




Reconciliation
ACTION PLAN
STRETCH RAP



TAFE^{NSW}
WESTERN
CHANGING LIVES

TAFE WESTERN
STRETCH
RECONCILIATION
ACTION PLAN
2016—2018



 1300 823 393

 www.tafewestern.edu.au

Artwork: 'Wiradjuri Ngurambang' (Wiradjuri Country)

Artist: Joedie Davis

 Community, Family

 The three rivers within Wiradjuri Country

 The creeks within Wiradjuri Country

'Wiradjuri Ngurambang'

The rivers are the heart of our country, they sustain our life, our connection and our Culture. The veins of Mother Earth, we care for her and she provides for us.

TAFE WESTERN RECONCILIATION ACTION PLAN

“Reconciliation is a long and many layered process, its meaning complex and multi-faceted. Reconciliation means knowing this country’s history and acknowledging the bad as well as the good. It means understanding and embracing difference, of language, of culture, of Law. Reconciliation is about ensuring that Aboriginal and Torres Strait Islander people have their rights as the first peoples of this nation properly recognised and that recognition of those rights ensures them the same life chances as other Australians. Reconciliation is about acknowledging the wrongs of the past and pledging as a nation to right them.”

– Former Chair of NSW State Reconciliation Committee, Linda Burney, 1999

1. TAFE Western’s vision for reconciliation

TAFE Western stands on the lands of the Wiradjuri, Gamilaraay, Ngemba, Muruwari, Barkindji, Wailwan, Wangaaybuwan, Wangamurra, and Yuwaalaraay Peoples. We acknowledge that Aboriginal peoples are the Traditional Custodians of these lands. We recognise the unique, rich and continuous cultures of Aboriginal peoples, the oldest living cultures. TAFE Western recognises the strength, resilience and capacity of Aboriginal peoples and respects Aboriginal Elders past and present. We also acknowledge Torres Strait Islander People, as we do all other peoples, and we acknowledge and pay our respect to our Torres Strait Islander colleagues and students at TAFE Western.

TAFE Western’s vision for reconciliation is that the education and employment outcomes of Aboriginal students will be at least equal to those of non-Aboriginal students; that we make a significant and sustainable difference to the education and employment outcomes of all our students and all their communities, both Aboriginal and non-Aboriginal; that all our staff have a commitment to achieving this aspiration, through mutual respect and the recognition and celebration of Aboriginal peoples and their Cultures.

We will work with our partner organisations and with employers and industry to enhance the achievement of this commitment.

TAFE Western is determined to address the disadvantage caused by the racism and stereotyping Aboriginal peoples experience. To implement the objectives of the *NSW TAFE Commission Act 1990*, TAFE Western will ‘bridge the gap’ by improving:

- access to education and training for Aboriginal peoples
- the literacy and numeracy of our Aboriginal students
- the education and employment outcomes of our Aboriginal students
- the completion of qualifications by our Aboriginal students
- the careers of our Aboriginal staff.

TAFE Western’s approach to Aboriginal education and training is underpinned by four core principles:

- Partnership and engagement with Aboriginal peoples and their Communities
- Innovative delivery to improve access and outcomes for our students
- Developing the Cultural Competence of the whole organisation
- Building the economic independence of Aboriginal peoples but not at the expense of Cultural identity.

TAFE Western values the skills, experience and knowledge of Aboriginal peoples. We are committed to improving educational and employment opportunities of Aboriginal students, by supporting them to achieve their own goals, and improving the retention and career development of Aboriginal staff. TAFE Western is the educational provider of choice for Aboriginal peoples and aspires to be an employer of choice for Aboriginal peoples.

Definition of Aboriginality

In 2015, TAFE Western adopted the definition of Aboriginality expressed through the NSW AECG *Confirmation of Aboriginality (2015)* in full, in relation to both our staff and our students.

This definition is in accordance with the S4 of the NSW *Aboriginal Land Rights Act 1983*. Because it is enshrined in legislation, all staff have a responsibility to ensure that they are familiar with this definition and that they adopt and implement this in relation to their role.

2. TAFE Western at a glance

TAFE Western is a Registered Training Organisation (RTO) which has up to 40,000 student enrolments each year. TAFE Western covers an area of approximately 60% of NSW, stretching from Lithgow to Broken Hill, up to the Queensland border and down to the Riverina. We have 24 colleges, from large towns like Dubbo to small communities like Menindee, complemented by a significant online and flexible learning program, to deliver vocational education and training to some of the most remote communities in New South Wales and Australia. TAFE Western is part of TAFE NSW.

Our core business is providing vocational education and training to the people of western New South Wales and, through this, improving the lives of people living in our footprint and the sustainability of our communities. Beyond our local focus, our reach extends from New South Wales to Australia.



More than 500 courses are offered and a flexible approach to delivery incorporates recognition for prior learning, online and distance learning, workplace delivery and assessment.

Each year, more than thirty thousand people choose TAFE Western as their education and training provider. In 2013, Aboriginal People made up 19 per cent of our students and 13 per cent of our graduates.

TAFE Western employs more than 1,500 people of whom 41, or 2.7 per cent, have identified as an Aboriginal person. While this is approximately in line with the NSW population, we know we have an average Aboriginal population across our footprint of around 11 per cent (based on ABS data) and that the population of Aboriginal peoples in some communities is significantly higher. Employing Aboriginal People demonstrates their value, both as members of their Communities and as role models for our students and future students, so enhancing our business, improving our outcomes and building our communities and industry.

We know that, statistically, the Aboriginal population is younger than the non-Aboriginal population. We also know that Aboriginal students come to TAFE Western with statistically lower levels of educational outcomes from school and lower levels of employment. Across western New South Wales, around a third of the population have Year 10 completion as their highest level of schooling and around 50 per cent have no post-school qualification. For TAFE NSW state-wide, around 27 per cent of the students had completed Year 10 completion as their highest level of schooling. For TAFE Western, around 51 per cent had completed Year 10 or lower as their highest level of schooling. For our Aboriginal students, 64 per cent had completed Year 10 or lower as their highest level of schooling.

We recognise that improving education outcomes is only one part of the complex interplay of issues that results in disadvantage for Aboriginal peoples. Within this context, we know that even one more year of education can make a significant difference. The achievement of a Certificate III qualification, or higher, means a graduate is more likely to gain and keep employment throughout their lives¹. This, in turn, means a person is more likely to be in better health and to have a greater sense of well-being. Higher educational achievement results in greater prosperity for individuals and communities and greater productivity for our region.

TAFE Western values its Aboriginal employees, its Aboriginal students and the Aboriginal communities and individuals within its footprint. So we have decided to expand our focus on reconciliation and introduce a Reconciliation Action Plan.

1

Unpublished study undertaken by the then NSW DET

2.1. Where we have come from

In acknowledgement that we are on Aboriginal Lands, TAFE Western has undertaken a range of activities to make our colleges safe places to learn and work; and to ensure Aboriginal students and their Communities are well-served by TAFE Western. We have:

1. Developed an Aboriginal Employment Strategy 2015 to 2018
2. Adopted the NSW Aboriginal Education Consultative Group's definition of Aboriginality, which provides a framework agreed by Aboriginal peoples across New South Wales for managing this potentially controversial issue <http://www.aecg.nsw.edu.au/policies-programs/aboriginality/>
3. Maintained small colleges in rural and remote communities to help keep those communities sustainable <http://www.tafewestern.edu.au/colleges>
4. Introduced the multi-media and multi-mode TAFE Western Connect, in response to the request of remote communities, to provide more choices in more places. This has resulted in an average of 33% Aboriginal students participating in TAFE Western Connect since its inception <http://www.tafewestern.edu.au/studying-at-tafe/tafe-western-connect>
5. Ensured we undertake Welcome to Country or an Acknowledgement of Country at all meetings, official functions and ceremonies across the Institute
6. Commenced training our staff so they can provide an Acknowledgement of Country in the appropriate Aboriginal language for the venue
7. Introduced the Cultural Competence Framework, accompanied by training for all staff http://www.tafewestern.edu.au/files/dmfile/11158TWCulturalCompetenceA4_V82.pdf
8. Introduced a new cultural competence program, the Maliyan Experience, to take our expertise in Cultural Competence Training beyond the Institute. <http://www.maliyanexperience.nsw.edu.au>
9. Placed signage acknowledging the Traditional Owners at every college and ensured the Aboriginal Flag is flown at all colleges
10. Introduced rooms and buildings named in Aboriginal languages at every college
11. Introduced the teaching of Wiradjuri, Kamilaroi, Yuwaalaraay and Barkindji (Parkindji) Aboriginal languages in TAFE Western.
12. Developed programs which encourage the attendance of Elders on colleges, to assist in increasing the retention of Aboriginal students. The Elders provide excellent role models not only for Aboriginal peoples but for non-Aboriginal people as well. It is also a means of providing the Elders with the educational opportunities which they so much desire and have missed out on because of the discriminatory policies of previous governments.
13. Developed partnerships with State and local Aboriginal Education Consultative Groups; NSW Lands Councils; and Connected Communities organisations to provide better services to Aboriginal Communities resulting in better engagement and communication and creating an atmosphere of acceptance.
14. Expanded the governance of the Institute in 2011 to include a Aboriginal Community Reference Group, chaired by Ms Anne Dennis, and with them developed a Statement of Intent for Aboriginal Education and Training <http://www.tafewestern.edu.au/files/dmfile/10507TWStatementofIntentPosterA4FA1.pdf> (the Chair of the Reference Group also sits on the Institute Advisory Council)
15. Provided support services to help Aboriginal students succeed in their study <http://www.tafewestern.edu.au/student-services/aboriginal-education>



2.2 Awards and prizes

TAFE Western has been recognised for its commitment to Aboriginal peoples and their Communities through a number of awards and prizes. These include:

- TAFE Western, 2013 NSW Premier's Award for Revitalising Regional NSW for the TAFE Western Connect Initiative
- TAFE Western, the Gili Institute Award² in 2011, 2012, 2013, 2014 and 2015
- Connie Ah See, Aboriginal Staff Member of the Year at the 2013 TAFE NSW Gili Awards – for outstanding contribution to VET outcomes of Aboriginal students particularly in relation to Yarradamarra programs
- Matt White, Non-Aboriginal Staff Member of the Year at the 2015 TAFE NSW Gili Awards – for outstanding contribution to VET outcomes of Aboriginal students – particularly related to construction programs offered in remote locations
- Kate Baxter, Meritorious Service to Aboriginal Education and Training at the 2013 TAFE NSW Gili Awards – for Institute leadership in Aboriginal programs and initiatives
- Rod Towney, Public Service Medal, for Services to Aboriginal Education and his long term commitment through the school and post-school systems.

2.3 Aboriginal Community Reference Group

The Aboriginal Community Reference Group for TAFE Western has an advisory role for both the Institute as a whole and for the RAP Working Group. The Chair of the Aboriginal Community Reference Group sits on the Institute Advisory Council and has the formal role of ensuring that the voices of Aboriginal peoples are properly heard.

The members of the Aboriginal Community Reference Group are:

- Ms Anne Dennis, Chair ACRG, Life Member NSW AECG – Walgett
- Ms Pat Doolan PSM, Life Member NSW AECG – Dubbo
- Mr Alistair Ferguson – Bourke
- Ms Denise Kelly – Wellington
- Mr Stephen Howarth – Bourke
- Mr Cecil See – Dubbo
- Ms Aleisha Lonsdale – Mudgee
- Ms Julieanne Philips – Broken Hill
- Ms Ashleigh Knight – Dubbo
- Ms Shirley Scott – Bathurst
- Ms Jenny Robinson – Dubbo

² Gili (pronounced killi) is an Eora word meaning to shine. The Awards recognise and honour achievement in Aboriginal Vocational Education and Training across all TAFE NSW Institutes

- Ms Pam Boney – Orange
- Mr Rod Towney – Dubbo and staff member of TAFE Western.

All Reference Group members are very well respected within their own communities, have high expectations and are educators in their own right.

2.4 Our Commitment to reconciliation

TAFE Western makes a commitment to providing high quality vocational education and training with links to employment. We commit to enabling Aboriginal peoples to achieve their aspirations, by supporting them to achieve the qualifications they need to gain and maintain the employment they seek. We commit to working in partnership with Aboriginal peoples and their Communities, and with employers and industry, to improve our students' outcomes. We will support students to improve their literacy and numeracy skills, provide pathways to higher level vocational qualifications and further pathways into employment and university education.

In this way, we will contribute to better outcomes for the Aboriginal peoples in our footprint, and beyond, and increase the prosperity, productivity and well-being of our region.

3. At TAFE Western, reconciliation is everyone's business

Reconciliation is core business for TAFE Western. All staff at all levels of TAFE Western, working in partnership with, and with respect for Aboriginal peoples and their Communities, have a responsibility to make this Reconciliation Action Plan a success. Each portfolio will develop a business plan for the implementation of this RAP and each person is responsible for ensuring this Plan is implemented in relation to their role.

3.1 Developing the reconciliation action plan

When developing important policies that impact Aboriginal peoples, TAFE Western always undertakes a consultation process to ensure the Institute understands and takes account of the views of our local Aboriginal Communities. This is in line with our Statement of Intent. The process we used for the development of our Reconciliation Action Plan (RAP) was no different.

TAFE Western undertook an extensive consultation process with Aboriginal and non-Aboriginal people to ask them what they would like to see in the Reconciliation Action Plan (RAP). The process was led by Rod Towney, a Wiradjuri Elder and the Director of Aboriginal Education and Equity Provision at TAFE Western.

The process included face-to-face meetings to listen to the views of Aboriginal people, including with Elders and other Community representatives, in Orange, Dubbo, Bourke, Brewarrina, Walgett and Condobolin. Similar meetings were held with representatives of the NSW Aboriginal Education Consultative Group and a virtual meeting was held with staff members across the Institute. We took the resulting work to the RAP Working Group for discussion and further development into a draft RAP.

3.2 TAFE Western's Reconciliation Action Plan Working Group

TAFE Western's Reconciliation Action Plan is championed by the Institute Director, Kate Baxter. Five of the twelve members are Aboriginal People. The members of the RAP Working Group are:

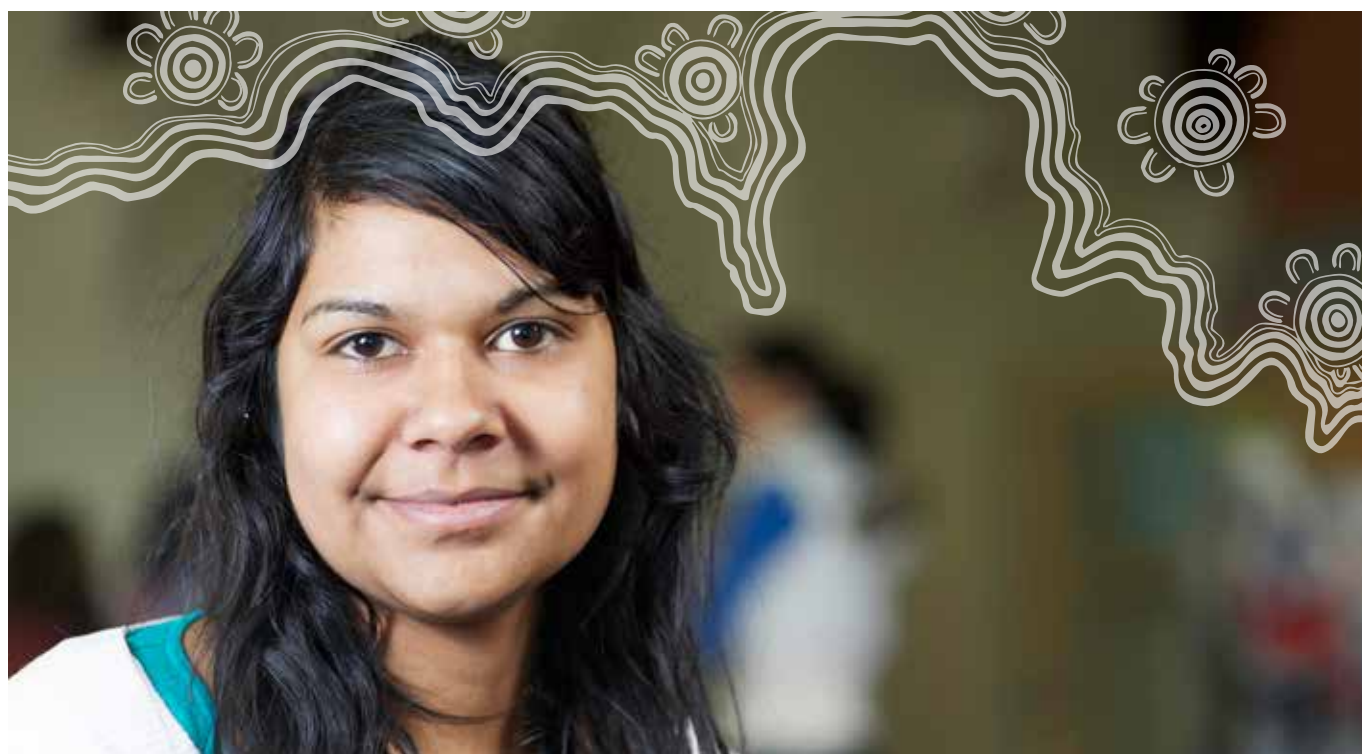
- Kate Baxter, Director TAFE NSW – Western Institute and RAP Champion
- Charlie Cross, Manager of Education Programs.
- Michael Donovan, Music Teacher, Aboriginal
- Peter Evans, Teacher
- Maxine Greenfield, Partnership and Industry liaison, Aboriginal
- Regina Parkes, Administration support
- Jamie Sampson, Educational Leader Aboriginal Programs, Aboriginal
- Alison Shurmer, Head Teacher Children's Services.
- Amanda Spalding, Director Corporate Services
- Rod Towney, Director Aboriginal Education and Equity provision, Aboriginal
- Denise Webb, Aboriginal Community Consultant, Aboriginal.

4. Our reconciliation journey – recognising, celebrating and respecting our communities

TAFE Western's journey towards reconciliation has been an evolving one. TAFE Western recognises and celebrates the Aboriginal peoples whose Countries are within our footprint, through initiatives including NAIDOC Week celebrations, signage and through language teaching. We have been building the knowledge and cultural competence of our staff, for example through our Aboriginal Cultural Competence Framework, our Aboriginal Employment Strategy and our Executive On-Country Experience program. And we have begun to foster reconciliation in the wider community, through our unique Maliyan Experience. All this is underpinned by our Aboriginal Cultural Competence Framework.

4.1 NAIDOC week activities

Each year TAFE Western staff are encouraged to participate in NAIDOC Week celebrations, both those hosted by TAFE Western and those hosted by Community and other organisations. Celebrations include a whole raft of activities such as singing, dancing, cultural activities, cooking, food sampling, storytelling and painting. Our activities are all about celebrating and connecting with Aboriginal culture. Most NAIDOC Week activities within TAFE Western occur within the warmer months of September and October. NAIDOC can and should embrace all Peoples, because it's about sharing, caring, remembering and helping to understand Aboriginal Australians so that we can walk harmoniously together as much as possible.



4.2 Room signage

TAFE Western's Aboriginal Cultural Competence Framework is designed to inform staff and build the cultural capacity of the whole organisation. One element of the Framework is for conference rooms at each of our colleges to be named in the language of the Traditional Owners of that Country. This is done in consultation with the Aboriginal communities from each area.

| LOCATION | NAME | ROOM MEANING |
|----------------------|------------------------|--|
| Bathurst | Wahluu | Mt Panorama |
| Bourke | Ngiya Dhirrba Girri | The traditional Ngemba name which means knowing, law, knowledge, purpose |
| Brewarrina | Dhugaay Dhirrangal nha | The Ngemba name which means really, smart, present |
| Cobar | Ngianu | The traditional Ngiyampaa name which means we, us, more than one. The name was chosen as it signifies coming together to learn. |
| Condobolin | Girinyalagigu Ngurang | To Talk Together Place |
| Coonamble | Guwaa-Li | talk (to), speak (to) |
| Cowra | Windradynew | An Aboriginal Warrior and resistance leader of the Wiradjuri Nation |
| Dubbo Myall St | Ngangirra | Meeting, and signifying 'coming together' |
| Dubbo Narromine Rd | Walang | Stone |
| Dunedoo | Dhundhu | The Wiradjuri word for black swan – Dunedoo gets its name from the Dhundhu. |
| Forbes | Gallari | A Wiradjuri word for the Lachlan River |
| Gilgandra | Mulbirrang | Pretty Eastern Rosella |
| Lithgow | Winhangarra | Think, hear listen |
| Lightning Ridge | Guwaa-Li | Talk to - speak to |
| Mudgee | Girinyalanha | To talk together |
| Nyngan | Warragul | Dingo or wild dog |
| Orange March St | Nguluway Ngurang | A place to meet each other |
| Orange Institute | Yindyamarra | Which means to honour, respect and be polite |
| Orange - Greenskills | Wirrimbirra | To keep preserve and take care of |
| Orange - Greenskills | Wamarragu | To build and construct |
| Parkes | Dhulu-Yarra Ngurang | Straight talking, no nonsense talk |
| Walgett | Dharriwaa dhiirraligu | Common meeting place for teaching |
| Warren | Dinawan | Emu |
| Wellington | Wirrum Wirrum Ngurang | People's meeting place/camp |

4.3 Language Teaching

"In her observations on Indigenous languages Indigenous Maasi expert on Indigenous affairs, Dr Naomi Kipuri affirmed that language "... is not only a communication tool, it is often linked to the land or region traditionally occupied by indigenous peoples; it is an essential component of one's collective and individual identity and therefore provides a sense of belonging and community". (United Nations Dept of Economic & Social Affairs, 2009: 58.)

"This concept of language was similarly established in the opening words of the NSW Dept of Aboriginal Affairs 2004 'NSW Aboriginal Languages Policy', which categorically states:

"to Aboriginal people, language is much more than just words. It is a direct link to land and country. It holds traditional songs and stories. It is about spirituality and deep meaning, and it reflects unique cultural concepts and ways of looking at the world."(NSW Dept of Aboriginal Affairs, New South Wales Aboriginal Languages Policy, 2004: 1. <http://www.daa.nsw.gov.au/data/files/languagespolicyFINAL>)³

To date, we have introduced the teaching of Wiradjuri, Kamilaroi, Yuwaalaraay and Barkindji (Parkindji) Aboriginal languages in TAFE Western. It is now proposed to commence teaching other languages including Muruwari, Ngemba and Wailwan.

The Wiradjuri Nation is one of the largest in area in NSW and the Wiradjuri People's philosophies are based on cultural beliefs and cultural understandings. The Wiradjuri language course assists students to develop their speaking and listening skills based on the concepts of ways of thinking, sounds, words and structures.

4.4 Aboriginal Employment Strategy

TAFE Western released its Aboriginal Employment Strategy in 2015. The Strategy's guiding principles are:

- to increase the recruitment, participation, retention and career development of Aboriginal staff at all levels of our organisation,
- for the workforce of TAFE Western to reflect the Aboriginal population residing in the Institute's demographic area throughout all levels of the organisation, and
- to make the Institute a Culturally safe and competent place where the Cultural Identity of Aboriginal peoples is supported and celebrated.

³ Shayne T. Williams. 2012. The Importance of Teaching and Learning Aboriginal Languages and Cultures: A Mid-Study Impression Paper. <http://www.aboriginalaffairs.nsw.gov.au/wp-content/uploads/2012/12/importance-of-teaching-learning-aboriginal-languages-cultures.pdf>

4.5 Executive On-Country Experience

TAFE Western has included within its training schedule an Aboriginal Country experience for its Executive staff members. Participants are invited to visit Aboriginal special places and can savour the delights of eating bush foods such as emu, fish, Johnny cakes and other tasty morsels cooked in an earth oven or on an open fire. All food is prepared by Aboriginal Elders. All attendees are also invited to participate in bush learning walks and to experience throwing traditional weapons, including boomerangs and spears. The day concludes with a meal around a campfire where yarning and at times traditional dancing is encouraged. To date, on-country experiences have occurred on Wiradjuri and Parkindji Country.

4.6 The Maliyan Experience

TAFE Western's Maliyan Experience Cultural Competence training program is the first step in bridging the gap through 'Cultural excellence'. It was developed by Aboriginal staff of TAFE Western in consultation with Communities across the Institute. It is founded on the understanding that Cultural competence is not achieved through words alone; rather through knowledge, the application of that knowledge and firsthand experience with Aboriginal and/or Torres Strait Islander Cultures.

TAFE Western's Maliyan Experience is founded on research, including the Australian National Best Practice Framework for Indigenous Cultural Competency in Australian Universities. Each stage in this model has undergone extensive review, consultation and endorsement from Aboriginal peoples and Elders, and reflects the experience of TAFE Western in leading the way in Aboriginal Education and Training.

The program combines innovative online learning, face-to-face workshops and experiences to help participants integrate knowledge of Aboriginal peoples behavioural and business standards, policies, practices and attitudes.

Relationships

TAFE Western is committed to working in partnership with individual Aboriginal people and Communities. We use consultation and negotiation to gain an appreciation of the needs and aspirations of individual Aboriginal people and Communities and to find the best ways of addressing these. We are committed to working in partnership with employers and industry to create effective pathways from training to employment for our Aboriginal students. TAFE Western acknowledges the role of Aboriginal peoples in informing and developing strategies to improve the outcomes of our Aboriginal students, staff and Communities. We acknowledge particularly our partnerships with our Aboriginal Community Reference Group, the NSW Aboriginal Education Consultative Group and the significant contribution of local participation.

TAFE Western is committed to building strong working relationships between Aboriginal and non-Aboriginal staff and will ensure appropriate mechanisms are in place to achieve this.

| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|--|--|--|---|
| RAP Working Group (RWG) actively monitors RAP development and implementation | RAP Chair (Institute Director) Institute Director Institute Director | January 2016 March, June, September and December 2016, 2017, 2018 March, June, September and December 2016, 2017, 2018 | RWG to oversee the development, endorsement, and launch of the RAP RWG to meet four times a year to monitor and report on RAP progress RAP Working Group to provide formal report to Aboriginal Community Reference Group on progress against RAP targets quarterly |
| The Aboriginal Community Reference Group (ACRG) will continue to support and provide guidance to the RAP Working Group | ACRG Chair ACRG Chair | January 2016, 2017, 2018 March, June, September and December 2016, 2017, 2018 | ACRG to provide continuous guidance and support to the RWG and TAFE Western Institute. ACRG to provide formal response to RWG on report quarterly |



| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|---|--|---|--|
| Raise internal and external awareness of the RAP | <p>Institute Director</p> <p>Institute Director</p> <p>Director Customer Innovation</p> <p>Institute Director</p> <p>Institute Director</p> | <p>April and October 2016, 2017, 2018</p> <p>March and September 2016, 2017, 2018</p> <p>June 2016</p> <p>December 2016, 2017, 2018</p> <p>March 2016</p> | <p>Communicate the RAP's progress to TAFE Western staff and external stakeholders through staff updates, newsletters and social media; good news and success stories</p> <p>Updates on the RAP will be included in the TAFE Western journal</p> <p>Develop a RAP Sharepoint (intranet) to promote opportunities for staff to be involved in reconciliation activities and to provide information about the work of the RWG</p> <p>Encourage Senior staff to use media opportunities at events to promote the TAFE Western RAP</p> <p>TAFE Western to seek the assistance of the NSW Aboriginal Education Consultative Group and other relevant bodies to promote the RAP to Aboriginal Communities through our partnership agreement</p> |
| Celebrate National Reconciliation Week (NRW) to build and strengthen relationships between Aboriginal staff and other staff | <p>Director Aboriginal Education and Equity Provision</p> <p>Director Aboriginal Education and Equity Provision</p> <p>Institute Director</p> <p>Director Corporate Services</p> | <p>27 May – 3 June 2016, 2017, 2018</p> <p>27 May – 3 June 2016, 2017, 2018</p> <p>27 May – 3 June 2016, 2017, 2018</p> <p>27 May – 3 June 2016, 2017, 2018</p> | <p>Organise a minimum of six internal NRW events each year</p> <p>Register all NRW events on Reconciliation Australia's website</p> <p>All staff are encouraged to participate in a NRW event or activity</p> <p>50% of fulltime staff (200 staff) to participate in NRW events</p> |
| Establish and maintain relationships between Aboriginal and non-Aboriginal staff | <p>All Managers, led by Director Aboriginal Education & Equity Provision</p> <p>Director Aboriginal Education & Equity Provision</p> <p>Director Corporate Services</p> | <p>June and September 2016, 2017, 2018</p> <p>November 2016, 2017, 2018</p> <p>October 2016, 2017, 2018</p> | <p>Informal opportunities will be created for Aboriginal and non-Aboriginal staff to build relationships through shared interests</p> <p>Meet with three Aboriginal communities and organisations per year to develop guiding principles for future engagement with Aboriginal peoples.</p> <p>Conduct an annual staff survey to confirm whether an increased number of staff have frequent contact with an Aboriginal staff member</p> |

Respect

TAFE Western is committed to building meaningful, respectful and reciprocal relationships with Aboriginal peoples and Communities. We will empower and encourage Aboriginal peoples and Community members to engage with our organisation, participate in training, successfully complete courses and achieve individual and personal goals. We will recognise and acknowledge the different Peoples we work with.

| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|--|---|---|---|
| Increase knowledge and understanding of Aboriginal cultures, histories and achievements | <p>Institute Director</p> <p>Director Aboriginal Education and Equity Provision</p> <p>Director Aboriginal Education and Equity Provision</p> | <p>June 2017</p> <p>June 2018</p> <p>January 2017, 2018</p> | <p>Review and update the Aboriginal Cultural Competence Framework to ensure it includes the continuous learning needs of staff throughout TAFE Western.</p> <p>75% of staff undertake online cultural learning activities. 50% of staff undertake face-to-face cultural workshops. 25% of staff undertake cultural immersion activities</p> <p>All new staff to complete Aboriginal Cultural Competence Education and introduction to Aboriginal Culture and Languages as part of staff induction.</p> |
| Demonstrate respect for Aboriginal peoples and communities by continuing to embed cultural protocols into TAFE Western | <p>Institute Director</p> <p>Institute Director</p> <p>Institute Director</p> <p>Institute Director</p> | <p>June 2016</p> <p>December 2016, 2017, 2018</p> <p>December 2016</p> <p>December 2017</p> | <p>Review, update and communicate an Aboriginal cultural protocol document for Welcome to Country and Acknowledgement of Country.</p> <p>Continue to include a Welcome to Country at 25 significant events each year. An Acknowledgement of Country to be included at all other formal meetings, functions and celebrations.</p> <p>Name at least one room at every college in the language of the local Aboriginal peoples</p> <p>Continue the training of staff so they can deliver an Acknowledgement of Country in the local Aboriginal language.</p> |



| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|---|---|--|---|
| Celebrate NAIDOC Week and provide opportunities for Aboriginal staff to engage with their culture and community during NAIDOC Week | <p>Manager People and Culture</p> <p>Director Aboriginal Education & Equity</p> <p>Manager People and Culture</p> <p>Director Aboriginal Education and Equity Provision</p> <p>Director Aboriginal Education and Equity Provision</p> | <p>May 2016</p> <p>May 2016, 2017, 2018</p> <p>July 2016, 2017, 2018</p> <p>July 2016, 2017, 2018</p> <p>July 2016, 2017, 2018</p> | <p>Review HR policies to ensure that there are no barriers for Aboriginal staff and other staff to participate in NAIDOC Week activities</p> <p>Contact the local NAIDOC Week Committee to discuss mutually beneficial opportunities</p> <p>Support all staff to participate in NAIDOC Week events in the local community</p> <p>Provide opportunities for Aboriginal and non-Aboriginal staff to participate in NAIDOC Week events</p> <p>Host a minimum of six internal or external NAIDOC Week events each year</p> |
| TAFE Western will seek permission from relevant Elders to teach Aboriginal languages spoken across our footprint, with appropriate protocols in place | <p>Chairs RWG and ACRG</p> <p>Director Aboriginal Education and Equity Provision</p> <p>Director Aboriginal Education and Equity Provision</p> <p>Director Aboriginal Education and Equity Provision</p> | <p>June 2016</p> <p>January 2017, 2018</p> <p>December 2017</p> <p>December 2018</p> | <p>In consultation with Aboriginal Elders, develop and implement protocols for teaching Aboriginal languages</p> <p>Seek permission from relevant Elders to teach the Aboriginal languages at TAFE Western.</p> <p>Ensure two new local Aboriginal languages are taught each year, in accordance with appropriate protocol for teaching Aboriginal languages.</p> <p>Ensure six languages of the local Traditional Aboriginal languages spoken across TAFE Western's footprint, are taught at TAFE Western, with permission having been granted by relevant Elders and in accordance with appropriate TAFE Western language protocols developed and implemented</p> |

| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|---|--|--|--|
| <p>Demonstrate respect for local Aboriginal Elders by acknowledging and celebrating the importance of their role at TAFE Western.</p> | <p>Institute Director</p> <p>Chair RWG and Chair ACRG</p> | <p>May, June, July 2016, 2017, 2018</p> <p>May 2016, 2017 and 2018</p> | <p>Publicly celebrate the contribution of Aboriginal Elders to the Institute, both at local events and at formal events including NAIDOC Week and Reconciliation Week. This will include articles in TAFE Western Journal, awards at the annual student awards.</p> <p>Staff and the broader community are encouraged to recognise and inform TAFE about the work of Aboriginal Elders at TAFE Western. Articles will be published in the TAFE Western Journal and local media to celebrate the contribution of Aboriginal Elders</p> <p>Elders supported by the ACRG to present an award to two staff members for their contributions to reconciliation each year</p> |
| <p>Increase cultural awareness and respect for Aboriginal peoples in the broader Australian community</p> | <p>Leader Aboriginal Partnerships & Industry Liaison Business Unit</p> <p>Institute Director</p> | <p>December 2017, 2018</p> <p>June 2018</p> | <p>Encourage ten new organisations to undertake the Malyan Experience each year as per the detailed Malyan Marketing Plan.</p> <p>Review and update the Aboriginal Education and Training Statement of Intent to ensure it continues to meet the needs of Aboriginal peoples and their Communities in western NSW</p> |



Opportunities

TAFE Western is proud of our reputation for innovative delivery to meet the needs of Aboriginal peoples and Communities, employers and industry in Western NSW. TAFE Western will develop new and effective partnerships, programs, technologies and approaches to ensure we support and empower Aboriginal peoples to achieve individual and collective aspirations.

Through a comprehensive Aboriginal Employment Strategy, TAFE Western is committed to ensuring Aboriginal staff have opportunities to be supported in their current roles and assisted to develop their careers within TAFE Western.

| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|--|---|---|---|
| 1. Increase Aboriginal recruitment and retention within TAFE Western | <p>Institute Director</p> <p>Director Corporate Services</p> <p>Director Corporate Services</p> <p>Manager People and Culture</p> <p>Manager People and Culture</p> <p>Manager People and Culture</p> <p>Manager People and Culture</p> <p>Manager People and Culture</p> <p>Institute Director</p> | <p>January 2016</p> <p>December 2018</p> <p>December 2018</p> <p>December 2016, 2017, 2018</p> <p>December 2016, 2017, 2018</p> <p>June 2016</p> <p>December 2016, 2017, 2018</p> <p>January 2016, 2017, 2018</p> <p>September 2016, 2017, 2018</p> | <p>Implement our Aboriginal Employment Strategy to increase attraction and recruitment, retention, career development of Aboriginal staff.</p> <p>The proportion of Aboriginal staff in TAFE Western will be equivalent to the Aboriginal population of the TAFE Western catchment area (which averaged 11% in 2014).</p> <p>Provide internal employment opportunities for Aboriginal staff at TAFE Western in order to attain an equal distribution of Aboriginal staff across seniority levels in the organisation, from entry level to specialist and promotion positions</p> <p>Engage with existing Aboriginal staff to consult on employment strategies, including professional development.</p> <p>All advertised vacancies include the statement 'Aboriginal peoples are encouraged to apply for this position'</p> <p>All job vacancies to be advertised in Aboriginal media.</p> <p>Develop consistent selection processes to enable Aboriginal applicants to gain employment at TAFE Western</p> <p>Include Aboriginal representatives on interview panels.</p> <p>Report annually on progress against the Aboriginal Employment Strategy to the Aboriginal Community Reference Group and the Institute Advisory Council and publicly in our annual report</p> |

| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|---|--|--|--|
| 2. TAFE Western will increase engagement with Aboriginal businesses | <p>Director Customer Services & Facilities</p> <p>Director Corporate Services</p> <p>Leader Aboriginal Partnerships & Industry Liaison Business Unit</p> <p>Leader Aboriginal Partnerships & Industry Liaison Business Unit</p> <p>Leader Aboriginal Partnerships & Industry Liaison Business Unit</p> | <p>September 2017</p> <p>September 2017</p> <p>August 2018</p> <p>June 2017</p> <p>August 2017</p> | <p>Develop and implement an Aboriginal procurement strategy.</p> <p>Set a target for procuring goods and services from Aboriginal owned businesses.</p> <p>Develop at least three new commercial relationships with Aboriginal businesses.</p> <p>Develop a list of Aboriginal local businesses</p> <p>Promote information about local Aboriginal businesses to our partner organisations</p> |
| 3. Partner with external stakeholders to improve opportunities and outcomes for Aboriginal students | <p>Director Aboriginal Education and Equity Provision</p> <p>Director Aboriginal Education and Equity Provision</p> | <p>December 2016</p> <p>August 2016, 2017, 2018</p> | <p>Develop a list of organisations TAFE Western could partner with, such as: funding bodies, industry, local employers, local and regional decision-making bodies, chambers of commerce, Aboriginal and other community groups, and other educational providers</p> <p>Establish two new partnership agreements per annum, to provide opportunities for ten new Aboriginal trainees to be employed by industry and trained by TAFE Western each year</p> |
| 4. Support Aboriginal students to undertake and successfully complete training with TAFE Western. | <p>Directors VET Delivery</p> <p>Directors VET Delivery</p> | <p>October 2016</p> <p>March 2017, 2018</p> | <p>Develop and implement literacy and numeracy programs and training pathways to prepare future Aboriginal students.</p> <p>Evaluate and update programs to increase course completion rates for Aboriginal students by 5% annually</p> |



| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|--|--|--|---|
| <p>5. TAFE Western to utilise industry knowledge of growth areas to support Aboriginal students to make career and course choices which will assist them in gaining sustainable employment.</p> | <p>Directors VET Delivery & Director Aboriginal Education and Equity Directors VET Delivery Manager People and Culture</p> | <p>January 2017, 2018 January 2017 January 2017, 2018</p> | <p>Identify and implement support mechanisms to enhance employment outcomes for Aboriginal students Develop a methodology to identify and evaluate the employment outcomes of our students Provide five scholarships for the Cert IV in Workplace Training and Assessment course per annum to train Aboriginal staff working in areas of forecast industry growth</p> |
| <p>6. TAFE Western to work in partnership with local communities to identify and deliver literacy, numeracy and vocational programs that will support small communities to build local capacity and capability</p> | <p>Directors VET Delivery Directors VET Delivery Directors VET Delivery</p> | <p>November 2016, 2017, 2018 November 2016, 2017, 2018 December 2016, 2017, 2018</p> | <p>Identify and engage with four small local Aboriginal communities each year to implement literacy, numeracy and vocational programs. Review, update and implement three courses available in four small local Aboriginal communities with high proportions of young Aboriginal people. (Courses will be identified in conjunction with the local communities depending on local need.) Consult with Aboriginal Community leaders to evaluate the impact of the training programs.</p> |
| <p>7. TAFE Western will work in partnership with the NSW Government, employer bodies and business chambers, Skillset and local employers and industry to implement more flexible approaches to apprenticeships</p> | <p>Director Aboriginal Education and Equity Provision</p> | <p>December 2018</p> | <p>TAFE Western will consult with employers and group training organisation to identify opportunities and increase the number of Aboriginal apprentices by 10% from December 2015 to December 2018.</p> |

Reporting

TAFE Western will report publicly on progress against the Reconciliation Action Plan, including to Aboriginal Communities. TAFE Western will undertake formal quarterly reporting on the Reconciliation Action Plan to the Aboriginal Community Reference Group and the Institute Advisory Council. The Reconciliation Working Party will champion the Reconciliation Action Plan and monitor and report on its effectiveness.

The strategies from this Plan will be part of the work plans of every member of TAFE Western's Executive and each Executive member will be responsible for reporting on how they have implemented the Plan in relation to their role from 2015. These responsibilities will be successively cascaded throughout TAFE Western, to all staff, in relation to their roles.

TAFE Western will use a continuous improvement process to ensure our Reconciliation Action Plan is a living document and we will formally report on our achievements annually. We will use every opportunity to report on our progress against our Reconciliation Action Plan.

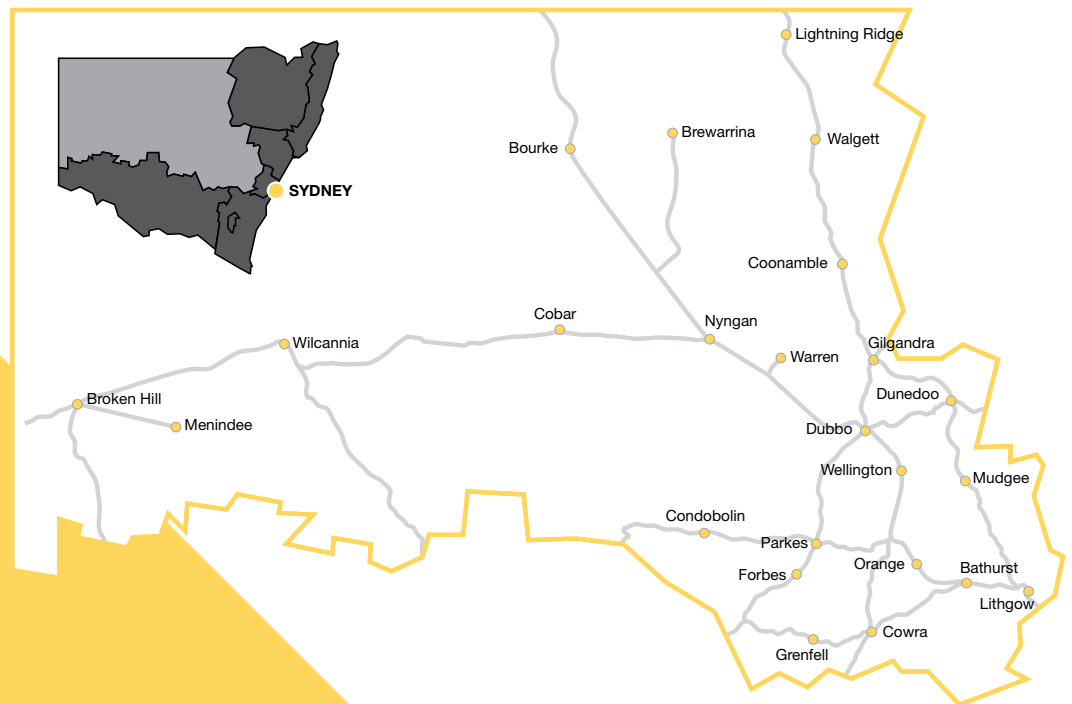
| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|--|---|---|--|
| 1. TAFE Western will report on progress, implementation and key learnings of the RAP to Reconciliation Australia | Institute Director Institute Director | September 2016, 2017, 2018, September 2016, 2018 | Complete and submit the RAP Impact Measurement Questionnaire to Reconciliation Australia Investigate participating in the RAP Barometer |
| 2. TAFE Western will report on the RAP achievement, challenges and learnings to internal and external stakeholders | Institute Director Institute Director Institute Director Chairs of the Aboriginal Community Reference Group and the Institute Advisory Council | December 2016, 2017, 2018, March, June, Sept and Dec 2016, 2017, 2018 March, June, Sept and Dec 2016, 2017, 2018 February, May, August, November 2016, 2017 and 2018 | TAFE Western Annual Report to include qualitative and quantitative progress, tracking and implementation of the RAP Report on progress, tracking and implementation of the RAP to the ACRG Group and the Institute Advisory Council Provide a quarterly report to the Institute Executive on staff completing Cultural Competence Education Ensure RAP is a standing agenda item of at least one Aboriginal Community Reference Group and the Institute Advisory Council meeting each quarter, with a formal written report provided to the RAP Working Group |



| ACTION | RESPONSIBILITY | TIMELINE | TARGET |
|--|---|--|---|
| 3. Ensure senior staff report on RAP progress and implementation to their line managers for input and advice | Director Corporate Services Director Corporate Services Director Corporate Services | January 2016 January 2017 January 2018 | Responsibilities under the RAP to be incorporated into the work plans and performance agreements of every member of Executive. All senior staff will have appropriate performance measures against the RAP within their performance agreements and/or job descriptions All staff will have appropriate performance measures against the RAP within their performance agreements and/or job descriptions |
| 4. Refresh and develop a new RAP | Chair RWG Chair RWG | June 2018 September 2018 | Refresh and update TAFE Western's RAP based on learning, challenges, and achievements of the RAP Submit draft RAP to Reconciliation for review and formal endorsement |

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