



Innovate Reconciliation Action Plan 2026 - 2028

May 2026 – May 2028



Acknowledgement of Country

Central Regional TAFE acknowledges the Traditional Custodians of Country throughout the Midwest, Gascoyne, Wheatbelt and Goldfields Regions and their connections to lands, seas, and communities. 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 peoples, united in a movement for a better future for all Australians.

Where Central Regional TAFE uses the term 'Aboriginal peoples', it is inclusive of Aboriginal peoples, First Nations peoples and Torres Strait Islander peoples.





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Image: The Granites, Mount Magnet, Western Australia.
Image credit: ChameleonsEye / Shutterstock.com.





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 others understand

By Nola Gregory - 17 April 2022

Nola Gregory is a proud descendant of the Gija and Bardi peoples of the East and West Kimberley regions of Western Australia. A devoted poet since 1995, she draws strength and purpose from her writing, using poetry as a powerful medium to share cultural stories, personal truths, and emotional resilience.

Her work is crafted to move readers on a deeper level—to connect, to challenge, and to inspire. Nola holds the distinct honour of being the only Aboriginal poet to have her work read in both the Federal Parliament and the Western Australian State Parliament, a milestone that speaks to the reach and impact of her voice.

Reconciliation Artwork and Design

In 2020, the College commenced an Aboriginal artwork initiative designed to strengthen connection and engagement with First Nations students, staff, and communities. Guided by consultation with the Aboriginal Advisory Group and College staff, the initiative focused on embedding Aboriginal visual identity across the organisation. This approach was intended to create an environment that is culturally respectful, inclusive and welcoming, while encouraging Aboriginal and/or Torres Strait Islander peoples to work and study at the College.

Our Intent

To thoughtfully incorporate cultural design elements alongside existing College branding, to speak to and connect with local Aboriginal communities, while reflecting respect for Country and culture.

Meaning and Representation

The artwork reflects the College as a place of inclusion and belonging, recognising the vast and diverse geographic footprint of the organisation. The College regions collectively span an area larger than the Northern Territory; 1.55 million square kilometres or 58% of Western Australia, encompassing many communities, landscapes and language groups. Elements of the artwork support CR TAFE's students on their journey through education and training.

Creation of the Artwork

Four Aboriginal artists were engaged, one from each of the regions. This has resulted in four works that reflect each artist's interpretative impression of a learning pathway through education and training to employment. With multiple language groups represented, the art depicts pathways and incorporates symbolism to convey a place of learning and diversity.

Image: Campus signage, Kalgoorlie, Western Australia. Image credit: Central Regional TAFE.

Bringing the Regions Together

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.

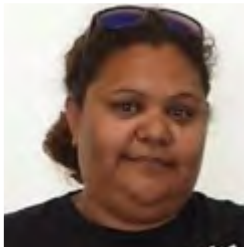
The artworks were separated into individual visual elements and developed to be used collectively or by region, across a variety of College material, including (for example): brochures, course guides, signage, Acknowledgement of Country artworks, floor graphics to link areas and create yarning circles, stationery and business cards, classroom signage, vehicle decals and display banners.

Throughout this initiative, which continues to evolve, the College continues to embed reconciliation into everyday practice by ensuring Aboriginal culture and perspectives are visible, respected and valued across the organisation.





About the Artist



GASCOYNE
Gabe Barney

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

She belongs to the Yinggarda 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.



About the Artist



WHEATBELT
Sarah Weston

Sarah Weston is a proud Noongar woman with family ties to Kanaeng, Ballardong and Whadjuk country. She is a contemporary Indigenous artist who won first place in the Jilya art competition.

Sarah's artwork is quirky, creative colourful and very detailed and her artistic journey is enriched by the stories of her elders, and extended family who bore witness to the Stolen Generation and are survivors.

She is committed to fostering creativity within her community, engaging with children within the community and through government agencies, imparting cultural creativity and cultural knowledge through art.

Her work has been showcased in the Kambarang Art exhibition in York and the City of Bayswater Community Art Awards, and she works with government agencies and schools doing team building workshops and reconciliation action plans.

Sarah has also designed Derbarl Yerrigan Aboriginal Medical Health Service shirts and the RAP they used for their 50th anniversary celebrations.



About the Artist



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.



About the Artist



MIDWEST
Nicole Dickerson

Nicole is an emerging Indigenous Contemporary Artist born in Geraldton, located in the Midwest (Yamatji) 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.

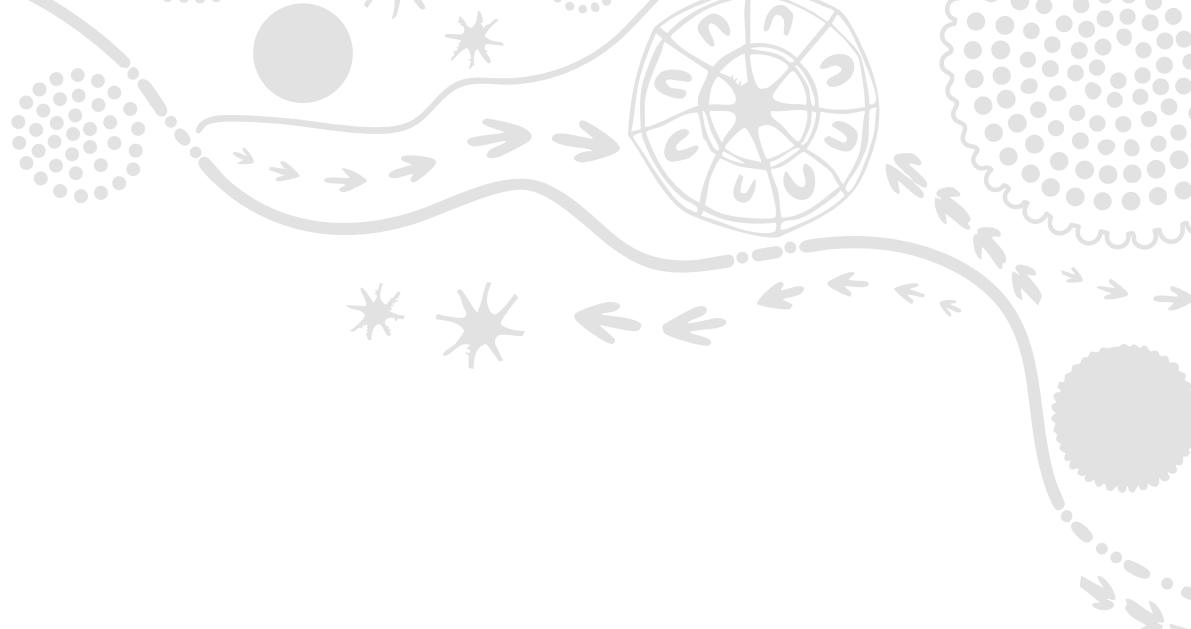
Message from the Managing Director



Reconciliation is a shared journey for all Australians, as individuals, families, communities, organisations and importantly, as a nation. Central to this journey are respectful, genuine and enduring relationships grounded in recognition of culture, Country, self-determination, and shared histories, cultures and achievements of Aboriginal and Torres Strait Islander peoples.

Central Regional TAFE is proud to support learning that deepens understanding of shared histories, celebrates cultures, and acknowledges the achievements of Aboriginal and Torres Strait Islander peoples. We are committed to creating opportunities for reflection, learning and action that contribute meaningfully to reconciliation within our organisation and in the wider community.

With nine campuses spread across a large and diverse area of Western Australia, CR TAFE recognises the importance of understanding and respecting Country, valuing Aboriginal cultures, and building strong relationships with First Nations peoples in our regions. We are committed to working alongside Aboriginal communities to support self-determined educational pathways that strengthen choice, participation and success. Through culturally responsive training, targeted support services and partnerships, we seek to improve educational outcomes so that Aboriginal and Torres Strait Islander peoples can fully access and benefit from the opportunities that education and training provide.



The 2026 Reconciliation week theme, All In, calls on all Australians to commit wholeheartedly to reconciliation through everyday actions, not just intention. It reinforces that reconciliation is a shared responsibility and requires active participation across organisations, communities and individuals. At CR TAFE, this theme reflects our approach to embedding reconciliation into daily practice, through our decisions, partnerships and the way we deliver education and training, and extends to our ongoing support for Reconciliation Action Plan development and implementation with our partners.

The College's Aboriginal Training Plan reinforces that we are committed to working closely with Aboriginal stakeholders, industry, and local community organisations to support the social, cultural and economic aspirations of Aboriginal peoples across our regions. Underpinning the plan is a commitment to develop and deliver high-quality, culturally informed training programs and support services that respond to community priorities and strengthen pathways to employment and lifelong learning.

CR TAFE also marks Reconciliation Week and NAIDOC Week across our campuses each year, providing opportunities for staff, students and community members to come together, learn from one another and celebrate Aboriginal cultures and achievements. Strong participation in these events reflects a shared commitment to reconciliation and respectful engagement.

I would like to acknowledge and thank the Reconciliation Action Plan Working Group for their leadership, passion and guidance in the development of this second Innovate RAP. Alongside members of the Aboriginal Champions Club and supported by senior leadership, they will play a key role in implementing this plan and embedding reconciliation into everyday practice at CR TAFE.

This Innovate Reconciliation Action Plan emphasises the College's ongoing commitment to walking alongside Aboriginal and Torres Strait Islander peoples; recognising strength, resilience and leadership, supporting self-determination and contributing to a more equitable future for all Australians.

Joanne Payne
Managing Director
Central Regional TAFE

Message from Reconciliation Australia



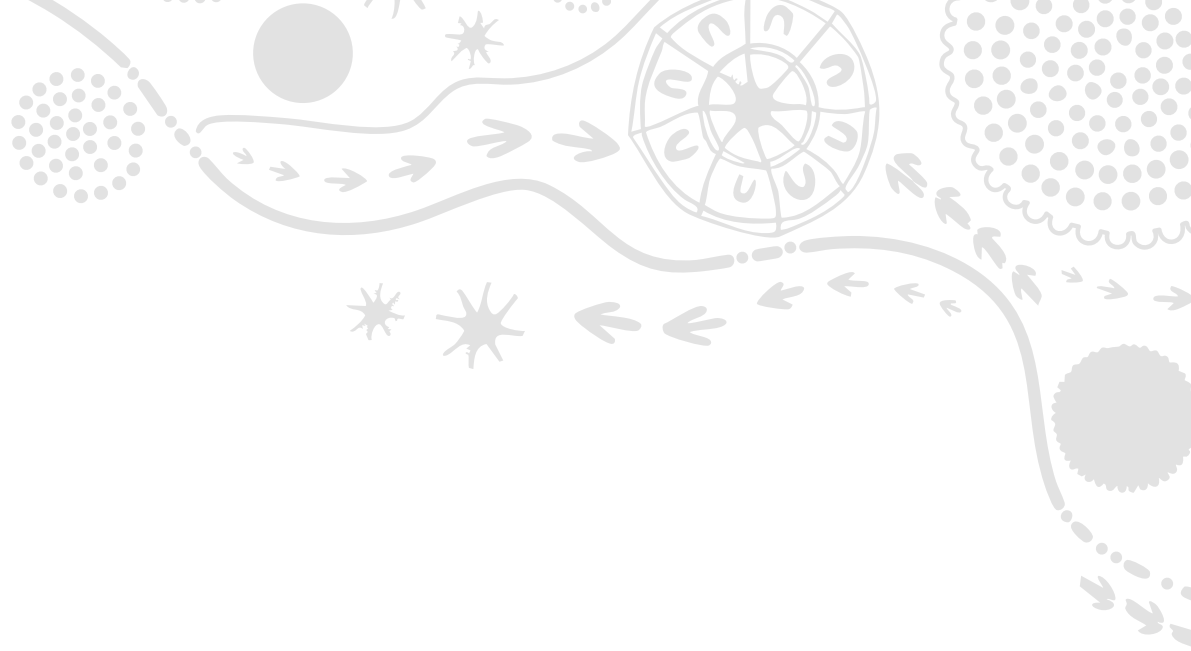
Reconciliation Australia commends Central Regional TAFE on the formal endorsement of its second Innovate Reconciliation Action Plan (RAP).

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

With over 5.5 million people now either working or studying in an organisation with a RAP, the program's potential for impact is greater than ever. Central Regional TAFE continues to be part of a strong network of more than 3,000 corporate, government, and not-for-profit organisations that have taken goodwill and transformed it into action.

The four RAP types – Reflect, Innovate, Stretch and Elevate – allow RAP partners to continuously strengthen reconciliation commitments and constantly strive to apply learnings in new ways.

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



An integral part of building these foundations is reflecting on and cataloguing the successes and challenges of previous RAPs. Learnings gained through effort and innovation are invaluable resources that Central Regional TAFE will continuously draw upon to create RAP commitments rooted in experience and maturity.

These learnings extend to Central Regional TAFE using the lens of reconciliation to better understand its core business, sphere of influence, and diverse community of staff and stakeholders.

The RAP program's emphasis on *relationships*, *respect*, and *opportunities* gives organisations a framework from which to foster connections with Aboriginal and Torres Strait Islander peoples rooted in mutual collaboration and trust.

This Innovate RAP is an opportunity for Central Regional TAFE to strengthen these relationships, gain crucial experience, and nurture connections that will become the lifeblood of its future RAP commitments. By enabling and empowering staff to contribute to this process, Central Regional TAFE will ensure shared and cooperative success in the long-term.

Gaining experience and reflecting on pertinent learnings will ensure the sustainability of Central Regional TAFE's future RAPs and reconciliation initiatives, providing meaningful impact toward Australia's reconciliation journey.

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

Karen Mundine
Chief Executive Officer
Reconciliation Australia

Central Regional TAFE's Aboriginal Language Map



Image: Adrian Hardy performing a Welcome to Country (smoking ceremony), Northam, Western Australia. Image credit: Central Regional TAFE.



Aboriginal Diversity within Campus Regions

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



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



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

Pilbara Aboriginal Language Groups

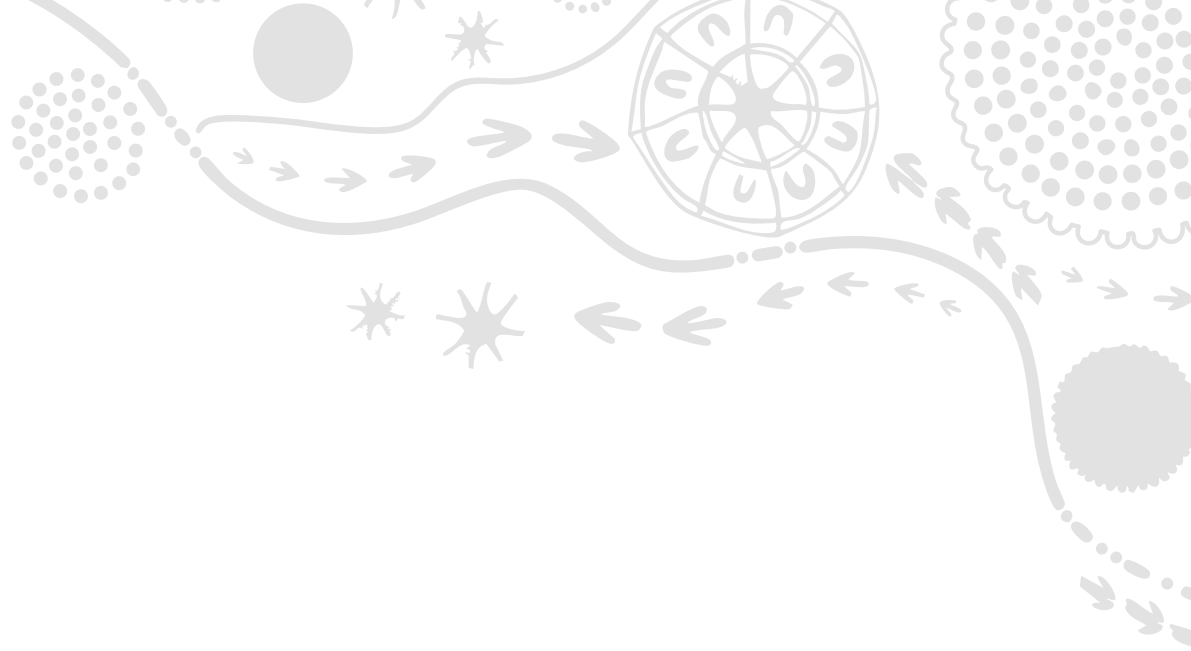
Exmouth campus is on Thalanyji Country.

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

Goldfields Aboriginal Language Groups

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

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



Resource: Bundiyarra Aboriginal Community Aboriginal Corporation



Resource: South West Land & Sea Council, Perth.

Midwest / Gascoyne Aboriginal Language Groups

Midwest Region language groups are Nyanhagardi, Wilunyu, Amangu, Nhandu, Naaguia, Wajarri (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 Nyanhagardi, Wilunyu, and Amangu language groups.

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

Carnarvon is on Yinggarda Country.

Wheatbelt Aboriginal Language Groups

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

Northam campus is on Ballardong Noongar Country.

Merredin campus is on Njaki Njaki Noongar Country.

Moora campus is on Yued Country.

Our Vision for Reconciliation

Central Regional TAFE envisions a future where reconciliation is actively lived and demonstrated across our organisation, through strong partnerships, culturally safe practices and Aboriginal and Torres Strait Islander peoples exercising self-determination in education, training and employment.

We value the skills, knowledges, cultures and leadership of Aboriginal and Torres Strait Islander peoples and recognise that meaningful progress towards reconciliation is achieved when First Nations voices, priorities and aspirations shape the way we work.

Over the next two years, CR TAFE seeks to move beyond awareness into action by:

- Deepening respectful, reciprocal relationships with Aboriginal communities, organisations and industry.
- Supporting self-determined learning and employment pathways that reflect community strengths and aspirations.
- Creating culturally safe learning and working environments where Aboriginal and Torres Strait Islander students and staff can thrive.
- Ensuring our policies, programs and practices actively contribute to equity, inclusion and opportunity.

Our vision is for a reconciled society that recognises the enduring connection of First Nations peoples to Country and values cultural diversity as a source of strength. Through this Innovate RAP, we commit to being an organisation where reconciliation is not an add-on, but a shared responsibility embedded at the core of how we deliver education, training and services across our regions.

Image: Jonathon Garlett performing a Welcome to Country, Northam, Western Australia. Image credit: Central Regional TAFE.



Our Business

CR TAFE is a major provider of vocational education and training operating across a vast geographic region larger than the Northern Territory, covering 1.55 million square kilometres, or 58% of Western Australia. Across 7 locations (9 campuses), we deliver accessible, high-quality training to support local communities to access well-paid, secure employment, now and into the future.

In 2023, CR TAFE was awarded the Western Australian Large Training Provider of the Year, recognising the breadth of our training offerings and our demonstrated excellence in the delivery of high-quality vocational education and training.

We take a responsive, place-based approach that enables collaboration with local stakeholders to address regional workforce priorities. By remaining agile and flexible, we respond to skills needs across our regions, drawing on the depth of knowledge and expertise of our people to achieve strong outcomes for all students.

The College has established strong relationships with a diverse range of Aboriginal Corporations, community groups, businesses and First Nations communities, which are central to CR TAFE's way of working. Through these partnerships, we support training opportunities that align with both industry priorities and community aspirations.

Our approach prioritises on Country meeting places for training delivery to support trust-building and relationship development. Where appropriate, learners are supported to transition into campus-based learning. Through the co-design and delivery of qualifications focused on caring for Country and communities, we support community-led learning and development.

Partnership organisations include:

- Ballardong Aboriginal Corporation
- Bundi Yamatji Aboriginal Corporation (BYAC)
- Goldfields Aboriginal Community Services
- Kultju Aboriginal Corporation
- Paupiyala Tjarutja Aboriginal Corporation
- Tjiwarl Aboriginal Corporation
- Yamatji Southern Regional Council
- Yued Aboriginal Corporation
- Yugunga Nya Aboriginal Corporation

More than 10,000 students enrol at CR TAFE each year and there are 500 employees. This includes 1,333 students and 40 staff who identify as Aboriginal or Torres Strait Islander in varying roles and levels across the organisation. This contributes to a representative and culturally safe organisation that reflects the communities we serve.

CR TAFE's sphere of influence extends across our staff, students and leadership, and the Aboriginal communities, industry partners and organisations we work with throughout Western Australia. Through education, training and partnerships, we support culturally safe practice, self determined learning pathways and improved education and employment outcomes.

Our vision is to be the future focused training and skills provider for all.

Our purpose is to equip people for employment opportunities through training and skill development, now and for the future.

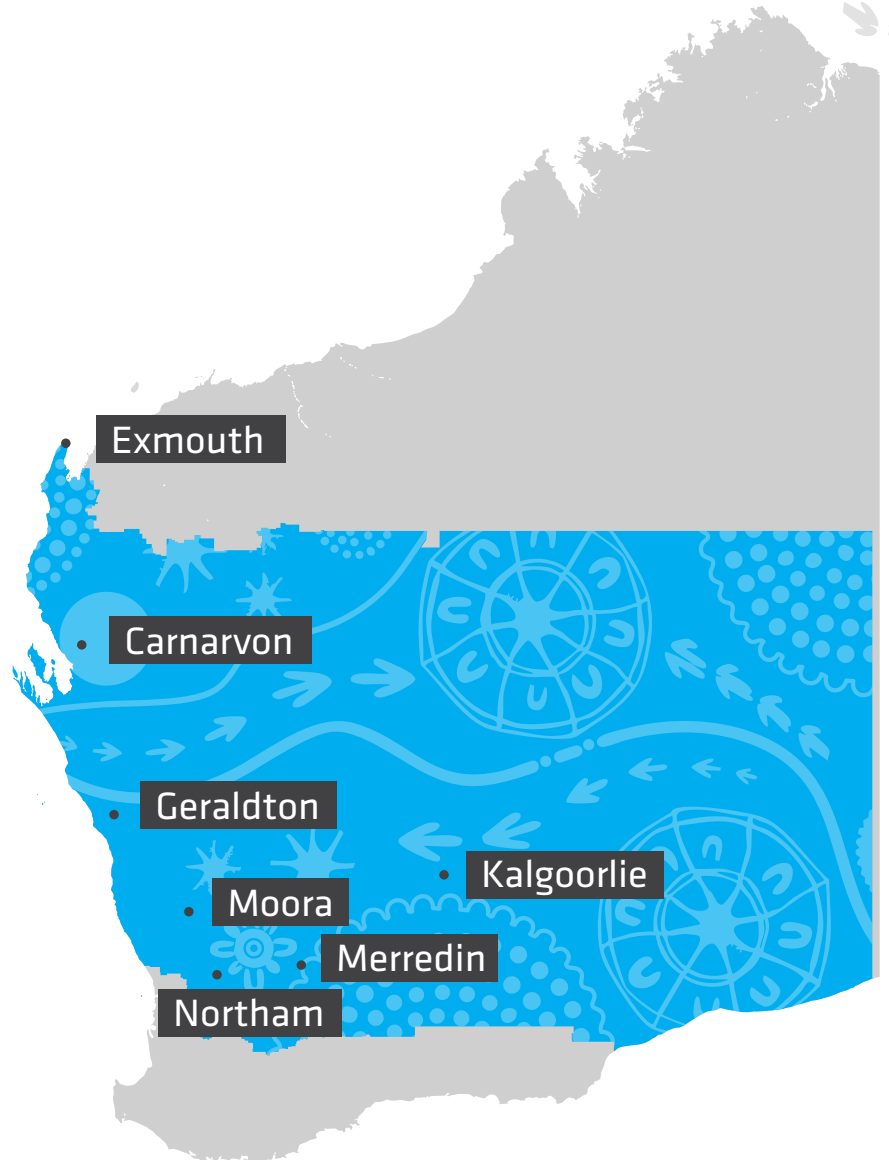


Image: Yamaji Art "Emu Eggs", Geraldton, Western Australia. Image credit: Central Regional TAFE





Our RAP Journey

Central Regional TAFE's Innovate Reconciliation Action Plan (RAP) aligns with the framework and methodology provided by Reconciliation Australia and reflects our ongoing commitment to working in partnership with Aboriginal and Torres Strait Islander peoples.

Key achievements during our previous Innovate RAP period include the strengthening of relationships with Aboriginal communities, Aboriginal Corporations and community-controlled organisations across our regions. Through these partnerships, the College has expanded opportunities for on Country engagement, co-design and community-led learning, particularly through qualifications focused on caring for Country and communities. These approaches have supported trust building, culturally safe training delivery and more responsive pathways into education, training and employment.

CR TAFE has continued to embed reconciliation into organisational practice. This includes the ongoing implementation of our Aboriginal Training Plan, increased visibility of Aboriginal culture through artwork and visual identity, and regular celebration of National Reconciliation Week and NAIDOC Week across campuses. These initiatives have contributed to greater awareness, cultural learning and engagement among staff and students. Progress has also been made in building a more representative workforce, with Aboriginal and Torres Strait Islander staff now making up nine per cent of the College's employees.

The implementation period has not been without challenges. Operating across a vast geographic footprint with diverse communities has required flexibility, time and sustained relationship-building. Ensuring consistency of culturally safe practice across regions, managing competing organisational priorities, and supporting staff capability and capacity have highlighted the need for stronger coordination, clearer accountability and ongoing cultural learning. These challenges have reinforced the importance of listening, adapting and allowing sufficient time for relationships and initiatives to mature.

Importantly, these learnings have informed how CR TAFE approaches reconciliation moving forward. The past two years have strengthened our understanding of the diversity within Aboriginal communities across the four regions in which we operate and highlighted the value of self-determination, local leadership and genuine partnership. This next Innovate RAP builds on these foundations, acknowledging both achievements and challenges, and reflects our commitment to deepening impact, strengthening practice and continuing the journey of reconciliation with honesty, respect and purpose.

Development of our RAP

Following the successful implementation of CR TAFE's first Innovate Reconciliation Action Plan, the RAP Working Group continued discussions on the creation of the second Innovate RAP. Under the sponsorship of our RAP Champion, the Managing Director, and led by the Director Client Experience, the working group included lecturing and non-lecturing staff, both Aboriginal and non-Indigenous.

The RAP Working Group (RWG) collaborated to work effectively as a group ensuring there was a mix of representation from each campus region. The outcome was to ensure the RAP remained regionally relevant but was cohesive as a single organisational RAP.

As monitoring of the RAP progressed, the RWG split into groups, each focusing on a particular pillar and worked collaboratively with various team members across the College to ensure appropriate deliverables for an Innovate RAP.

The RAP Working Group Members

Of the eighteen members of the RAP Working Group, ten members identify as being Aboriginal or Torres Strait Islander persons. The RAP Working Group includes members of the Aboriginal Training Champions Club and other interested staff.

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 Aboriginal staff representatives, as well as senior representatives from Aboriginal communities in each of our major regions.

The draft RAP is submitted to the AAG for its review prior to 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-Indigenous 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 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.

The Aboriginal Training Champions Club proudly recognises the remarkable achievements of Aboriginal students, who serve as inspiring role models 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).

The roles of Aboriginal Champions are awarded based on how staff members work and interact with Aboriginal and/or Torres Strait Islander peoples, on campus or within the community, regardless of whether their role is one that is specifically defined as one that works with First Nations peoples or otherwise. It is how staff ‘go about’ working together with First Nations peoples and how they seek the opportunity to engage, interact with and support Aboriginal cultures which leads to nomination.

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.

Each year, those 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.

For 2025, staff members welcomed into the Aboriginal Champions Club Hall of Fame were:

- Charlie Collard
- Katie Clune

Charlie Collard, Coordinator Aboriginal Training, has over 20-year’s experience in student support and training development and has played a key role in Aboriginal training programs across the Midwest / Murchison.

Katie Clune, Lecturer Education Support, has been working with and teaching Aboriginal groups and individuals over many years. Katie was made a member of the champions club in 2017.



2025 Hall of Fame inductee Charlie Collard (middle), cutting the 2025 NAIDOC cake alongside Craig Jerrard (left) and Rheann Van Tiel (right), 2023 and 2024 Hall of Famers respectively.

Image: Lake Ballard Salt Lake,
Goldfields, Western Australia.
Image credit: Imagevixen /
Shutterstock.com.

Learnings and Challenges

Over the implementation of our previous Reconciliation Action Plans, Central Regional TAFE has strengthened its understanding of what meaningful reconciliation looks like in practice. We have made progress across relationships, respect, opportunities and governance, while also learning valuable lessons about the time, resources and cultural capability required to embed reconciliation sustainably across a large, diverse organisation.



Key achievements during earlier RAP periods included increased engagement with Aboriginal communities and organisations, greater visibility of Aboriginal cultures across campuses, and strengthened support for Aboriginal and Torres Strait Islander students and staff. Initiatives such as the Aboriginal Training Plan, artwork and visual identity, on-Country engagement, and regular participation in National Reconciliation Week and NAIDOC Week helped build awareness and momentum for reconciliation across the College.

At the same time, CR TAFE encountered challenges that prompted reflection and learning. Operating across a vast geographic footprint with regionally distinct communities highlighted the need for more locally responsive and place based approaches. While relationships were developing, we recognised that trust building takes time and requires ongoing, consistent engagement rather than one off activities. Ensuring continuity of connection, particularly in the context of staff turnover and changing roles, was an ongoing challenge.

Internally, we also learned that awareness alone is not sufficient to achieve lasting change. Varying levels of cultural confidence and capability among staff reinforced the need for clearer guidance, stronger accountability, and more consistent cultural awareness and induction processes. During the previous RAP period, CR TAFE identified that the development of a whole of organisation cultural competency strategy was not progressed. This highlighted the need for a more structured, consistent approach to supporting staff cultural capability across the employment lifecycle. As a result, the development and implementation of a whole of organisation cultural competency strategy has been prioritised

as a key action in this Innovate RAP. Embedding reconciliation into everyday systems, policies and decision making requires clearer structures, leadership ownership and better communication across the organisation.

These learnings directly informed the design of this second Innovate RAP. In response, CR TAFE has prioritised actions that strengthen governance, clarify responsibilities and support consistent implementation, such as clearer Terms of Reference for the RAP Working Group and regular reporting mechanisms. The inclusion of Cultural Competency Guidelines, Cultural Protocols, and location specific Cultural Awareness inductions reflects our recognition that culturally safe practice must be embedded, not assumed.

Similarly, challenges in sustaining engagement and translating intent into outcomes informed the development of new actions that focus on student success principles, Aboriginal employment and procurement strategies, community-led learning, and stronger communication of positive stories and outcomes. These initiatives reflect a shift from awareness-raising to action-driven approaches that support self-determination, opportunity and measurable impact.

This Innovate RAP represents CR TAFE's commitment to learning from experience, adapting our approaches and continuing to progress reconciliation in meaningful, practical ways. By acknowledging both achievements and challenges, we aim to strengthen our contribution to reconciliation and ensure our actions remain responsive, respectful and grounded in partnership.

Our Key Commitments

Relationships

- Cultural Competency Guidelines.
- Aboriginal Engagement Plan.
- Host events for Reconciliation WA (RWA) and NAIDOC Weeks.
- Anti-Discrimination Policy.
- Culturally safe meeting and learning spaces.

Respect

- CR TAFE staff location-specific Cultural Awareness Induction.
- CR TAFE Cultural Protocol and Welcome to Country Guidelines.
- Community Elder and or Aboriginal and Torres Strait Islander Liaison at each main campus.
- 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.
- Aboriginal and Torres Strait Islander buildings/rooms on each campus to incorporate names using the local Aboriginal language.

Opportunities

- Aboriginal and Torres Strait Islander Student Success Principles and Guidelines to be embedded and implemented across the student journey lifecycle.
- Benchmarks to update social media platforms and website to display Aboriginal and Torres Strait Islander good news stories, events and information.
- Aboriginal Employment Strategy and Recruitment Program.
- Aboriginal and Torres Strait Islander procurement strategy
- CR TAFE Aboriginal Support Service Communication Strategy.
- Industry/community funded scholarships for Aboriginal and Torres Strait Islander students.
- Aboriginal Student Placement Program in higher level courses.

Governance

- Reconciliation Action Plan Working Group Terms of Reference.
- Reconciliation Action Plan Working Group.
- CR TAFE Cultural Awareness Training review and report to all staff and senior leaders quarterly.
- CR TAFE Aboriginal Advisory Group.
- Aboriginal Training Plan.
- Annual RAP Impact Survey completed and submitted to Reconciliation Australia.
- Participation in Reconciliation Australia's biennial Workplace RAP Barometer.

*Image: Hippo's Yawn, Hyden, Western Australia.
Image credit: Marcella Miriello / Shutterstock.com.*



Student and Lecturer Journeys

The following student and staff journeys provide practical examples of how CR TAFE's reconciliation commitments are supporting meaningful education and employment outcomes.



Lana Danischewsky (left) receiving her Award for Midwest Aboriginal Student of the Year 2025, at the Queens Park Theatre Geraldton, in March 2026, with Director Client Experience, Carrie Puzzar.

Lana Danischewsky - Winner of Midwest Aboriginal Student of the Year 2025

Lana Danischewsky first approached CR TAFE in early 2024 to enquire about course options and commenced study that same day in the dual Certificate IV in Community Services and Youth Work. Building on this foundation, Lana went on to complete three Diplomas in Community Services, Youth Work and Counselling in 2025.

Throughout her studies, Lana demonstrated consistent professionalism, commitment and a genuine passion for supporting others. She approached both the theoretical and practical components of her training with care and diligence, earning the respect of her peers and lecturers through her reliability, humility and strong work ethic.

Lana brought a calm, grounded presence to group learning and work placement settings, embodying the values of the community services sector and contributing positively to team environments. Her achievements were recognised when she was named the Midwest Aboriginal Student of the Year 2025 and invited to speak at NAIDOC Week events, reflecting her leadership and emerging impact as a community practitioner.

Empowering Future Leaders: The Aboriginal and Torres Strait Islander Education Officers Program

Over the past two years, a group of determined and passionate Aboriginal and Torres Strait Islander Education Officers embarked on a transformative journey to gain the Certificate III in School Based Education Support, strengthening their capacity to support students, schools and communities. Participants brought cultural knowledge, lived experience, and strong commitment to education into both their studies and professional roles.

Through the program, students developed skills in literacy support, cultural education, mentoring and classroom engagement. Beyond technical competencies, participants emerged as role models within their schools, supporting culturally safe and inclusive learning environments for Aboriginal and non-Indigenous students alike.

The impact of the program has been reflected in improved student engagement, stronger relationships with families and communities, and increased Aboriginal representation within school settings. This initiative demonstrates the value of culturally responsive training and collaboration between education providers, schools and communities, and highlights how targeted pathways can support Aboriginal and Torres Strait Islander leadership in education.

Lecturer profile: Katie Clune

Katie Clune, Lecturer Education Support, has worked with Aboriginal students and communities for many years across a range of training programs. Katie has been a member of the Aboriginal Training Champions Club since 2017 and was recognised with the Lecturer of the Year Award at the 2025 CR TAFE Staff Recognition Awards.



Lecturer Katie Clune with students studying the Certificate III in School Based Education Support in 2024/2025

Student and Lecturer Journeys



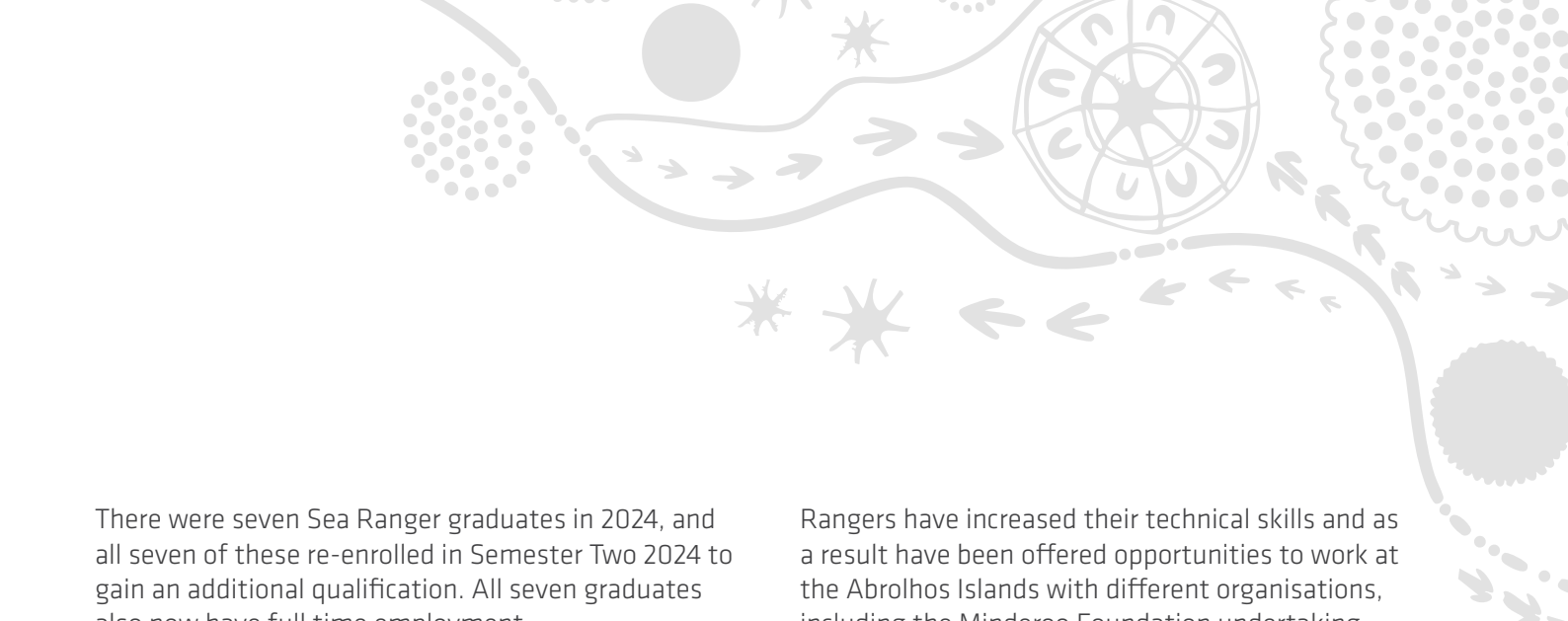
BYAC Ranger Andrew Ronan deploying the Baited Remote Underwater Video Survey equipment.

Yamatji Sea Rangers Program (Building Yamatji Nation marine park management capabilities - a Bundi Yamatji Aboriginal Corporation (BYAC) and Batavia Coast Maritime Institute (BCMI) collaboration)

Central Regional TAFE, in collaboration with Bundi Yamatji Aboriginal Corporation and funded by an Australian Government Our Marine Parks Grant, developed a training program to assist emerging Yamatji Sea Rangers build their capacity to manage their traditional Sea Country, understand the biocultural values of the Abrolhos Marine Park, and be active participants in its management.

The collaboration provided classroom-based training in marine operations, scientific research, and monitoring at Batavia Coast Maritime Institute (BCMI), which was reinforced through practical on-Country training using the Marine Training Vessel Master Class alongside Elders' knowledge and guidance. The training program delivered technical skills required for marine conservation and ecosystem management and focused on vital soft skills like communication, teamwork and time management.

By encompassing technical and soft skills, the program equips participants with a well-rounded skill set, enhancing their employability and effectiveness as Sea Rangers. Integrating traditional Aboriginal knowledge and contemporary scientific practice in the training curriculum is a two-way learning model that respects and values the cultural heritage of the Yamatji peoples while ensuring the training is relevant and applicable to modern conservation efforts.



There were seven Sea Ranger graduates in 2024, and all seven of these re-enrolled in Semester Two 2024 to gain an additional qualification. All seven graduates also now have full time employment.

The BYAC-BCMI collaboration's success stems from the unique synergy between BCMI's experience in the Houtman Abrolhos Islands and BYAC's commitment to caring for their Land and Sea Country. BCMI's established operations in fields including Maritime, Conservation and Ecosystem Management, Aquaculture, and Environmental Science, coupled with its close collaboration with organisations such as the Department of Biodiversity Conservation and Attractions (DBCA), Department of Primary Industries and Regional Development (DPIRD), University of Western Australia (UWA) and the Museum of Western Australia, have been instrumental in creating a solid foundation for this project. This collaboration has been further strengthened with funding from the Australian Governments Sea Country Indigenous Protected Areas Program and Our Marine Parks Grant Program.

A key factor in the success of this collaboration is the support structure established for students prior to course commencement. Recognising that the path to completing the training program can be challenging, especially for those new to such formal educational and training settings, BCMI's support system ensures that all students receive the encouragement and assistance they need. This holistic support model goes beyond traditional educational frameworks, acknowledging and addressing the broader needs of the students.

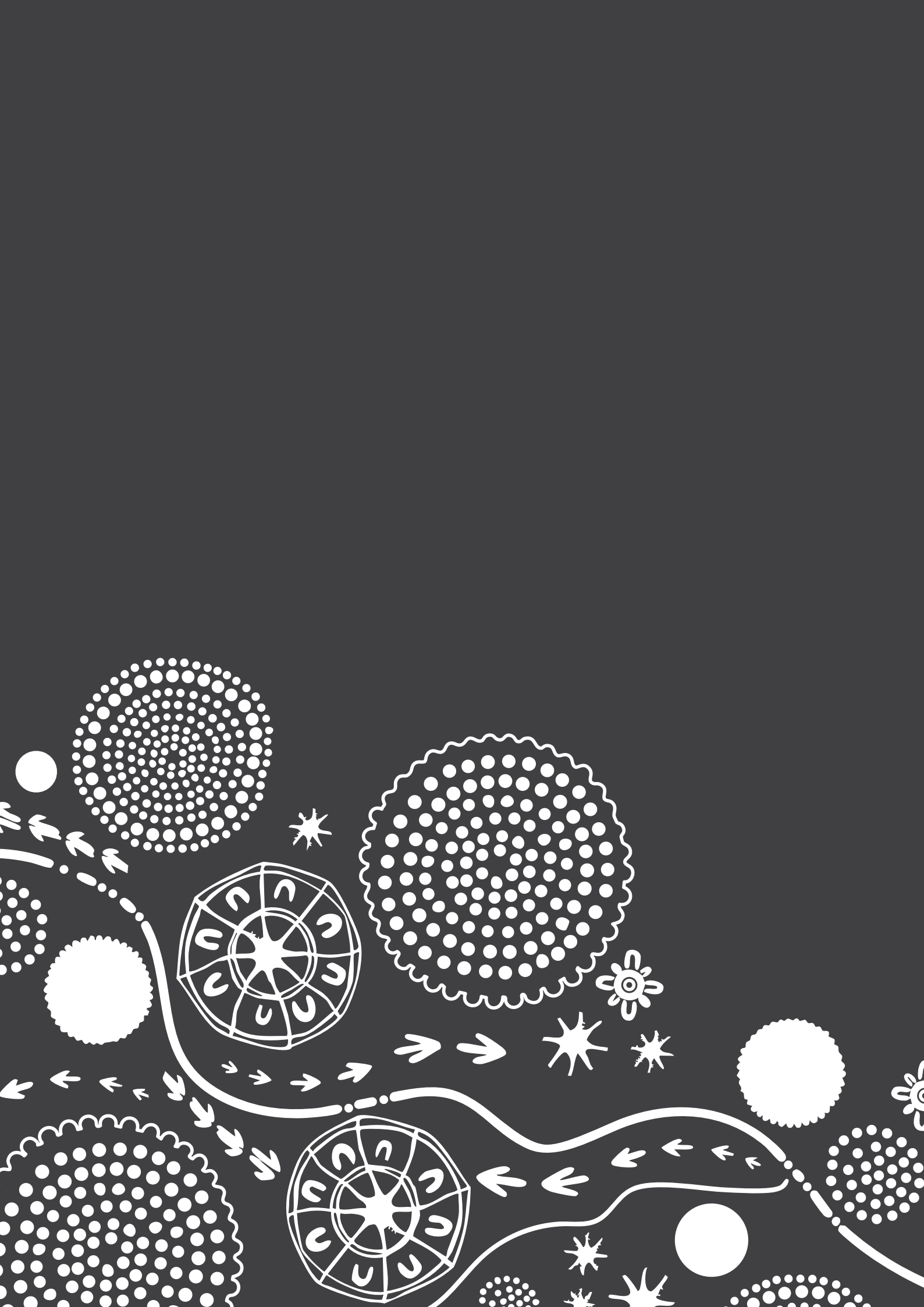
The training outcomes of the project have been designed so that students achieve qualifications and skill sets that are both nationally recognised and culturally pertinent. Students have been awarded qualifications in Conservation & Ecosystem Management, Leadership, Coxswains, and SCUBA diving.

Rangers have increased their technical skills and as a result have been offered opportunities to work at the Abrolhos Islands with different organisations, including the Minderoo Foundation undertaking eDNA surveys and DBCA on sealion surveys and Parks Australia supporting scientific surveys of rock lobsters north of the Abrolhos Islands in the Abrolhos Australian Marine Park offshore.

Furthermore, the educational outreach component of the project, involving schools in the Indigenous Land Use Agreement (ILUA) area, is paving the way for future generations of Yamatji peoples to engage in Sea Country management including within the marine park.

BYAC-BCMI collaboration integrates traditional and modern knowledge systems, creating a model that can be adapted for various industries. This approach involves identifying and working with Indigenous or local communities, developing culturally sensitive training programs, and integrating traditional and modern knowledge systems. CR TAFE are extending this model across Western Australia's Midwest and exploring opportunities in Gascoyne and Wheatbelt regions. For example, CR TAFE is offering Certificate I in Tourism (Australian Indigenous Culture) to various Aboriginal Corporations across the Midwest and Gascoyne regions using a similar collaboration model.

The collaboration between BYAC and BCMI, through the Aboriginal Sea Ranger Project, is a testament to effective industry collaboration. The project was developed to provide hands-on, culturally sensitive training which is accessible and directly relevant to the Yamatji peoples and delivered outcomes that support the ongoing management and health of Australian Marine Parks, but also showcases what can be achieved with respectful, two-way collaboration.



Central Regional TAFE's 2nd Innovate Reconciliation Action Plan



Relationships



Strong, respectful relationships are central to Central Regional TAFE's reconciliation journey and to our vision of embedding reconciliation into everyday practice. Over previous RAP periods, we have strengthened connections with Aboriginal and Torres Strait Islander communities, organisations and stakeholders across our regions, learning that trust based relationships require consistency, cultural safety and genuine partnership over time.

This Innovate RAP focuses on deepening and sustaining these relationships through more structured engagement, shared responsibility and visible leadership. The actions within this pillar support mutually beneficial partnerships that inform culturally responsive training, promote positive race relations and recognise the diversity of communities across our geographic footprint.

Building on progress already made—such as increased community engagement, participation in National Reconciliation Week and NAIDOC Week, and the development of culturally safe spaces—this pillar introduces actions that formalise engagement practices, strengthen governance, expand culturally safe environments and support networks for Aboriginal staff and students.

Through these actions, CR TAFE aims to strengthen trust, support self determined engagement and ensure relationships contribute directly to improved education, employment and community outcomes, while fostering cultural understanding and shared accountability across the organisation.

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.

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

Deliverables	Timeline	Responsibility
Continue to participate in Reconciliation WA (RWA) activities and events with increased participation by management.	May/June 2026, 2027	Lead: Manager Student Support Services
Consult with Community to develop guiding principles for engagement with Aboriginal stakeholders and organisations.	June 2026	Lead: Director Business Development & Strategic Partnerships Support: Coordinator(s) Aboriginal Training
Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations.	June 2027	Lead: Director Business Development & Strategic Partnerships Support: Coordinator(s) Aboriginal Training

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

Deliverables	Timeline	Responsibility
Circulate Reconciliation Australia/WA resources and reconciliation materials to our staff.	May/June 2026, 2027	Lead: Coordinator Aboriginal Student Support
RAP Working Group members to participate in an external NRW event.	May/June 2026, 2027	Lead: Director Client Experience
Encourage and support staff, senior leaders and students (where possible) to participate in at least one external event to recognise and celebrate NRW.	May/June 2026, 2027	Lead: Director Client Experience
Continue to organise at least one internal NRW event, inviting external stakeholders and promote via college calendar.	May/June 2026, 2027	Lead: Manager Student Support Services Support: Team Leader Marketing & Communications
Register all our NRW events on Reconciliation Australia's NRW website.	May/June 2026, 2027	Lead: Events and Communications Officer

Relationships



ACTION 3. Promote reconciliation through our sphere of influence.

Deliverables	Timeline	Responsibility
Raise awareness of reconciliation across our workforce via events and regular updates on achievements and challenges.	Ongoing (review June 2027)	Lead: Director Client Experience
Continue to communicate our commitment to reconciliation publicly.	May 2026, 2027	Lead: Director Client Experience
Lead by example to positively influence our external stakeholders to drive reconciliation outcomes.	May 2026, 2027	Lead: Director Client Experience
Continue to collaborate with Reconciliation Australia/WA and other like-minded organisations to develop ways to advance reconciliation.	Ongoing (review June 2027)	Lead: Director Client Experience

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

Deliverables	Timeline	Responsibility
Engage with Aboriginal and Torres Strait Islander staff and advisors to consult on our anti-discrimination policy.	June 2026	Lead: Director Capability People & Culture Support: Manager People & Culture
Update HR policies and procedures to strengthen anti-discrimination provisions.	September 2026	Lead: Director Capability People & Culture Support: Manager People & Culture
Educate senior leaders on the effects of racism.	September 2026	Lead: Director Capability People & Culture Support: Manager People & Culture
Strengthen awareness and understanding of anti-discrimination policies and procedures through targeted staff communications and ongoing training initiatives.	August 2027	Lead: Director Capability People & Culture Support: Manager People & Culture

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

Deliverables	Timeline	Responsibility
Create Aboriginal Learning Centre (ALC) at Kalgoorlie to complement Geraldton and Northam's ALCs.	April 2027	Lead: Director Business Development and Strategic Partnerships
Ensure all Aboriginal staff have access to existing ALC's (where available) as a culturally safe space.	Ongoing	Lead: Director Business Development & Strategic Partnerships
Increase Aboriginal staff representation in all ALC's.	June 2027	Lead: Director Business Development & Strategic Partnerships
Support pathways to lecturing for Aboriginal learners in the qualification Certificate III in Mentoring Aboriginal and/or Torres Strait Islander People by providing opportunities for learners to complete practical course components at the College.	June 2026, 2027	Lead: Executive Director Training Strategy and Development
Employ Aboriginal and Torres Strait Islander Lecturers.	Ongoing (review June 2027)	Lead: Executive Director Training Strategy and Development
Create and deliver a face-to-face Presenters Skill Set workshop specifically catering to Aboriginal and Torres Strait Islander Community members.	December 2026	Lead: Director Training Profile Operations
Engage with Traditional Owners, Aboriginal advisors and staff to inform the development and implementation of a cultural competency strategy that supports staff throughout their employment journey.	December 2026	Lead: Director Capability, People & Culture Support: Manager People & Culture
Embed and expand CRTs Aboriginal branding across all campuses, including buildings, vehicles, environmental spaces.	May 2028	Lead: Manager Assets, Amenities and Sustainability

Respect



Respect is fundamental to Central Regional TAFE's commitment to reconciliation and central to creating culturally safe learning and working environments. Over previous RAP periods, we have increased awareness of Aboriginal and Torres Strait Islander cultures, histories and protocols across the organisation, and strengthened visibility of culture across our campuses.

This Innovate RAP builds on that progress by strengthening consistency, cultural capability and accountability. The actions within this pillar focus on embedding respect into everyday practice through clearer cultural protocols, location specific cultural awareness, engagement with Elders and local Aboriginal representatives, and the respectful representation of Aboriginal and Torres Strait Islander peoples, cultures and languages across our environments and communications.

By moving beyond awareness-raising to more structured and locally informed approaches, this pillar supports staff and students to engage respectfully and confidently, while acknowledging Country, valuing cultural knowledge and recognising the diversity of communities across our regions.

Through this work, CR TAFE aims to foster culturally safe spaces where Aboriginal and Torres Strait Islander peoples feel respected, welcomed and supported, while strengthening understanding, accountability and shared responsibility for respect across the organisation.

Focus area

Students are at the centre 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.

ACTION 6. Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledges, and rights through cultural learning.

Deliverables	Timeline	Responsibility
Conduct a review of cultural learning needs within our organisation to assess progress.	November (annually)	Lead: Manager People & Culture
Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy.	December 2026	Lead: Director Business Development & Strategic Partnerships Support: Director Capability, People & Culture
Provide opportunities for all staff including RAP Working Group members and other key leadership staff to participate in formal and structured cultural learning.	April 2027, 2028	Lead: Director Capability, People & Culture Support: Manager People & Culture
Develop a cultural competency strategy to be implemented through the employment journey of all staff.	May 2027, 2028	Lead: Director Capability, People & Culture

ACTION 7. Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.

Deliverables	Timeline	Responsibility
Increase staff understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	September 2026, 2027	Lead: Director Client Experience
Review and update a cultural protocol document, including protocols for Welcome to Country and Acknowledgement of Country.	June 2026, 2027	Lead: Director Client Experience
Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	Ongoing (review June 2026, 2027)	Lead: Manager Student Support Services
Review the inclusion of an Acknowledgement of Country or other appropriate protocols, at the commencement of meetings.	July 2026, 2027	Lead: Manager Governance and Integrity

Respect



ACTION 8. Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.

Deliverables	Timeline	Responsibility
Review HR policies and procedures to remove barriers to staff participating in NAIDOC Week.	May 2026, 2027	Lead: Manager People & Culture
Promote and encourage participation in external NAIDOC celebrations with an all-staff communication.	June 2026, 2027	Lead: Managing Director
Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week. CRT internal activities occur in September for maximum engagement.	July/September 2026, 2027	Lead: Manager Student Support Services
Supporting Aboriginal and Torres Strait Islander led events and initiatives.	July 2026, 2027	Lead: Managing Director
RAP Working Group to participate in an external NAIDOC Week event.	July 2026, 2027	Lead: Director Client Experience
Managing Director and senior leaders of the college to participate in at least one NAIDOC Week activity.	July/September 2026, 2027	Lead: Managing Director

ACTION 9. Strengthen the cultural safety of our organisation to improve CR TAFE’s standing as a culturally safe employer and training facility for Aboriginal and Torres Strait Islander peoples.

Deliverables	Timeline	Responsibility
Include mandatory 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 2026, 2027	Lead: Manager People & Culture
Staff Cultural Awareness training to include mandated Public Sector Commission course (annually) and local College cultural awareness training for each of CR TAFE’s regions biennially.	July 2026, 2027	Lead: Manager People & Culture
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.	June 2027	Lead: Director Capability, People & Culture Support: Manager People & Culture
Increase presence and availability of Elders and / or Aboriginal and Torres Strait Islander Liaison Officers at each main campus to support cultural engagement and student wellbeing.	June 2027	Lead: Director Business Development and Strategic Partnerships Support: Coordinator(s) Aboriginal Training
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 2026, 2027	Lead: Manager Student Support Services Support: Team Leader Marketing & Communications
Enhance and develop training resources and marketing materials that are culturally appropriate for Aboriginal and Torres Strait Islander students.	July 2027	Lead: Manager Student Support Services Support: Lecturer Aboriginal Education & Training
Implement the naming of buildings and rooms across each campus using local Aboriginal languages, ensuring correct pronunciation is included beneath each name to promote cultural respect and understanding.	November 2027	Lead: Director Capability, People & Culture Support: Manager Assets, Amenities and Sustainability

Opportunities



Opportunities are central to Central Regional TAFE's commitment to reconciliation and to supporting self-determination for Aboriginal and Torres Strait Islander peoples. Over previous RAP periods, we have strengthened student support, increased visibility of positive stories and outcomes, and made progress in building pathways into education, training and employment.

This Innovate RAP focuses on expanding and systematising these opportunities across the student journey and workforce lifecycle. The actions within this pillar are designed to improve access, participation and success through clearer student success principles, strengthened communication, targeted employment and procurement strategies, and practical pathways such as placements and scholarships.

By moving from individual initiatives to coordinated, organisation-wide approaches, this pillar aims to address barriers, support aspiration and translate education into meaningful employment and economic participation. These actions align directly with our vision of embedding reconciliation into everyday practice and ensuring Aboriginal and Torres Strait Islander peoples can shape and benefit from the opportunities education and training provide.

Through this work, CR TAFE seeks to create sustainable pathways that benefit individuals, communities and industry, while strengthening equity, inclusion and long-term outcomes across our regions.

Focus area

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

ACTION 10. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.

Deliverables	Timeline	Responsibility
Use and regularly review HR statistics to build an understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	June 2026, 2027	Lead: Manager People & Culture
Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention, and professional development strategy.	September 2026, 2027	Lead: Manager People & Culture
Maintain and apply Aboriginal and Torres Strait Islander branded recruitment advertising styles across CRTAFE job vacancies and regularly review their effectiveness in attracting Aboriginal and Torres Strait Islander applicants.	Ongoing (review December 2026, 2027)	Lead: Manager People & Culture Support: Team Leader Marketing & Communications
Advertise in areas more prominent for Aboriginal and Torres Strait Islander audiences (print, social media, noticeboards).	June 2026, 2027	Lead: Manager People & Culture Support: Team Leader Marketing & Communications
Review and evaluate the impact of our Aboriginal and Torres Strait Islander Employment Strategy and recruitment activities.	December 2026, 2027	Lead: Manager People & Culture
Continue use of Section 50D of Equal Opportunity Act 1984 (WA) to identify and review specific jobs as requiring an Aboriginal or Torres Strait Islander person, as a genuine occupational requirement.	Ongoing (review December 2026, 2027)	Lead: Manager People & Culture
Continue use of Section 51 of Equal Opportunity Act 1984 (WA) to encourage Aboriginal and Torres Strait Islander peoples to apply, stated in all recruitment advertising, to increase Aboriginal and Torres Strait Islander representation in all areas of the workforce.	Ongoing (review December 2026, 2027)	Lead: Manager People & Culture

Opportunities



ACTION 10. Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.

Deliverables	Timeline	Responsibility
Continue regular review of HR and recruitment procedures and policies to ensure there are no barriers to Aboriginal and Torres Strait Islander people's participation in our workplace.	December 2026, 2027	Lead: Manager People & Culture
Consider new environments and strategies for interview processes and have an Aboriginal staff member or community member present on the interviewing panel.	June 2026, 2027	Lead: Manager People & Culture
Develop strategies to recruit Aboriginal and Torres Strait Islander Lecturers.	January 2027	Lead: Director Training Profile Operations Support: Director Training Employment Pathways
Develop strategies to provide support to deliver Training and Assessment (TAE) qualifications to Aboriginal and Torres Strait Islander students.	January 2027	Lead: Director Training Profile Operations
Provide increased opportunities for in-person and individualised support for Aboriginal and Torres Strait Islander staff. This includes mentoring, coaching, and culturally safe learning environments that honour diverse learning styles and experiences.	January 2027	Lead: Manager People & Culture

ACTION 11. Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.

Deliverables	Timeline	Responsibility
Investigate Supply Nation membership.	June 2026	Lead: Chief Finance Officer
Encourage local Aboriginal Businesses to join the Aboriginal Business Directories that are available and accessed by CRT.	June 2026, 2027	Lead: Director Business Development and Strategic Partnerships Support: Manager(s) Industry Engagement
Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	October 2026	Lead: Chief Finance Officer Support: Manager Assets, Amenities & Sustainability
Make Aboriginal and Torres Strait Islander Business Directory links available to access via the College Intranet.	October 2026	Lead: Chief Finance Officer Support: Manager Assets, Amenities & Sustainability
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 2026	Lead: Chief Finance Officer Support: Manager Assets, Amenities & Sustainability
Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	October 2026	Lead: Chief Finance Officer Support: Manager Assets, Amenities & Sustainability
Continue to monitor an Aboriginal and Torres Strait Islander procurement strategy which complies with the State Government Aboriginal procurement guidelines.	September 2027	Lead: Chief Finance Officer Support: Manager Assets, Amenities & Sustainability

Opportunities



ACTION 12. Improve Aboriginal and Torres Strait Islander student enrolments, completions and opportunities.

Deliverables	Timeline	Responsibility
Engage with stakeholders to explore further opportunities for industry/ community funded scholarships for Aboriginal and Torres Strait Islander students.	July 2026, 2027	Lead: Manager Student Support Services Support: Manager(s) Industry Engagement
Review current enrolment processes to identify and remediate any barriers for Aboriginal and Torres Strait Islander students to enrol into qualifications across all portfolios.	September 2026, 2027	Lead: Manager Student Business Systems Support: Manager Student Support Services
Continue to develop, promote, and embed an Aboriginal Training Plan across all Central Regional TAFE Campuses.	September 2026, 2027	Lead: Director Training Profile Operations
Set benchmarks to update social media platforms and website to display Aboriginal and Torres Strait Islander good news stories, events, and information.	September 2026	Lead: Manager Student Support Services Support: Team Leader Marketing & Communications
Develop and expand the Identified Aboriginal Student Placement Program in higher level courses.	December 2026	Lead: Director Training Profile Operations
Continue Sea Ranger program in collaboration with Yamatji Southern, and establish employment based Civil and White Card training for Resources Industry in Leonora and Laverton.	January 2027	Lead: Manager(s) Industry Engagement Support: Coordinator(s) Aboriginal Training
Review impact of communication strategies to improve awareness of college support services for Aboriginal and Torres Strait Islander students.	October 2027	Lead: Manager Student Support Services Support: Coordinator Aboriginal Student Support
Recruit Aboriginal and Torres Strait Islander lecturers for the delivery of cultural content.	December 2027	Lead: Managing Director Support: Director Training Profile Operations

ACTION 12. Improve Aboriginal and Torres Strait Islander student enrolments, completions and opportunities.

Deliverables	Timeline	Responsibility
Develop guidelines to provide for tandem teaching or supervision by TAE qualified Lecturers for Aboriginal and Torres Strait Islander Lecturers without formal qualifications.	December 2027	Lead: Director Training Profile Operations Support: Director Training Employment Pathways
Establish and develop entry level course offerings that prepare Aboriginal and Torres Strait Islander learners for further training and employment.	February 2028	Lead: Director Training Profile Operations Support: Coordinator(s) Aboriginal Training

Governance



ACTION 13. Establish and maintain an effective RAP Working Group (RWG) to drive governance of the RAP.

Deliverables	Timeline	Responsibility
Maintain Aboriginal and Torres Strait Islander representation on the RWG.	May 2026, 2027	Lead: Director Client Experience
Establish and apply a Terms of Reference for the RWG.	May 2026, 2027	Lead: Director Client Experience
RWG meet at least four times per year to drive and monitor RAP implementation.	February, May, August, November, Annually	Lead: Director Client Experience

ACTION 14. Establish a network of Aboriginal and Torres Strait Islander staff across the organisation.

Deliverables	Timeline	Responsibility
Schedule monthly staff Yarning Meetings and provide mentoring programs to boost retention of Aboriginal and Torres Strait Islander staff.	September 2026	Lead: Director Client Experience Support: Manager People & Culture
Create opportunities for Aboriginal staff to travel to other campuses to engage and collaborate with other staff.	January 2027	Lead: Executive Director Training Strategy and Development
Maintain a Teams channel so Aboriginal and Torres Strait Islander staff at all campuses can interact and share ideas and experiences.	April 2027, 2028	Lead: Director Client Experience



ACTION 15. Provide appropriate support for effective implementation of RAP commitments.

Deliverables	Timeline	Responsibility
Define resource needs for RAP implementation.	May 2026	Lead: Director Client Experience
Provide appropriate support for effective implementation of RAP commitments by appointing and maintaining an internal RAP Champion from senior management.	May 2026, 2027	Lead: Managing Director
Engage senior leaders and other staff in the delivery of RAP commitments.	June 2026	Lead: Managing Director
Define and maintain appropriate systems and capability to track, measure and report on RAP commitments.	June 2026	Lead: Director Client Experience

Governance



ACTION 16. Build accountability and transparency through reporting RAP achievements, challenges, and learnings both internally and externally.

Deliverables	Timeline	Responsibility
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 2026, 2027	Lead: Director Client Experience
Report RAP progress to all staff and senior leaders.	June, December 2026, 2027	Lead: Director Client Experience
Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Survey.	August 2026, 2027	Lead: Director Client Experience
Continue participating in Reconciliation Australia's biennial Workplace RAP Barometer.	September 2026	Lead: Director Client Experience
Complete and submit the annual RAP Impact Survey to Reconciliation Australia.	30 September 2026, 2027	Lead: Director Client Experience
Publicly report our RAP achievements, challenges, and learnings, annually (AAG, Annual Report).	December 2026, 2027	Lead: Director Client Experience
Attend the Midwest RAP Network, reporting back to them on collaboration and related activities.	Ongoing (review May 2027)	Lead: Director Client Experience
Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	May 2028	Lead: Director Client Experience

ACTION 17. Continue our reconciliation journey by developing our next RAP.

Deliverables	Timeline	Responsibility
Review and refine the next RAP, in line with Governance framework.	September 2027	Lead: Director Client Experience Support: RAP Working Group members
Register via Reconciliation Australia’s website to begin developing our next RAP.	September 2027	Lead: Director Client Experience

ACTION 18. Involve the College Corporate Executive, Governing Council, Committees and staff in ongoing monitoring of RAP achievements challenges and learnings.

Deliverables	Timeline	Responsibility
Present updates about RAP achievements, challenges and learnings to Corporate Executive, Governance Committees and Leadership Network.	Annually	Lead: Director Client Experience Support: RAP Working Group members
Share updates about RAP achievements, challenges and learnings to all staff via the CentraNET.	June/November 2026, 2027	Lead: Director Client Experience
Provide annual RAP update to Governing Council.	December 2026, 2027	Lead: Managing Director Support: Director Client Experience



Central Regional

RTO: 52789

Front Cover:

Image: Daadajaal Dance Group performing a Welcome to Country dance, Northam, Western Australia. Image credit: Central Regional TAFE.

Back Cover:

Image: Mandu Mandu Gorge, Cape Range National Park, Western Australia. Image credit: Jakub Maculewicz / Shutterstock.com.

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