 2023, 2024	Directors (Lead), Managers, Aboriginal Student Support Coordinator & Principal Lecturers
b. Develop, implement, and communicate a cultural protocol document, including the placement of protocols for Welcome to Country and Acknowledgement of Country in classrooms, meeting rooms and reception areas.	June 2023	Director Organisational Services, (Lead) Manager Marketing & Communications and Aboriginal Student Support Coordinator (Support)
c. Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	September 2023, 2024	Managing Director
d. Include an Acknowledgement of Country or other appropriate protocols at the commencement of meetings.	May 2023	Directors and Managers

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

Deliverables	Timeline	Responsibility
a. RAP Working Group to participate in an external NAIDOC Week event.	June 2023, 2024	Director Organisational Services (Lead) and Aboriginal Student Support Coordinator (Support)
b. Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	July 2023, 2024	Manager Human Resources
c. Promote and encourage participation in external NAIDOC celebrations with an all-staff communication.	July 2023, 2024	Managing Director
d. MD and senior leaders of the college to participate in at least one NAIDOC Week activity.	July 2023, 2024	Managing Director
e. Supporting Aboriginal and Torres Strait Islander led events and initiatives.	July 2023, 2024	Managing Director (Lead) and Manager Marketing & Communications (Support)

#### 4. Strengthen the cultural safety of our organisation.

Deliverables	Timeline	Responsibility
<b>a.</b> Include mandatory cultural awareness and understanding of Aboriginal and Torres Strait Islander cultures, histories, and achievements and CR TAFE's Innovate Reconciliation Action Plan in the induction process for all staff.	July 2023,2024	Manager Human Resources (Lead) and Aboriginal Student Support Coordinator (Support)
<b>b.</b> Staff Cultural Awareness training to include mandated Public Sector Commission and local College cultural awareness training for each of CR TAFE's regions.	July 2023,2024	Manager Human Resources
<b>c.</b> Expand CR TAFE's Image Library so Aboriginal and Torres Strait Islander peoples and artwork are represented on our website and in our promotional material.	July 2023,2024	Manager Marketing & Communications
<b>d.</b> Enhance and develop training resources and marketing materials that are culturally appropriate for Aboriginal and Torres Strait Islander students.	July 2023	Manager Marketing & Communications
<b>e.</b> Review the possibility of naming Aboriginal and Torres Strait Islander buildings/ rooms on each campus to incorporate names using the local Aboriginal language for each room with correct pronunciation underneath.	November 2023	Director Organisational Services
<b>f.</b> Increase availability of Elder and or Aboriginal and Torres Strait Islander Liaison at each main campus.	September 2023	Director Organisational Services (Lead) and Aboriginal Student Support Coordinator (Support)

**5. Review the organisational culture of everyday reconciliation to improve CR TAFE’s standing as a culturally safe employer and training facility for Aboriginal & Torres Strait Islander peoples.**

Deliverables	Timeline	Responsibility
<p><b>a.</b> Develop SMART KPI’s, that improve Aboriginal and Torres Strait Islander cultural safety at CR TAFE.</p>	<p>June 2023</p>	<p>Managing Director (Lead) Director Organisational Services (Support)</p>
<p><b>b.</b> Review CR TAFE’s Cultural awareness training across the multiple language groups within the Region and whether the training is producing the desirable outcomes within the organisational culture.</p>	<p>June 2023</p>	<p>Managing Director (Lead), Director Organisational Services (Support)</p>
<p><b>c.</b> Have the Aboriginal Advisory Group audit CR TAFE’s Aboriginal and Torres Strait Islander staff and students to identify ways to increase Aboriginal and Torres Strait Islander employment to align with WA State Government Policy.</p>	<p>June 2023</p>	<p>Managing Director (Lead), Director Organisational Services (Support)</p>
<p><b>d.</b> Have the Aboriginal Advisory Group to Review all CR TAFE’s Policies and Procedures to identify and capture the 5 dimensions of Reconciliation. (DR 1, 2, 3, 4, 5)</p>	<p>June 2023</p>	<p>Managing Director (Lead), Director Organisational Services (Support)</p>
<p><b>e.</b> Participate in the bi-annual Workplace Reconciliation Barometer to gain a benchmark for continuous improvement.</p>	<p>July 2024</p>	<p>Director Organisational Services</p>



# Opportunities

Central Regional TAFE strives to create inclusive and innovative training solutions, to be the leading VET provider in our regions, the provider of choice for Aboriginal and Torres Strait Islander students, and to become an employer of choice for Aboriginal and Torres Strait Islander Peoples. We will develop new and effective partnerships, programs, technologies, and approaches to ensure we support and empower Aboriginal and Torres Strait Islander peoples to achieve individual and collective aspirations. Through our Aboriginal Employment Strategy, we ensure Aboriginal and Torres Strait Islander staff have opportunities to be supported in their current roles and assisted to develop their careers.

## Focus area

Develop and support contemporary training opportunities that are inclusive and encourage the success of Aboriginal and Torres Strait Islander students.

### 1. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.

Deliverables	Timeline	Responsibility
<p><b>a.</b> Build an understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.</p> <ul style="list-style-type: none"> <li>- Obtain current statistics from HR.</li> <li>- Review statistics annually.</li> </ul>	June 2023, 2024	RAP Working Group (Lead) and Manager Human Resources (Support)
<p><b>b.</b> Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention, and professional development strategy.</p>	September 2023	Manager Human Resources (Lead) and RAP Working Group (Support)
<p><b>c.</b> Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.</p>	October 2023	Manager Human Resources (Lead) and Manager Marketing & Communications (Support)
<p><b>d.</b> Create marketing advertisement styles for job vacancies to incorporate CR TAFE Aboriginal and Torres Strait Islander Branding.</p>	October 2023	Marketing & Communications
<p><b>e.</b> Advertise in areas more prominent for Aboriginal and Torres Strait Islander audiences (print, social media, noticeboards).</p>	October 2023	Manager Human Resources (Lead) and Manager Marketing & Communications (Support)

<p><b>f.</b> Review our diversity statement and incorporate a statement to encourage Aboriginal and Torres Strait Islander people to apply in all recruitment advertising.</p>	<p>October 2023</p>	<p>Manager Human Resources</p>
<p><b>g.</b> Review and evaluate the impact of our Aboriginal and Torres Strait Islander Employment Strategy and Recruitment Program</p>	<p>October 2023</p>	<p>Manager Human Resources (Lead) and RAP Working Group (Support)</p>
<p><b>h.</b> Utilise Section 50D or Section 51 to increase Aboriginal and Torres Strait Islander representation in targeted areas of the workforce.</p>	<p>October 2023</p>	<p>Manager Human Resources</p>
<p><b>i.</b> Schedule monthly staff Yarning Meetings and provide mentoring programs to boost retention of Aboriginal and Torres Strait Islander staff.</p>	<p>November 2023</p>	<p>Manager Human Resources</p>
<p><b>j.</b> Review HR and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.</p>	<p>November 2023</p>	<p>Manager Human Resources</p>
<p><b>k.</b> Incorporate Aboriginal and Torres Strait Islander Employment in all recruitment, retention, and professional development activities.</p>	<p>December 2024</p>	<p>Manager Human Resources</p>
<p><b>l.</b> Develop strategies to recruit Aboriginal and Torres Strait Islander Lecturers.</p>	<p>January 2024</p>	<p>Managing Director (Lead), Director Training (Support)</p>
<p><b>m.</b> Develop strategies to provide support to deliver TAE qualifications to Aboriginal and Torres Strait Islander students</p>	<p>January 2024</p>	<p>Managing Director (Lead), Director Training (Support)</p>



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

Deliverables	Timeline	Responsibility
<b>a.</b> Develop, implement, and monitor an Aboriginal and Torres Strait Islander procurement strategy which complies with the State Government Aboriginal procurement guidelines	September 2023	Director Corporate Services (Lead), Manager Finance and Campus Managers (Support)
<b>b.</b> Investigate Supply Nation membership.	September 2023	Manager Finance (Lead) and Campus Managers (Support)
<b>c.</b> Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	October 2023	Manager Finance (Lead) and Campus Managers (Support)
<b>d.</b> Make Aboriginal and Torres Strait Islander Business Directory links available to access via the College Intranet.	October 2023	Manager Finance (Lead) and Campus Managers (Support)
<b>e.</b> Increase staff awareness of Aboriginal and Torres Strait Islander Business Directory links as a source of information on relevant locally based Aboriginal and Torres Strait Islander businesses.	October 2023	Manager Finance (Lead) and Campus Managers (Support)
<b>f.</b> Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses	September 2023	Director Corporate Services (Lead), Manager Finance and Campus Managers (Support)
<b>g.</b> Develop commercial and/or training opportunities with Aboriginal and/or Torres Strait Islander businesses.	June 2024	Managing Director (Lead) and Manager Industry Engagement (Support)
<b>h.</b> Encourage local Aboriginal Businesses to join the Aboriginal Business Directories that are available and accessed by CR TAFE.	June 2024	Managing Director (Lead) and Manager Industry Engagement (Support)

### 3. Improve Aboriginal and Torres Strait Islander student enrolments, completions, and opportunities.

Deliverables	Timeline	Responsibility
<b>a.</b> Develop and embed Aboriginal and Torres Strait Islander student success guiding principles and initiatives across the student journey lifecycle.	June 2024	Manager Student Services (Lead) and Aboriginal Student Support Coordinator (Support)
<b>b.</b> Review current enrolment process to identify and remediate any barriers for Aboriginal and Torres Strait Islander students to enrol into qualifications across all portfolios.	September 2023	Manager Student Services (Lead), Manager Client Services and Manager Systems Administration & Solution Design (Support)
<b>c.</b> Set benchmarks to update social media platforms and website to display Aboriginal and Torres Strait Islander good news stories, events, and information.	September 2023	Manager Marketing & Communications
<b>d.</b> Develop and embed Aboriginal and Torres Strait Islander marketing and communications guiding principles, to support enrolments.	October 2023	Manager Marketing & Communications (Lead) and Manager Student Services (Support)
<b>e.</b> Review impact of communication strategies to improve awareness of College support services for Aboriginal and Torres Strait Islander students.	October 2023	Manager Marketing & Communications (Lead) and Aboriginal Student Support Coordinator (Support)
<b>f.</b> Explore further opportunities for industry/community funded scholarships for Aboriginal and Torres Strait Islander students.	November 2023	Manager Student Services
<b>g.</b> Develop and expand the Identified Aboriginal Student Placement Program in higher level courses.	December 2023	Aboriginal Student Support Coordinator
<b>h.</b> Recruit Aboriginal and Torres Strait Islander lecturers for the delivery of cultural content.	December 2023	Managing Director (Lead), Director Training (Support)
<b>i.</b> Develop guidelines to provide for tandem teaching or supervision by TAE qualified Lecturers for Aboriginal and Torres Strait Islander Lecturers without formal qualifications	December 2023	Managing Director (Lead), Director Training (Support)



<p><b>j.</b> Establish Sea Ranger program in collaboration with Yamatji South, and employment based Civil and White Card training for Resources Industry in Leonora and Laverton.</p>	<p>January 204, 2025</p>	<p>Manager Industry Engagement (Lead), Regional Training Coordinator (Support)</p>
<p><b>k.</b> Establish and develop entry level course offerings that prepare Aboriginal and Torres Strait Islander learners for further training and employment.</p>	<p>February 2024</p>	<p>Regional Training Coordinator (Lead) and Portfolio Managers (Support)</p>
<p><b>l.</b> Continue to develop, promote, and embed an Aboriginal Training Plan across all Central Regional TAFE Campuses.</p>	<p>February 2024</p>	<p>Director Organisational Services</p>



# Governance

The 2022 Theme, “Be Brave, Make Change.” Is a challenge to all Australians to Be Brave and tackle the unfinished business of reconciliation so we can Make Change for the benefit of all Australians.

Council for Aboriginal Reconciliation Act: “A united Australia which respects this land of ours; values the Aboriginal and Torres Strait Islander heritage; and provides justice and equity for all.”

Governance will promote the five dimensions of reconciliation - Dimensions of Reconciliation (DR):

- 1. Race relations
- 2. Equality and equity
- 3. Institutional Integrity
- 4. Unity
- 5. Historical acceptance

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

Deliverables	Timeline	Responsibility
a. Maintain Aboriginal and Torres Strait Islander representation on the RWG.	October 2023, 2024	Director Organisational Services
b. Establish and apply a Terms of Reference for the RWG.	October 2023	Director Organisational Services
c. RWG meet at least four times per year to drive and monitor RAP implementation.	Jun, Sep, Dec 2023, 2024 Mar 2024, 2025	Director Organisational Services



## 2. Provide appropriate support for effective implementation of RAP commitments.

Deliverables	Timeline	Responsibility
a. Define resource needs for RAP implementation.	June 2023	Corporate Executive, Portfolio Managers, Manager Human Resources and Aboriginal Advisory Group
b. Engage senior leaders and other staff in the delivery of RAP commitments.	June 2023	Corporate Executive, Portfolio Managers, Manager Human Resources and Aboriginal Advisory Group
c. Define and maintain appropriate systems and capability to track, measure and report on RAP commitments.	June 2023	Corporate Executive, Portfolio Managers, Manager Human Resources and Aboriginal Advisory Group
d. Appoint and maintain an internal RAP Champion from senior management	June 2023	Corporate Executive, Portfolio Managers, Manager Human Resources and Aboriginal Advisory Group

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

Deliverables	Timeline	Responsibility
a. 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, 2024	Director Organisational Services
b. Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire.	August 2023, 2024	Director Organisational Services
c. Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	April 2023	Director Organisational Services
d. Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	30 September 2023, 2024	Director Organisational Services
e. Report RAP progress to all staff and senior leaders quarterly.	Jun, Sep, Dec 2023, 2024 Mar 2024, 2025	Director Organisational Services

<b>f.</b> Publicly report our RAP achievements, challenges, and learnings, annually.	January 2024, 2025	Director Organisational Services
<b>g.</b> Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	May 2024	Director Organisational Services

#### 4. Continue our reconciliation journey by developing our next RAP.

Deliverables	Timeline	Responsibility
<b>a.</b> Review and refine the next RAP, in line with Governance framework.	September 2024	Director Organisational Services and RAP Working Group members
<b>b.</b> Register via Reconciliation Australia's website to begin developing our next RAP.	September 2024	Director Organisational Services and RAP Working Group members





Carnarvon, Western Australia  
*Told by Peter Photography*



## Contact details

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