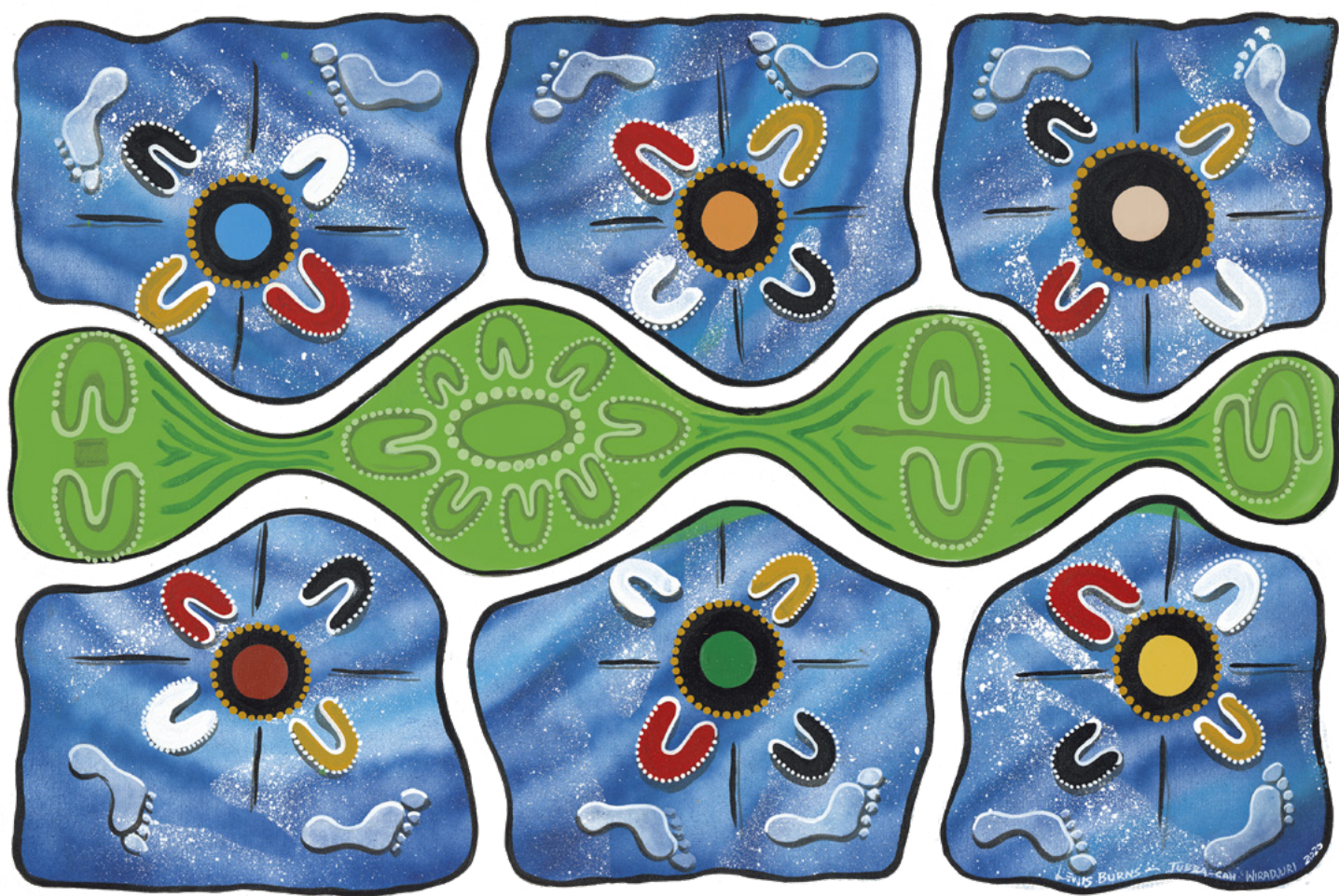


# Innovate Reconciliation Action Plan **2023-2025**

June 2023 - June 2025



# Acknowledgement of Country



TAFE NSW acknowledges the Aboriginal people as the Traditional Custodians of the lands on which our campuses are located and where we live, learn and work. We pay our respects to past, present, and emerging Elders, and we are committed to honouring Australian Aboriginal and Torres Strait Islander Peoples' unique cultural and spiritual relationships to the land, waters, and seas, as well as their rich contribution to society.

We recognise that Aboriginal cultures and communities form the foundation of cultural diversity within New South Wales. Hundreds of cultures, languages, and kinship structures have long been embedded in the lands of Aboriginal Countries throughout the state. We acknowledge and celebrate these diverse traditions, customs, and cultures that have existed for more than 60,000 years.

TAFE NSW is committed to support Closing the Gap targets for Aboriginal and Torres Strait Islander Peoples, by identifying opportunities to increase their learning potential and by helping them to achieve their goals and flourish.

TAFE NSW will continue to value Aboriginal and Torres Strait Islander Cultures and promote their rights and interests. In doing so, we acknowledge the wrongs of the past, respect the Cultural diversity of Aboriginal and Torres Strait Islander Peoples, and commit to embedding equality and equity throughout all areas of TAFE NSW by integrating inclusive and innovative opportunities that will result in stronger relationships built on respect and trust.

Disclaimer: For the purposes of this document, use of the term 'Aboriginal' is inclusive of Torres Strait Islander Peoples.



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# Reconciliation Artwork and Design



## ‘Reconciliation belongs to everyone.’



The green centre piece represents the four pillars and the TAFE NSW core values:

- The opportunities pillar (located at the far left of the green centre segment) represents people sitting in front of an opportunity being presented on the table.
- The governance pillar (in the second segment) represents people sitting around discussing ideas, making decisions, asking how things are going, creating, innovating, and collaborating. This pillar also represents the core values where groups come together to speak about the customer first.
- The respect pillar (in the third segment) shows respect, keeping distance, and understanding.
- The relationships pillar (at the far right) represents people sitting close together, trusting, and hugging.



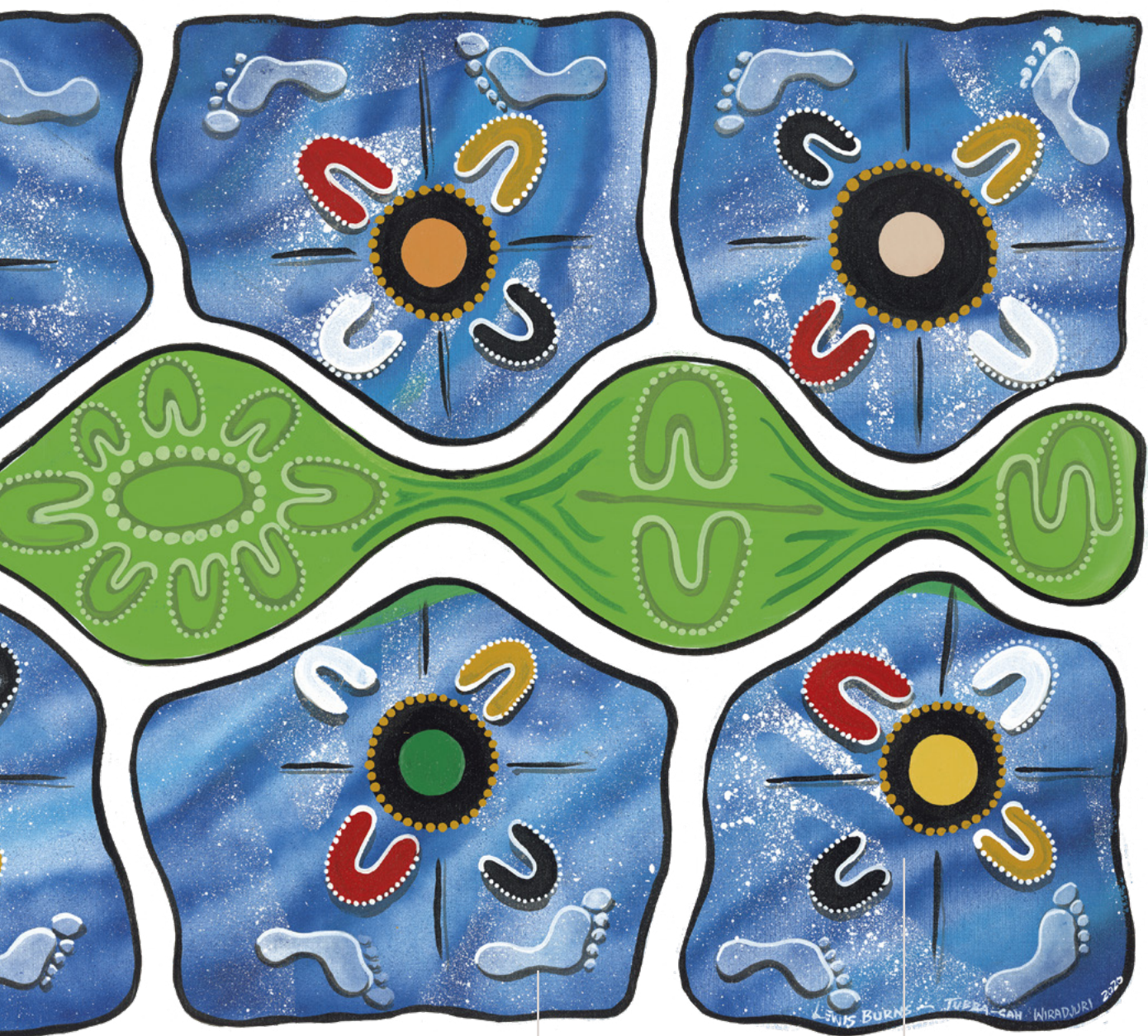
The six components represent the six regions:

- North - Blue - Clarity
- South - Green - Depth
- West - Red Ochre - Honour
- Western Sydney - Orange Ochre - Empowerment
- Sydney - Beige - Resilience
- Digital - Yellow Ochre - Strength

The six regions are compartmentalised as three at the top of the artwork and three at the bottom. Inside the regions, the symbols represent the people of the world of all skins colours (red, yellow, black, and white), and allows for self-determination in decision making for their own lives (choices to be made). The people also represent coming together and promoting reconciliation.







The footprints represent the long journey it has taken to get to reconciliation. The many years of indifference are being overcome by negotiation, education, understanding, and the sharing of Knowledge.

The handprints represent ancestors. In this painting, the artist has used the handprints of his mother; Aunty Dorothy Burns, a Dubbo Community Elder. The circles traditionally represent the campfire, the white line represents the heat from the fire, and the dots around the people represent the life force of that person.

This Reconciliation Artwork is displayed on every TAFE NSW campus across the state as part of our commitment to Reconciliation.





## Lewis Burns

Lewis Burns is a Tubba-Gah Wiradjuri man, born and living in Dubbo, NSW. He has been learning about his Aboriginal Culture for as long as he can remember. He continues to practice and respect these life skills each day, and Lewis still learns and grows from this ancient Knowledge.

Lewis' love of his heritage is evident when you speak with him, and is depicted even more in his Aboriginal crafts, traditional dancing, didgeridoo performances, mural paintings, and in his teaching. He is very dedicated to sharing what he knows with others, helping to keep these customs alive.

Lewis paints in traditional Wiradjuri Aboriginal, as well as in contemporary styles. He has exhibited globally and has performed globally with his handcrafted didgeridoos. Each piece of Lewis' artwork tells a story - a story that will live on forever, throughout the generations, as the artwork is handed down from one family to another.

Lewis Burns has attended many festivals representing Australian Aboriginal Culture. After seeing the Cultural emersion at "Lo Spirito Del Pianeta" in Italy, Lewis wanted to bring The Spirit Dream to his own homeland. His dream is to create, here in Australia, the same sense of inclusion, connectedness, unity, and respect for all people, Indigenous and non-Indigenous, that he felt and experienced while in Italy - despite the language barriers.



Dubbo, West Region  
Traditional lands of the Wiradjuri people





# Message from the Managing Director



Reconciliation belongs to everyone. That's why whenever you visit a TAFE NSW campus, you'll see powerful reminders of our connection and commitment to First Nations peoples. From flying the Aboriginal and Torres Strait Islander flags, to yarning circles, and displays of Aboriginal artworks, our campuses reflect the culture of the communities we serve.

As Australia's largest community of vocational educators, we are keenly aware that education is critical to alleviating social inequality and bridging the economic divide. We know first-hand that education is a powerful ally in closing the disadvantage gap for Aboriginal and Torres Strait Islander peoples.

TAFE NSW is proud of the role it plays in supporting the educational aspirations of Aboriginal people. From initiatives such as Away From Base and the IPROWD pathways program for aspiring police officers, to music, film, Aboriginal languages, and specialist childcare and healthcare programs, TAFE NSW works closely with Aboriginal educators and communities to support lifelong learning for Aboriginal people.

Our first RAP helped lay the foundations for building a more culturally safe and welcoming place for Aboriginal employees and learners. We know that people are at their best when they feel safe and respected, and I am confident that the entire TAFE NSW community shares my aspiration to stamp out racism in all its forms. While there is still more work to do, we have been deeply encouraged by the way our employees have engaged with and supported the plan. Sharing stories of reconciliation has become a particular highlight of our enterprise-wide staff meetings and serves as a powerful tool for creating a deeper understanding of Aboriginal history, culture, and experiences.

Additionally, our Aboriginal employees have embraced opportunities to join the Aboriginal Senior Leadership Group and the Aboriginal Staff Network which both provide a safe space for Aboriginal employees to meet, collaborate and support each other.

Our second Innovate RAP is ambitious. It provides a roadmap for improving the educational outcomes for Aboriginal learners, building a workforce that reflects the communities we serve, and making TAFE NSW a more inclusive place to work.

While TAFE NSW's reconciliation journey has only just begun, I'm proud to lead an organisation that's deeply committed to fostering mutual respect and inclusion for all.

**Stephen Brady**, Managing Director, TAFE NSW

# Message from Reconciliation Australia



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

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

An integral part of building these foundations is reflecting on and cataloguing the successes and challenges of previous RAPs. Learnings gained through innovation are invaluable resources and TAFE NSW will continuously draw upon to create RAP commitments rooted in experience and maturity. These learnings extend to TAFE NSW 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 TAFE NSW 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, TAFE NSW will ensure shared and cooperative success in the long-term.

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

**Karen Mundine**, Chief Executive Officer, Reconciliation Australia





Tamarama, Sydney Region  
Traditional lands of the Gadigal peoples



# Our Organisation



TAFE NSW is the backbone of the Vocational Education and Training (VET) market in NSW and is highly respected for the quality of its teachers and graduates. As a leading VET provider, we will continue to deliver the best possible education and training to students. TAFE NSW does this by constantly adapting, so we continue to be relevant to employers and responsive to industry change.

More than 400,000 students enrol at TAFE NSW each year - and there are 15,000 employees. This includes 36,500 students and 254 staff who identify as Aboriginal or Torres Strait Islander.

TAFE NSW's vision is to be the leading provider of lifelong learning, meeting the evolving needs of industry and learners in communities across NSW. The key functions include:

- providing training and education to meet the skills needs of individuals and the workforce, in ways that recognise the changing nature of workplaces and the need for new skills and retraining
- partnering with industry and the community to ensure training and education services are relevant to industry, students, and other groups and are future focused, responding to emerging trends
- providing educationally or vocationally disadvantaged groups with access to training, education, and other specialised services
- providing students with the maximum opportunity to progress their education and training by linking their studies to other TAFE NSW courses or provide pathways to other education and training providers, being the leading vocational education provider to Aboriginal and Torres Strait Islander students in Australia
- providing vocational education and training across the Aboriginal Nations of New South Wales and beyond

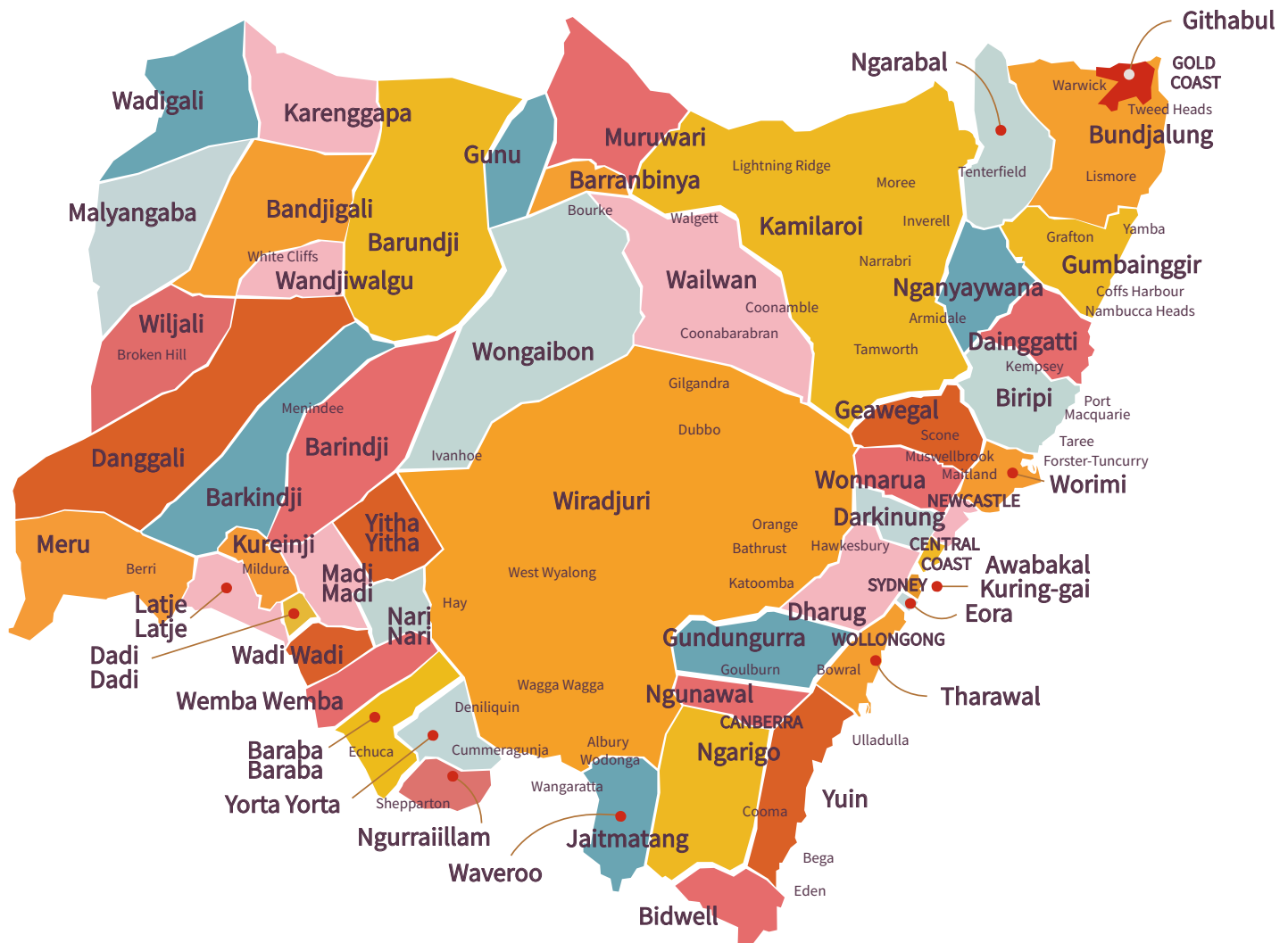
TAFE NSW is governed by the NSW Technical and Further Education Act 1990, which states that in exercising its functions, TAFE NSW must provide educationally or vocationally disadvantaged groups with access to education services, including a range of appropriate specialised services.

Our values promote positive behaviours and create a results-driven culture. They guide how we serve our customers, how we work together and how we make decisions.



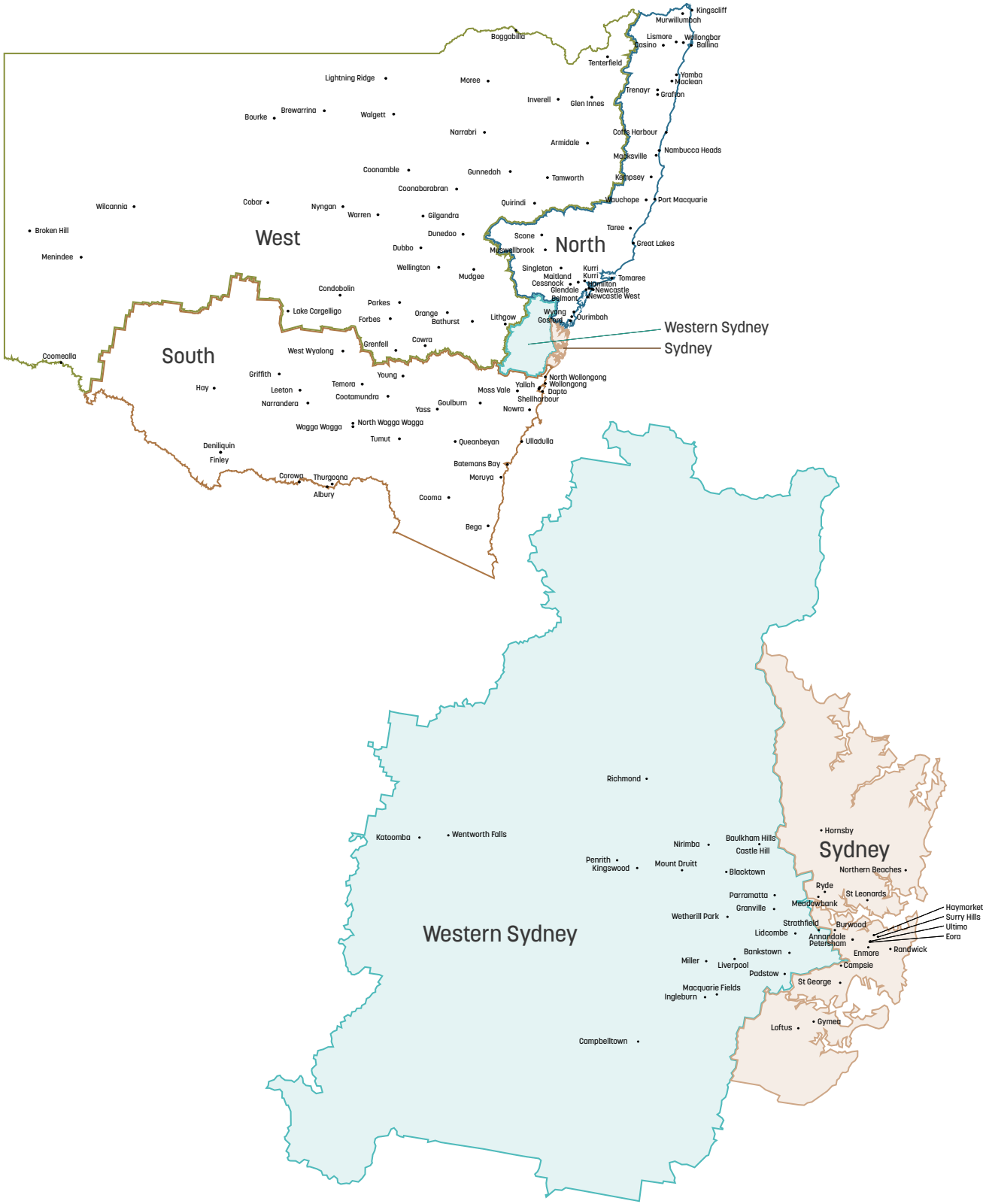
# Aboriginal Cultures and Languages in NSW

NSW is made up of around 70 different Aboriginal Nations, each with their own language or Language Group. For Aboriginal and Torres Strait Islander Peoples, language is not merely a means of communication, it is an important medium through which Culture is carried across generations. Aboriginal languages are at high risk of becoming lost. Everyone can play a role in revitalising these languages by learning and using them.



Map and information from Reconciliation NSW: [www.schoolsreconciliationchallenge.org.au](http://www.schoolsreconciliationchallenge.org.au)

# TAFE NSW Footprint

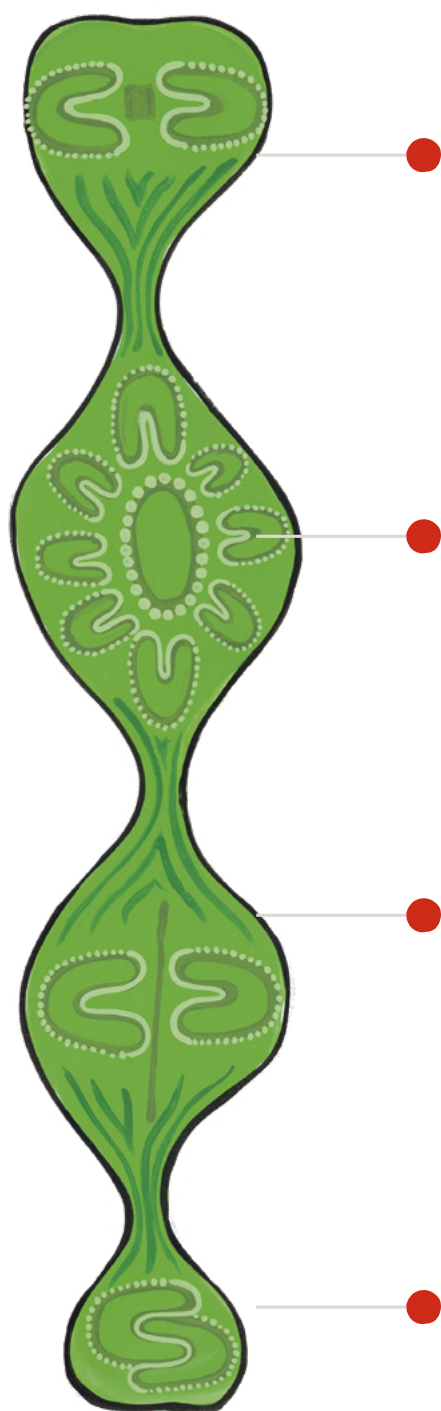




# TAFE NSW Core Values



Our values promote positive behaviours and create a results-driven culture. They guide how we serve our customers, how we work together and how we make decisions.



## Customer Focus

We place customers at the centre of our decision making. We are responsive to diverse customer needs. We strive for simplicity and make decisions quickly and pragmatically, focused on customer outcomes.

## Excellence

We strive to be the best and are passionate about the outcomes we generate for learners. We are proactive and adapt quickly to changing circumstances. We look for ways to continually improve our service provision.

## Integrity

We are committed to doing business the right way. We act professionally and with honesty and transparency. We are accountable for our actions and can be relied upon to deliver on our promises.

## Collaboration

We are inclusive and work together towards our shared purpose. We partner with governments and agencies, industry, community, and other educational providers to deliver the best outcomes for learners. We think, consider alternatives, listen to diverse ideas, and are open to change.

# What Reconciliation Means to Me

“

The TAFE NSW RAP has resulted in a more coordinated approach to reconciliation. In June 2021, we successfully launched a dashboard that's resulted in increased transparency of how we are currently track Aboriginal enrolments, completions, staffing and more. Increased visibility over our data has been the catalyst for some concrete strategic initiatives designed to address the gaps and make real change for our Aboriginal communities.

**Daniel Jack**, Manager of Aboriginal Engagement and Strategic Partnerships - North Region

...

“

Having the RAP has cemented our commitment to educating and supporting staff and students in all aspects of Aboriginal and Torres Strait Islander history, culture, knowledge, and awareness. The RAP has supported capability uplift, immersive experiences and embedding policy and processes. It has allowed a more inclusive work environment where all staff; new and who have been here for longer periods of time, feel supported. It has also allowed continual growth for individuals as well as TAFE NSW. The RAP has elevated the inclusivity at TAFE NSW, breaking down barriers through ensuring equality and equity in all our day-to-day operations, policies and procedures.

**Tracey Klein**, Diversity and Inclusion Specialist - Capability

...

“

I feel inspired, acknowledged, and empowered when I'm on campus and see the signs, symbols and visuals that have been erected. I feel that local knowledge, names, and languages are being learned by both non-Aboriginal and Aboriginal staff and students. As an organisation, I can see that we are progressing in the creation of a culturally safe learning environment for Aboriginal students and staff.

**Belinda Craig**, Head Teacher Hair and Beauty - Sydney Region

...

“

The TAFE NSW Innovate RAP has presented clearer career pathways for Aboriginal staff, externally demonstrated that we are striving to identify and remove barriers that limit our educational service delivery, and focused on developing a culturally safe space for our communities and my People to learn and thrive in.

**David Austin**, Aboriginal Education and Engagement Coordinator - North Region

...

“

Every milestone, every achievement in our TAFE Digital RAP is achieved because of my amazing colleagues!

**Natalie Wilcock**, Senior Manager Aboriginal Education and Engagement - Digital

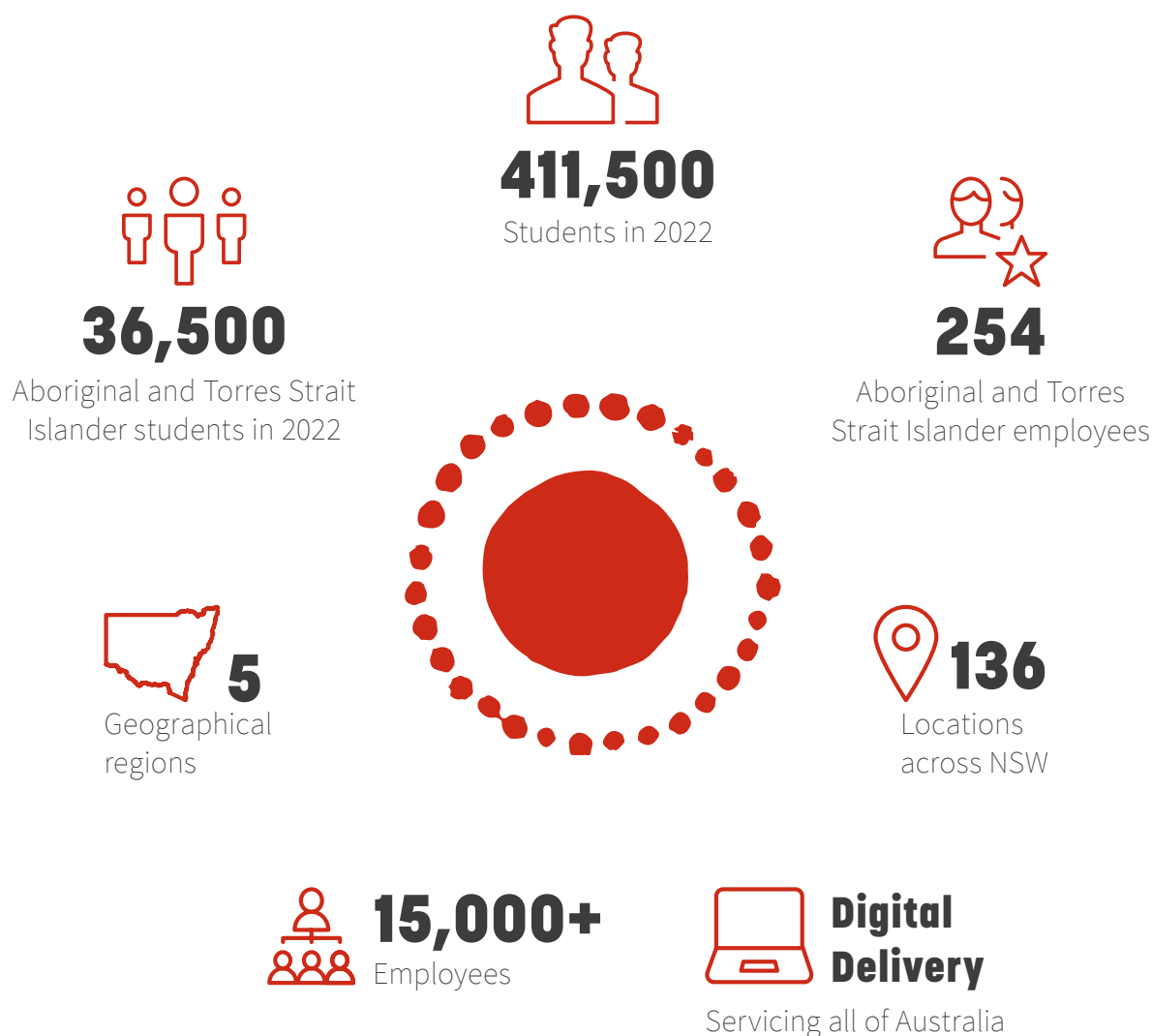
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# Our RAP



## Our Vision for Reconciliation

The TAFE NSW vision for reconciliation is to create an organisation that reflects the community we serve. At TAFE NSW, we are committed to recognising and acknowledging the injustices of the past, respects Cultural diversity, advocates for self-determination, and is an Australia that is free of all forms of racism, by promoting equality, equity, and cultural safety in education and training, and in employment opportunities.



Sources: TAFE NSW Annual Report, 2021-2022.  
TAFE NSW Reconciliation Action Plan Annual Report, 2021-2022.



# Our RAP Journey

In 2020-2022, TAFE NSW made the decision to create an Innovate RAP to provide the organisation with state-wide actions and relationships with Aboriginal and Torres Strait Islander communities and people.

Prior to our 2020-2022 Innovate RAP, TAFE NSW had approximately 185 Aboriginal and Torres Strait Islander employees. Through the implementation of our RAP, TAFE NSW has increased this number and our organisation now has 254 Aboriginal and Torres Strait Islander employees across all functional areas.

A strong foundation was established with the development of An Aboriginal Governance Framework which includes our Reconciliation Action Coordination Committee (RACC). This framework provides key links with integral external Aboriginal and Torres Strait Islander stakeholders through our Aboriginal Community Reference Groups and with our internal Aboriginal Strategic Leadership Group to support all Aboriginal business across TAFE NSW.

In 2021, TAFE NSW co designed many frameworks to support all areas of the organisation including the Aboriginal Cultural Capability Framework. This streamlined programs to uplift the cultural awareness and capability of all staff at TAFE NSW. Throughout the implementation of the RAP between 2020-2022 we have provided 3649 cultural capability opportunities for staff ranging from Online, face to face and on country immersion programs.

The Aboriginal Participation Strategy was also developed to support self-determination of Aboriginal and Torres Strait Islander people and businesses. The inclusion of this strategy has seen TAFE NSW procure \$14,389,921 with Aboriginal and Torres Strait Islander peoples and businesses between 2020-2022.

TAFE NSW will continue with an Innovate RAP in 2023-2025. This was developed in alignment with our organisational core values and strategic vision of being a leading provider of lifelong learning, meeting the evolving needs of industry and learners in communities across NSW. TAFE NSW will continue to strive to be the employer and vocational education and training provider of choice for all Aboriginal and Torres Strait Islander People.

The TAFE NSW Reconciliation Action Coordination Committee (RACC) will guide the implementation and reporting of TAFE NSW's Innovate RAP to ensure best practice and accountability.

As a leading provider of vocational education in NSW, TAFE NSW has a long-standing history of supporting the local communities that we serve. Given our regional footprint across NSW we are uniquely placed to have a positive impact on NSW to support Reconciliation.

## The Reconciliation Action Coordination Committee

TAFE NSW has established the Reconciliation Action Coordination Committee (RACC), which will be responsible for developing, endorsing, implementing, tracking, and reporting on the RAP.

The Reconciliation Action Coordination Committee is made up of:

- Executive Director, Education and Skills – TAFE Digital (Co-Chair)
- Executive Director, Education and Skills – South (Co-Chair)
- Diversity & Inclusion Specialist (Co-Chair)
- Senior Manager, Diversity & Inclusion
- Manager, Aboriginal Education and Training Strategy
- Manager, of Aboriginal Employment
- Executive Director, Education and Skills – North
- Senior Manager, Aboriginal Education and Engagement – North
- Senior Manager, Aboriginal Education and Engagement – South
- Executive Director, Education and Skills – West
- Senior Manager, Aboriginal Education and Engagement – West
- Executive Director, Education and Skills – Sydney
- Senior Manager, Aboriginal Education and Engagement – Sydney
- Executive Director, Education and Skills – Western Sydney
- Senior Manager, Aboriginal Education and Engagement – Western Sydney
- Senior Manager, Aboriginal Education and Engagement – Digital
- Manager, Aboriginal Engagement & Strategic Partnerships
- Director, Delivery Implementation and Performance – Western Sydney
- Manager, Capability Development
- Procurement Operations Analyst



## Jennifer Skinner

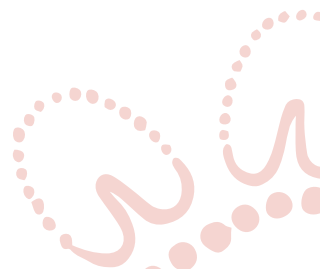
Darkinjung woman - North Region

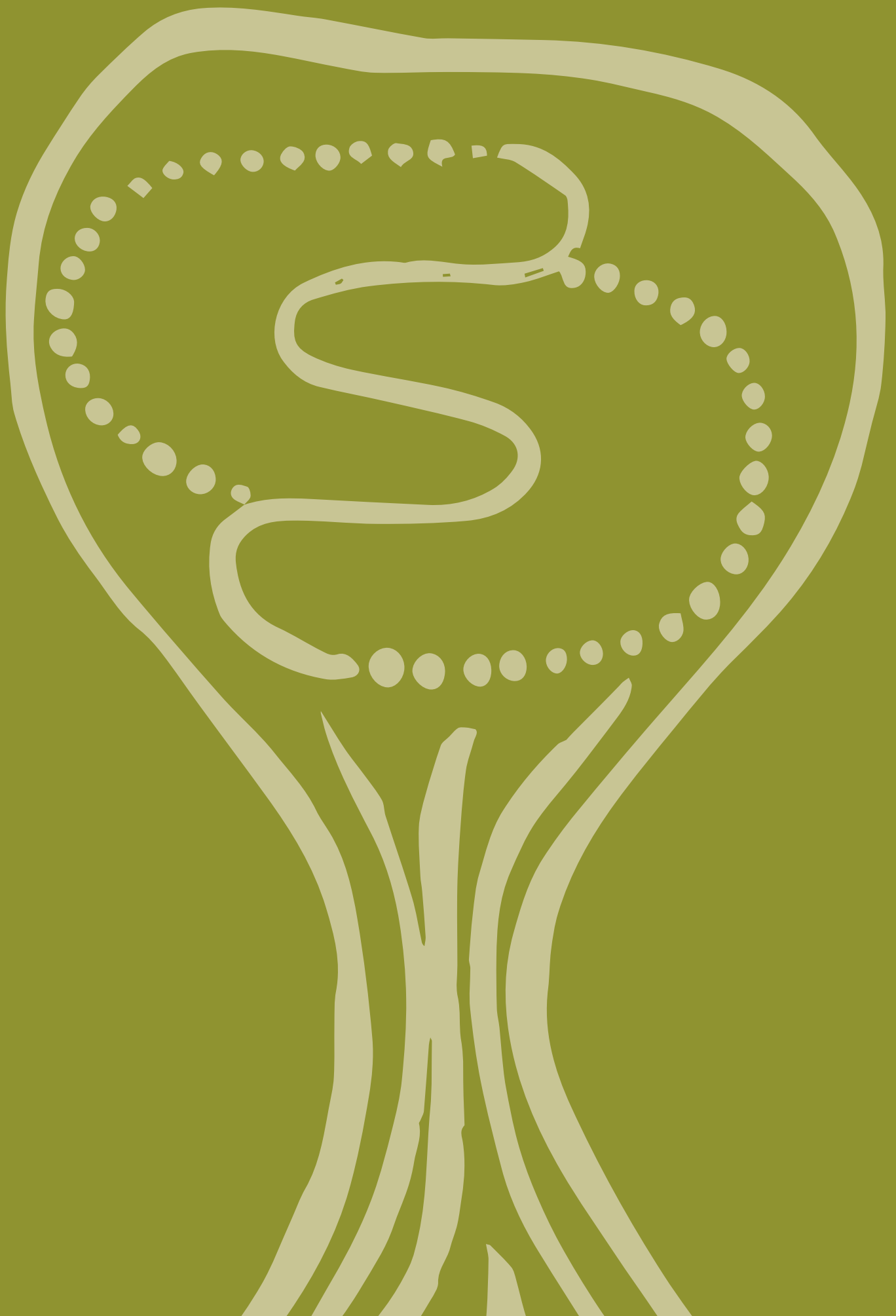
**Jennifer is a proud Darkinjung woman with links to the Dharug people and community. In 2017, she enrolled in a TAFE NSW Higher Education qualification; Bachelor of Community Services which she studied online through TAFE NSW Digital.**

When commencing her studies Jennifer lacked confidence and had many other adversities and challenges. But Jennifer was determined to succeed with her course and be a positive role model for her children.

Jennifer has seen great success with her studies, gaining a high distinction in many of her units and this is attributed to her hard-work, perseverance, and self-determination.

Jennifer has been an advocate for social justice for over 20 years and now has the qualification to move into an industry to continue her passion and purpose.





# Relationships



TAFE NSW is committed to providing a safe and inclusive environment for all TAFE NSW customers and employees, including Aboriginal and Torres Strait Islander People. To achieve reconciliation, we need to develop strong relationships amongst our TAFE NSW teams with Aboriginal and Torres Strait Islander People and Communities. We will work with our industry and business partners to build and promote reconciliation together.

By collaborating as a proud, passionate, and customer-focused team, we can deliver culturally inclusive products and services. When programs and policies that affect the lives of Aboriginal and Torres Strait Islander People are developed and implemented in genuine partnership, mutually beneficial outcomes are achieved. We seek to implement strategies which will assist our Aboriginal and Torres Strait Islander People to strengthen self-determination, so supporting TAFE NSW to be the VET provider of choice.

## Focus Areas

### **Engaging community:**

TAFE NSW will engage with local communities to improve the education participation of Aboriginal and Torres Strait Islander learners and enable them to achieve their full potential by supporting communities in alleviating skills inequality.

### **Business collaboration:**

TAFE NSW will support economic participation and development of Aboriginal and Torres Strait Islander people and communities through local engagement, partnerships and tailored solutions.





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

<b>Deliverables</b>	<b>Timeline</b>	<b>Responsibility</b>
a. Implement guiding principles for future engagement in consultation with Aboriginal and Torres Strait Islander stakeholders and organisations to ensure a shared value is considered.	May 2025	Chief Delivery Officer
b. Develop and implement an engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations including Government and Non-Government to support Aboriginal and Torres Strait Islander learners.	March 2025	Chief Delivery Officer
c. Review key services, such as explore to enrol, and consider opportunities to be more responsive to community needs.	February 2024	Chief Delivery Officer
d. Using the TAFE NSW Aboriginal Governance Structure, involve Aboriginal and Torres Strait Islander communities in decision making about programs offered by TAFE NSW which impact their communities.	May 2025	Chief Delivery Officer
e. Share Aboriginal and Torres Strait Islander success stories (a minimum of one story quarterly) both internally and externally through our intranet, internet and other social channels.	May 2025	Chief Delivery Officer

## 2. Build relationships through celebrating National Reconciliation Week (NRW).

Deliverables	Timeline	Responsibility
a. Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff through our internal communication channels including intranet to support and to include in our Communication Plan.	May 2023, 2024, 2025	Managing Director
b. Ensure RACC/RICC members are champions to showcase best practice and participate in an external NRW event.	27 May - 3 June, 2023, 2024, 2025	Executive Sponsor(s)
c. Encourage and support staff and senior leaders to participate in at least one networking event to recognise and celebrate NRW.	27 May - 3 June 2023, 2024, 2025	Executive Sponsor(s)
d. Organise at least one central NRW event each year including one event in each Region.	27 May - 3 June, 2023, 2024, 2025	Chief People Officer
e. Register all our NRW events on Reconciliation Australia's <a href="#">NRW website</a> .	May 2024, 2025	Executive Sponsor(s)
f. Promote NRW events to raise awareness and promotion of reconciliation across TAFE NSW.	May 2025	Managing Director
g. Promote TAFE NSW's Gili Awards (Aboriginal Education and Training Awards) as our annual NRW event.	May 2025	Managing Director
h. Develop NRW toolkit (promotion and marketing materials) to enable all staff to access and promote from TAFE NSW intranet page.	May 2025	Chief People Officer
i. Showcase Aboriginal and Torres Strait Islander successes within NRW at TAFE NSW by involving students, celebrities and/or local talent into the NRW events.	May 2023, 2024, 2025	Executive Sponsor(s)

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

Deliverables	Timeline	Responsibility
a. Implement strategies to engage our staff in reconciliation, by creating toolbox kits for all staff to utilise for the Reconciliation share on our standing meeting agenda template.	May 2025	Chief People Officer
b. Communicate our commitment to reconciliation publicly by promoting the TAFE NSW Reconciliation Report on the TAFE NSW customer-facing website.	Dec 2024	Chief Delivery Officer
c. Explore opportunities to positively influence our external stakeholders in driving reconciliation outcomes, by exploring external partnerships to support Aboriginal initiatives within TAFE NSW.	November, 2024	Chief Delivery Officer
d. Collaborate with other organisations and agencies that have a RAP, to develop ways to advance reconciliation.	March 2025	Executive Sponsor(s)
e. Have active representation and attend a minimum of 2 meetings with the Reconciliation Industry Network Group (RING) Facilitated by Reconciliation NSW and share learnings with all stakeholders.	December 2023, 2024	Executive Sponsor(s)

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

Deliverables	Timeline	Responsibility
a. Conduct a review of HR policies and procedures to identify existing anti-discrimination provisions, and future needs.	January 2023, 2024	Chief People Officer
b. Review and monitor Anti-Discrimination Policies in consultation with Aboriginal and Torres Strait Islander staff and/or advisors.	May 2025	Chief People Officer
c. Establish an Anti-Racism campaign to ensure racism has no place within TAFE NSW.	December 2024	Chief People Officer
d. Establish Anti-Discrimination and Racism capability uplift within the Diversity & Inclusion Professional Development Framework across all levels of TAFE NSW including senior leaders.	December 2024	Chief People Officer





## Aunty Fay Carroll Program

TAFE NSW Sydney Region

**The Aunty Fay Carroll Program Team in partnership with St. Vincent Hospital, Sydney has improved vocational education and training outcomes for Aboriginal and Torres Strait Islander people by creating pathways into health at St. Vincent's Hospital Sydney.**

The CEO A/Prof Anthony Schrembri AM together with staff at St. Vincent Hospital, Sydney wanted to honour Aunty Fay Carroll, who was a strong Aboriginal Elder, leader and advocate for Aboriginal & Torres Strait Islander people to help close the gap in Health, Education and Employment. The program consists of four Educational pathways that have been created to pathway students into Nursing, Wards person, Pathology and Medical Administration.

The Aunty Fay Carroll Program honours the legacy of a proud Ngunnawal/Wiradjuri woman from Griffith, NSW who lived and worked on the lands of the Gadigal people of the Eora Nation who was a valued Elder within the community and at St. Vincent's Health Network, Sydney. She was very passionate and committed to 'Closing the Gap' in Health, Education & Employment and had a vision to increase the number of Aboriginal & Torres Strait Islander People within the Health Industry.

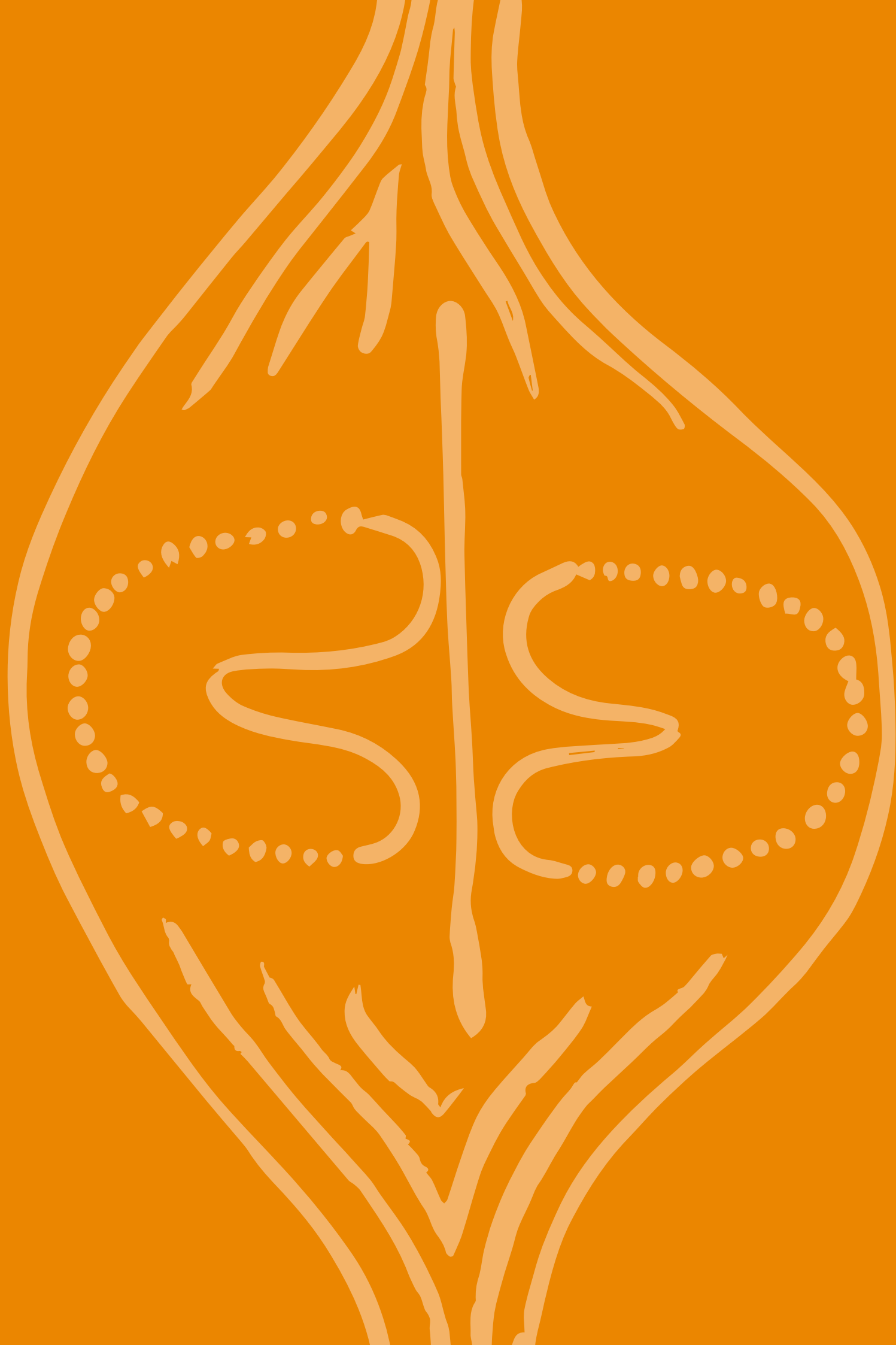
This program has been a collaborative effort between St. Vincent Hospital Network, Sydney and TAFE NSW.



Snowy Mountains National Park, South Region  
Traditional lands of the Ngarigo people







# Respect



When Aboriginal and Torres Strait Islander Peoples see that all Australian people understand and respect their Cultures, rights, and experiences, this will be a significant step towards reconciliation.

TAFE NSW operates on the principle that valuing Aboriginal and Torres Strait Islander cultures and promoting Aboriginal and Torres Strait Islander Peoples' rights and interests, are integral to our organisation. TAFE NSW embeds a professional culture which demands that all their employees act professionally, with honesty and transparency, to act with purpose, to be accountable for their actions, and to treat all people fairly and with respect.

TAFE NSW values the skills, experiences, and Knowledge of Aboriginal and Torres Strait Islander Peoples; understands the wrongs of the past and the impacts they have had; recognises the strength, diversity, and richness of Aboriginal and Torres Strait Islander Cultures; and acknowledges and respects Aboriginal and Torres Strait Islander Peoples' connectedness to Country.

TAFE NSW is committed to ensuring these attributes are continuously respected, valued, and promoted in the delivery of all our services and products.

## Focus Areas

### Cultural safety:

“A culturally safe and secure environment is one where our (Aboriginal and Torres Strait Islander) people feel safe and draw strength in their identity, culture and community.”<sup>1</sup> TAFE NSW supports Aboriginal and Torres Strait Islander employees and learners through fostering a safe environment, and supporting cultural, psychological and physical wellbeing.

<sup>1</sup> Australia Human Rights Commission. 2010. <https://humanrights.gov.au/our-work/chapter-4-Cultural-safety-and-security-tools-address-lateral-violence-social-justice>



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

<b>Deliverables</b>	<b>Timeline</b>	<b>Responsibility</b>
a. Review the cultural learning needs of staff at least once a year within TAFE NSW to identify areas of strength and growth.	December 2023, 2024	Chief People Officer
b. Develop guidelines to facilitate consultation with local Traditional Owners and/or Aboriginal and Torres Strait Islander appropriate advisors to inform any cultural learning strategy that TAFE NSW develops.	June 2023, 2024	Chief People Officer
c. Promote TAFE NSW Aboriginal Cultural Capability Framework to all staff at least once a year.	December 2023, 2024	Chief People Officer
d. Provide opportunities for all TAFE NSW staff to participate in at least one formal, accredited Aboriginal Cultural Education Training, and/or structured face-to-face and on-Country.	December 2023, 2024	Chief People Officer
e. Implement all Aboriginal and Torres Strait Islander Guiding Principles to support and strengthen cultural safety in all functional areas across TAFE NSW.	May 2025	Chief People Officer
f. Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander appropriate advisors, on the review, evaluation and amendments of TAFE NSW Aboriginal Cultural Capability Framework including the development of products listed in our ACCF.	May 2025	Chief People Officer
g. Conduct a review of the TAFE NSW Student Guide to ensure cultural safety.	November, 2024	Chief Delivery Officer

Deliverables	Timeline	Responsibility
h. Promote awareness of government priorities for Aboriginal and Torres Strait Islander peoples such as Uluru Statement from the Heart and other priority reforms.	May 2025	Chief People Officer
i. Implement cultural safety programs for all staff to participate in (such as lunch byte sessions, yarning circles and face to face workshops) to increase staff awareness and create a workplace that is culturally safe for Aboriginal and Torres Strait Islander peoples to bring their whole selves through encouraging and supporting truth telling.	December 2023, 2024	Chief People Officer

## 2. Demonstrate respect to Aboriginal and Torres Strait Islander Peoples by observing Cultural Protocols.

Deliverables	Timeline	Responsibility
a. Increase staff and students understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols by promoting guidelines to all staff through the Mob @TAFE application.	October 2023, 2024	Chief People Officer
b. Invite local Traditional Owners or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year including all major face to face TAFE NSW events with attendees over 200 expected.	May 2025	Executive Sponsor(s)
c. Include an Acknowledgement of Country or other appropriate protocols at the commencement of all important meetings and encourage non-Aboriginal staff to take on this task.	March 2023	Executive Sponsor(s)

Deliverables	Timeline	Responsibility
d. Communicate and promote to staff the TAFE NSW Confirmation of Aboriginality Policy and procedure relating to procurement, enrolment, and recruitment to ensure cultural authenticity in confirming Aboriginality of staff and students.	February 2024	Chief People Officer
e. Establish an understanding of local cultural and heritage sites near to, and on, TAFE NSW locations.	June 2024	Chief Operating Officer

### 3. Build respect for Aboriginal and Torres Strait Islander Cultures and Histories, by celebrating NAIDOC Week.

Deliverables	Timeline	Responsibility
a. Ensure RACC/RICC members participate in at least one external NAIDOC Week event including Aboriginal and Torres Strait Islander and non-Aboriginal staff.	July 2024	Executive Sponsor(s)
b. Host at least one virtual NAIDOC event for all staff to participate in.	July 2024	Managing Director
c. Review HR policies and procedures at least once a year to remove barriers to staff participating in NAIDOC Week.	July 2024	Chief People Officer
d. Promote and encourage participation in external NAIDOC events to all staff.	July 2024	Executive Sponsor(s)



## Mark King

Waanyi man - South Region

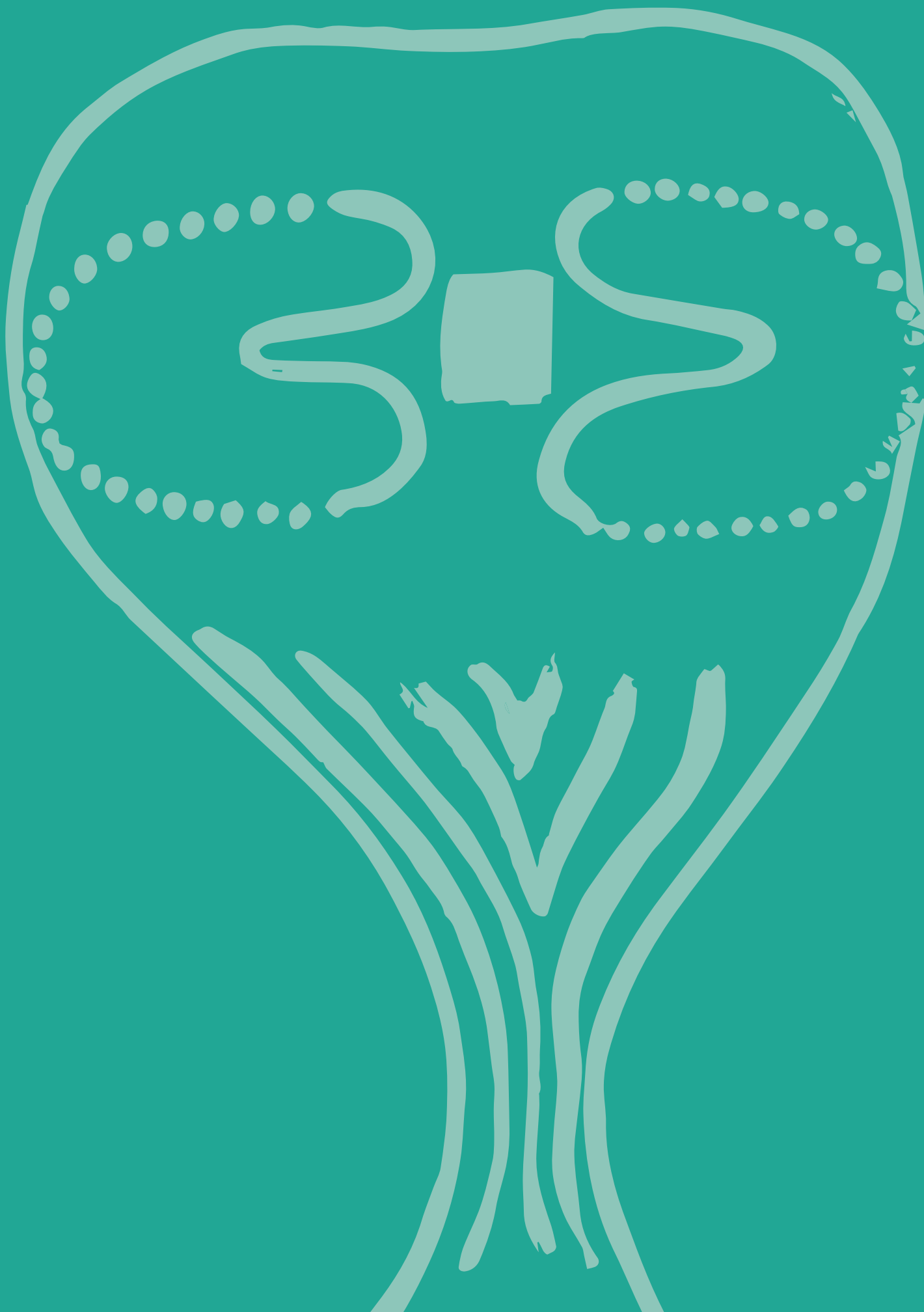
**Mark is a proud Waanyi, Pitta Pitta and Wangkamaldha man who comes from a long line of Aboriginal stockman. Mark is a valued staff member who is committed to building the cultural capability of TAFE NSW staff and learners.**

Mark works closely with all TAFE NSW staff to ensure courses are culturally appropriate for Aboriginal and Torres Strait Islander learners. He is an advocate for Reconciliation and has supported TAFE NSW Reconciliation Action Plan through delivery of cultural workshops. Mark constantly encourages staff to think about realistic actions they can take to embed Reconciliation in their classroom and in the broader community.

Outside of TAFE NSW, Mark also runs his own successful Didgeridoo academy and is a positive advocate for Aboriginal education.

Mark's passion for education and TAFE NSW is evident with his son, Kade who aspires to be a veterinarian, specialising in cattle. Kade recently completed Certificate II in Animal Studies (ACM20121) with TAFE NSW.





# Opportunities



TAFE NSW strives to be the best and to continue to be passionate about what we do. We aim to create innovative and inclusive solutions, to ensure that we remain the leading VET provider in NSW, the provider of choice for Aboriginal and Torres Strait Islander students, and to become an employer of choice for Aboriginal and Torres Strait Islander Peoples.

In developing and implementing culturally appropriate, partnership-centred services that uphold the unique rights of Aboriginal and Torres Strait Islander Peoples, TAFE NSW will create a culturally safe environment where Aboriginal and Torres Strait Islander Peoples can participate equally and respectfully, to further their education and training needs.

By recognising, understanding, and leveraging diversity, while also valuing and respecting the expertise of our employees, TAFE NSW will develop opportunities that improve organisational health and support positive engagement of our people. This will help to provide enjoyable, challenging, and rewarding careers for all employees - including Aboriginal and Torres Strait Islander Peoples - and create a highly productive, skilled, customer-focused, and engaged workforce that is supportive, collaborative, and is valued for their contributions.

## Focus Areas

### Students:

Engage, enrol, support and success – TAFE NSW is ensuring that standards are in place to support Aboriginal and Torres Strait Islander learner needs and educational equity. TAFE NSW is embedding diversity and cultural perspectives in curriculum and delivery practices to enhance learner success ensuring that cultures and languages are strong, supported and flourishing.

### Employment:

Attract, recruit, retain and develop – TAFE NSW fosters a diverse workforce and is an inclusive employer of Aboriginal employees while working to increase the number of Aboriginal people in senior leadership roles.



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

Deliverables	Timeline	Responsibility
a. Finalise and promote the TAFE NSW Aboriginal Marketing/Communications Guiding Principles into our enrolments with the objective to be the vocational training provider of choice for Aboriginal and Torres Strait Islander Peoples.	March 2025	Chief Strategy and Commercial officer
b. Conduct research on digital and online learning for Aboriginal and Torres Strait Islander people to establish innovative initiatives to support positive learning experiences.	June 2024	Chief Product and Quality Officer
c. Use enrolment data and work with Narragunnawali: Reconciliation in Education team to suggest where Narragunnawali Professional Learning Resources might be used to embed reconciliation within TAFE NSW products where there is a high number of Aboriginal and Torres Strait Islander students. .	May 2025	Chief Product and Quality Officer
d. Ensure cultural authenticity in the delivery of Aboriginal and Torres Strait Islander-specific courses and units, by conducting a review and developing a strategy to recruit Aboriginal and Torres Strait Islander teachers for the delivery of cultural content.	May 2025	Chief Delivery Officer
e. Ensure our Children Centers have their own Reconciliation Action Plan on the Narragunnawali Platform.	May 2025	Chief Delivery Officer
f. Develop and approach to address priority reform such as Closing the Gap to support Aboriginal and Torres Strait Islander students with technology and other needs.	March 2025	Chief Delivery Officer
g. Develop a process to review the cultural safety of organisations and educational institutions where students complete practical placements.	May 2025	Chief Delivery Officer

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

Deliverables	Timeline	Responsibility
a. Conduct a training needs analysis of Aboriginal and Torres Strait Islander staff to identify and inform professional development and future employment opportunities.	June 2024	Chief People Officer
b. Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders. All targeted and identified roles to be case managed by the Aboriginal Employment team, with Aboriginal Employment Specialist working with hiring Managers to ensure the opportunity is maximised and promoted.	December 2023, 2024	Chief People Officer
c. Review HR and recruitment policies and procedures to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	December 2024	Chief People Officer
d. Support the voice of Aboriginal and Torres Strait Islander Staff by identifying needs and providing recommended actions developed by the Aboriginal Staff Network to the TAFE NSW executive.	May 2025	Chief People Officer
e. Include a regional focus in employment targets to better meet the needs of communities throughout NSW.	June, 2024	Chief People Officer
f. Expand a talent pipeline for Aboriginal and Torres Strait Islander candidates – promoting employment opportunities.	June 2024	Chief People Officer
g. Create traineeship roles as an entry point to career roles at TAFE NSW.	June 2024, 2025	Chief People Officer

Deliverables	Timeline	Responsibility
h. Develop, communicate, and implement an Aboriginal and Torres Strait Islander Employment Strategy to support TAFE NSW reach our target of 3% Aboriginal employment with clear alignment to our RAP.	May 2025	Chief People Officer
i. Create a pipeline for TAFE NSW Aboriginal and Torres Strait Islander students studying an applicable field to be provided with paid internships and be eligible to apply for internal roles.	May 2025	Chief People Officer

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

Deliverables	Timeline	Responsibility
a. Review and implement TAFE NSW Aboriginal and Torres Strait Islander Participation strategy for procurement with Aboriginal and Torres Strait Islander businesses.	TBC	Please provide
b. Develop commercial relationships with Aboriginal and/or Torres Strait Islander businesses.	November 2023, 2024	Chief Operating Officer
c. Maintain Supply Nation membership.	November 2023, 2024	Chief Operating Officer
d. Explore opportunities for underutilised TAFE NSW spaces to be utilised by emerging Aboriginal and Torres Strait Islander businesses.	March 2024	Chief Operating Officer
e. Work with NSW Treasury to explore alternate ways of classifying Aboriginal businesses that does not exclude grassroots Aboriginal and Torres Strait Islander businesses.	November 2023	Chief Operating Officer

#### 4. Promote Reconciliation Australia's Narragunnawali: Reconciliation in Education program, to staff and external stakeholder

Deliverables	Timeline	Responsibility
a. Promote the Narragunnawali: Reconciliation in Education program throughout TAFE NSW, including ITE and education specific courses.	March 2023	Executive Sponsor(s)
b. Encourage all staff at least once a year to engage with the professional learning resources (including webinar), that are available via the Narragunnawali: Reconciliation in Education online platform.	June 2024	Executive Sponsor(s)
c. Host an appropriate link to the Narragunnawali: Reconciliation in Education platform on our website.	June 2024	Executive Sponsor(s)
d. Encourage all staff and students in early learning courses and services throughout our network, to sign up to the Narragunnawali News mailing list.	June 2024	Executive Sponsor(s)
e. Encourage TAFE NSW students to engage with the professional learning resources on the Narragunnawali platform to strengthen their understanding of how to contextualise reconciliation in education within their studies and potential workplaces.	June 2024	Chief Delivery Officer





## Sharon Duncan

Gamilaroi woman - West Region

Sharon is a proud Gamilaroi woman, a mother of 8 and resides in Toomelah in far North inland of NSW. Sharon is breaking down stereotypes and has successfully completed a Certificate II in Construction (CPC20120-01).

Sharon is a positive influence on many students who lack the confidence to study. Sharon epitomises TAFE NSW vision of lifelong learners with her motivation to continue to map her own journey with leadership courses to further develop her skills and knowledge.

Sharon has become a positive ambassador for women returning to the workforce as well as women who want to change their career paths into non-traditional fields.

Sharon utilised the skills she had acquired from her TAFE NSW course to gain employment with one the largest freight rail infrastructure projects in Australia.

During her time studying with TAFE NSW, Sharon provided our staff with a deeper understanding of the local customs and culture of her people and community.





Blue Mountains National Park, Western Sydney Region  
Traditional lands of the Darug and Gundagarra peoples





# Governance



Placing the customer at the centre of decision making, will provide customers with personalised, high-quality products and services, that allow them to not only achieve their goals, but to also have a say in how their goals are achieved, and to contribute toward their self-determination.

TAFE NSW is committed to ensuring that Aboriginal and Torres Strait Islander staff, customers, and communities have the ongoing right to be heard as equal partners in all matters directly impacting, and relating to, Aboriginal and Torres Strait Islander Peoples.

## 1. Establish and maintain a governance model to drive reconciliation across TAFE NSW.

Deliverables	Timeline	Responsibility
a. Review and update Terms of Reference for the RACC to reflect priorities of the Innovate RAP.	April 2024	Executive Sponsor(s)
b. Maintain Aboriginal and Torres Strait Islander representation on Diversity and Inclusion Council, RACC and RICC and meet at least four times per year to drive and monitor RAP implementation.	December 2024	Chief People Officer
c. Ensure all Aboriginal and Torres Strait Islander initiatives within the Centre of Excellence model are managed and coordinated by the Diversity and Inclusion team.	March 2025	Chief People Officer



Deliverables	Timeline	Responsibility
d. Maintain key governance groups within TAFE NSW Aboriginal Governance model such as the Aboriginal Strategic Leadership Group, Aboriginal Community Reference Groups and TAFE NSW Aboriginal Advisory Council to prioritise Aboriginal initiatives across TAFE NSW.	May 2025	Managing Director
e. Establish a process map to support the understanding of all Aboriginal and Torres Strait Islander functions within TAFE NSW.	May 2025	Chief People Officer

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

Deliverables	Timeline	Responsibility
a. Define and allocate resource and budget needs to implement RAP initiatives that are influenced and supported by the Aboriginal Strategic Leadership Group.	April 2024	Chief Operating Officer
b. Maintain internal Subject Matter Experts from leadership teams to champion, drive and embed implementation of RAP deliverable through the Strategic Initiatives Communities of Practice.	June 2024	Managing Director
c. Embed appropriate systems to track, measure and report on RAP commitments.	June 2024	Executive Sponsor(s)
d. Ensure senior leaders from across TAFE NSW are accountable for delivering outcomes of the Reconciliation Action Plan, by developing Reconciliation Implementation Plans, which are then included in reporting cycles.	June 2024	Managing Director
e. Appoint and maintain an internal RAP Champion from within senior management as the Executive sponsor.	December 2024	Managing Director

<b>Deliverables</b>	<b>Timeline</b>	<b>Responsibility</b>
f. Promote reconciliation shares on every standing agenda item and provide education and awareness of what a reconciliation share is and how it should be utilised.	January 2024	Managing Director
g. Ensure accountability of RAP deliverables through RACC and RAP governance structure to support implementation across all TAFE NSW functional areas.	March 2025	Executive Sponsors

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

<b>Deliverables</b>	<b>Timeline</b>	<b>Responsibility</b>
a. Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence.	May 2025	Executive Sponsor(s)
b. Establish technology solutions for Reconciliation implementation, feedback, and reporting.	May 2025	Chief Information Officer
c. Contact Reconciliation Australia to request our unique link, to access the online RAP Impact Measurement Questionnaire.	August 2024	Executive Sponsor(s)
d. Complete and submit the annual RAP Impact Measurement Questionnaire to Reconciliation Australia.	September 2024	Executive Sponsor(s)
e. Report RAP progress to all staff and senior leaders quarterly.	March, June, September, December, 2024	Executive Sponsor(s)

Deliverables	Timeline	Responsibility
f. Publicly report our RAP achievements, challenges and learnings, annually including reporting to our students and communities.	December, 2024	Executive Sponsor(s)
g. Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	December 2024	Executive Sponsor(s)
h. Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	May 2025	Executive Sponsor(s)
i. RAP progress reviewed by the Executive Sponsors and reported to the People Steering Committee on a quarterly basis.	June, December 2024, 2025	Chief People Officer

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

Deliverables	Timeline	Responsibility
a. Register via Reconciliation Australia's <a href="#">website</a> to begin developing our next RAP.	May 2025	Executive Sponsor(s)







Hastings Point, North Region  
Traditional lands of the Bundjalung people





Jervis Bay, South Region  
Wandi Wandian Country, traditional lands of the Jerrinja people







## Contact details

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