



North
Regional

Innovate Reconciliation Action Plan

June 2026 - June 2028





About the artworks and artist

Mervyn Street, a Gooniyandi artist and advocate, created the featured artwork in this Reconciliation Action Plan, reflecting the long struggle for justice, including the Stolen Wages class action. Street, who grew up on a Kimberley cattle station, recalls his parents working without pay under discriminatory policies. His exhibition *Stolen Wages*, part of the Perth Festival in 2025, tells this story.

In 2023, after leading a class action, Street and thousands of Aboriginal workers secured a \$180 million settlement from the WA Government. His art and memories honour the resilience of his community and the shared history of unpaid Aboriginal labour. Both of Street's parents were never paid a wage for their labour in their lifetimes; Street was only paid for his work for the first time when he was in his 30s.

The inclusion of Street's artwork in this Reconciliation Action Plan is intentional. It reflects North Regional TAFE's commitment to community-led truth-telling, acknowledging the ongoing impacts of colonisation and the lived experiences of Aboriginal and Torres Strait Islander peoples across our



regions. These artworks remind us that reconciliation must be built on honesty, respect, and action, not as a standalone initiative, but embedded across how we lead, teach, and work.

Through these works, themes of resilience, accountability, and economic inclusion are brought to the forefront, closely aligning with the Cultural Lens Framework and the core commitments of this Reconciliation Action Plan: to create culturally safe environments, support strong economic futures, and ensure Aboriginal and Torres Strait Islander voices are centred in decision making.

Acknowledgement of Country

North Regional TAFE acknowledges the Traditional Custodians of the Kimberley and Pilbara regions of the North West of Australia and their histories, cultures and continuing connection to the land, sea, waterways and communities. We pay our respect to them and their Elders past, and present.

We recognise the strength of Aboriginal ways of knowing, being and learning, and the vital role these knowledge systems play in shaping how we learn, work and build relationships. We are committed to honouring and embedding this wisdom throughout our organisation and our reconciliation journey.

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Message from CEO Reconciliation Australia

Second Innovate RAP

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

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

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

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

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

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

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

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



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

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

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

Karen Mundine
Chief Executive Officer
Reconciliation Australia

Foreword

By Governing Council Chairperson, Aboriginal Training and Advisory Group (ATAG) Chairperson, and North Regional TAFE Managing Director

At North Regional TAFE, we are committed to walking alongside Aboriginal and Torres Strait Islander peoples on a journey of truth-telling, cultural safety, and economic inclusion. Our RAP is not just a document, it is a reflection of our values and our commitment to creating meaningful change.

North Regional TAFE is proud to present its 2026-2028 RAP which has a strong focus on embedding Aboriginal and Torres Strait Islander perspectives, knowledge and cultural values into the work we do. We recognise this is a vital step towards fostering inclusivity, respect and meaningful collaboration with Aboriginal and Torres Strait Islander communities, to ensure our staff, students and communities thrive and succeed.

We understand that reconciliation is an ongoing journey of learning, reflection and action. Through this RAP, North Regional TAFE aims to contribute positively to reconciliation, whilst upholding the values of respect, truth and understanding in all aspects of our work.

- Respecting and acknowledging Aboriginal and Torres Strait Islander cultures
- Engaging in meaningful partnerships
- Promote cultural integrity
- Advancing reconciliation efforts
- Upholding ethical practices

As we continue to embed reconciliation into our core operations, we acknowledge the strength and resilience of First Nations communities across the Kimberley and Pilbara regions. We thank our RAP Working Group, ATAG, and all contributors for shaping this important work.



Elizabeth Carr AM - Governing Council Chairperson



Henry Lockyer - Aboriginal Training Advisory Group Chairperson



Paula Dewhurst - North Regional TAFE Managing Director

Our vision for reconciliation

A key part of reconciliation is recognising what has gone before and the ongoing impacts of colonisation on Aboriginal and Torres Strait Islander peoples, their communities, families and individuals. North Regional TAFE recognises the strength and contribution of Aboriginal and Torres Strait Islander peoples and understands that truth-telling is a fundamental requirement in advancing our vision for reconciliation, and for ensuring the way in which we operate creates an environment in which our staff, students and communities can thrive and succeed.

Our vision seeks to build capability and social sustainability by supporting local economic futures through accessible, inclusive, and culturally safe vocational education and training, that ensures equitable participation and the benefits of employment, economic wellbeing, and social inclusion across our remote and dispersed populations. Our commitment to reconciliation also recognises the importance of our leadership and staff demonstrating a deep commitment to developing their own cultural integrity.

Our business and Values

North Regional TAFE operates across one of the most culturally rich and geographically vast regions in Australia. The Kimberley and Pilbara are home to the world's oldest continuing cultures, with more than 60 Aboriginal languages spoken, and for many Aboriginal peoples, English is a second or third language. The landscape is remote, diverse, and deeply connected to the histories, identities, and cultural practices of Aboriginal and Torres Strait Islander peoples.

As the largest public vocational education and training provider in the North West, North Regional TAFE delivers training across a region spanning more than one million square kilometres. We have 11 campuses located in Wyndham, Kununurra, Halls Creek, Fitzroy Crossing, Derby, Broome, Roebourne, South Hedland, Karratha, Tom Price, and Newman, along with many additional training delivery points across remote and regional communities. With approximately two hundred Aboriginal communities across our footprint, our training environments must be culturally safe, responsive, and grounded in local context.

We are committed to meeting the needs of students, communities, and stakeholders across this broad region. We have a proud history of delivering innovative training on Country and in remote, rural, and regional settings. More than 40% of our students and 14% of our staff identify as Aboriginal and/or Torres Strait Islander peoples, and their knowledge, languages, cultures, and perspectives enrich our organisation and inform our approach to teaching and services.

North Regional TAFE is a major contributor to the social and economic capital in our region with over three hundred staff. At the time of our RAP publication, we have 299 staff, including 43 people who identify as Aboriginal and Torres Strait Islander.

With more than 40% of our students and 14% of our staff identifying as Aboriginal and/or Torres Strait Islander, North Regional TAFE plays a critical role in building capability across the North West and is a key enabler of government economic development and social equity policy. We build capability and social sustainability, supporting local economic futures through accessible, inclusive, and culturally safe vocational education and training that ensures equitable participation and the benefits of employment, economic wellbeing, and social inclusion across our remote and dispersed populations.

As part of our commitment to reconciliation, North Regional TAFE proudly supports Aboriginal and Torres Strait Islander students through our dedicated Aboriginal Training Services (ATS) team. Embedded across our campuses, the ATS team provides culturally responsive support that helps students engage confidently with their training and stay connected to community and culture.

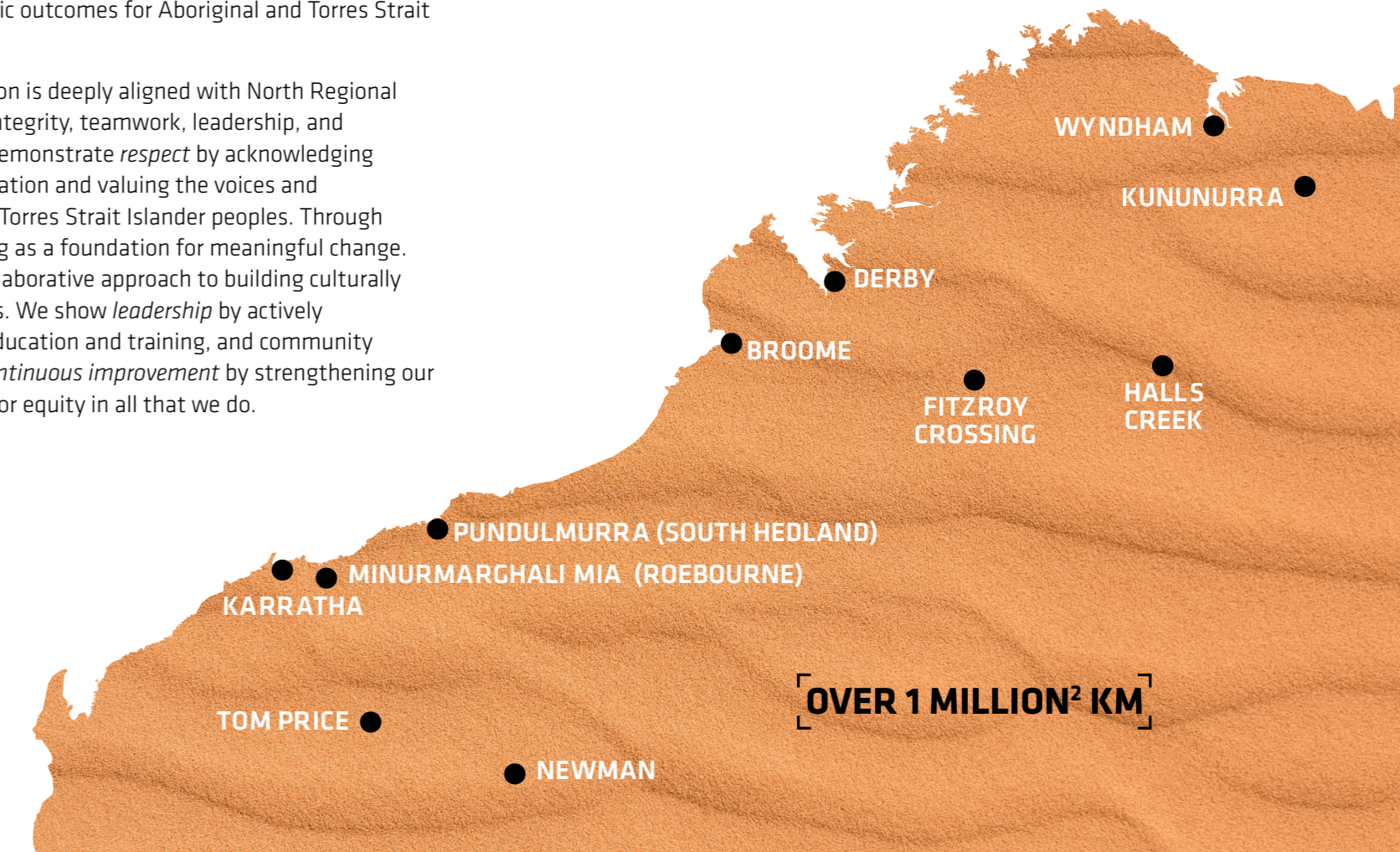
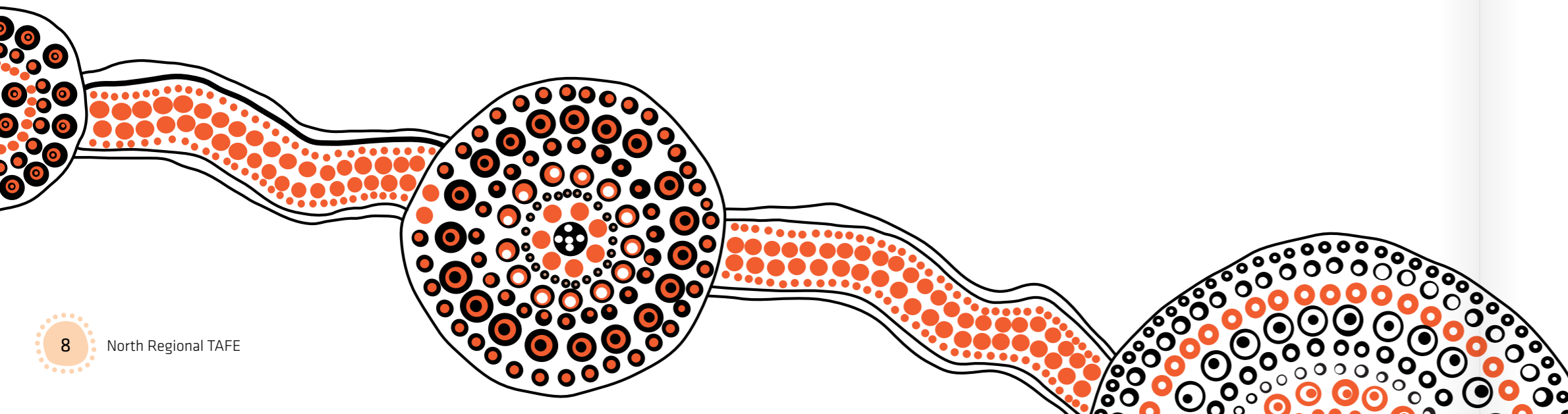
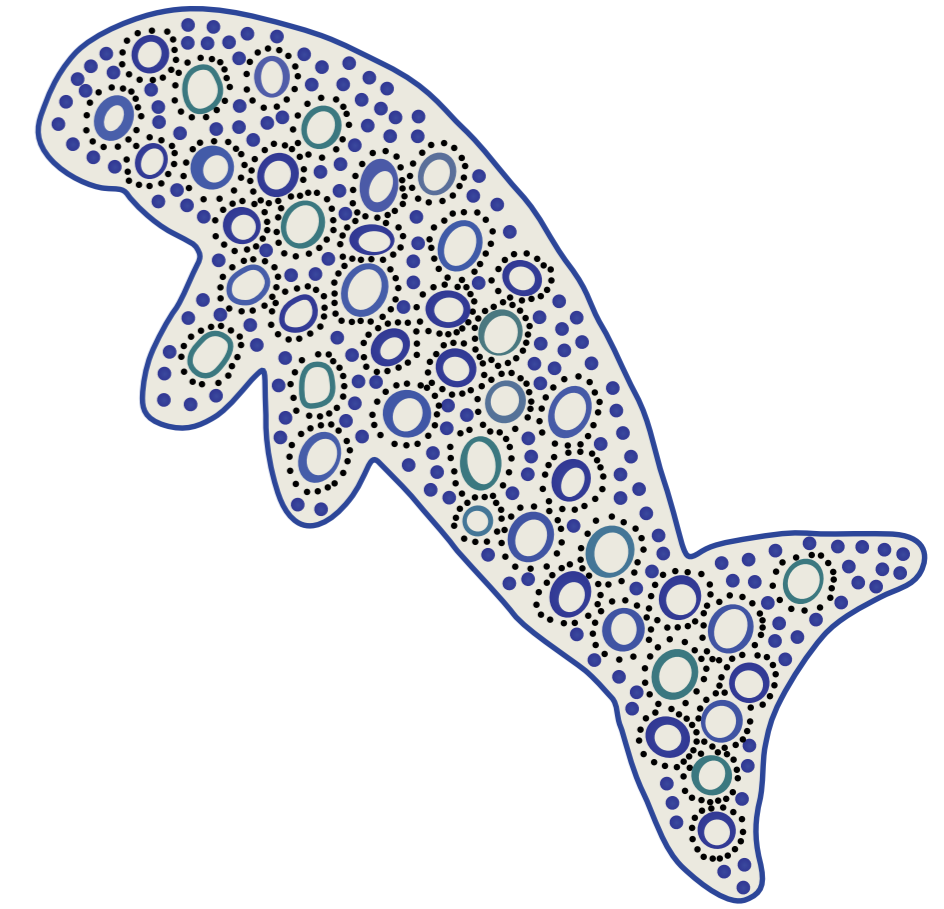
Their work is integral to our business, ensuring that our training environments are inclusive, respectful, and empowering. This support reflects our broader commitment to equity and access, and to building strong, sustainable futures for Aboriginal and Torres Strait Islander peoples across the regions we serve.

North Regional TAFE's commitment to reconciliation is further strengthened through the guidance of ATAG. This group provides strategic advice and cultural insight to ensure our training delivery, policies, and practices are aligned with the needs and aspirations of Aboriginal and Torres Strait Islander communities. ATAG plays a vital role in shaping culturally responsive education and supporting the development of programs that promote equity, access, and meaningful outcomes. Their leadership and lived experience help us remain accountable to our reconciliation goals and ensure our services reflect the voices of the communities we serve.

North Regional TAFE's sphere of influence extends across both our internal workforce and the many external communities, organisations, and partners we engage with. Understanding this sphere helps guide our contributions to reconciliation and shapes the way we integrate cultural safety, partnership, and truth-telling across our work.

Through training delivery, partnerships, employment pathways, procurement, and community engagement, North Regional TAFE has significant influence in strengthening cultural safety, promoting economic participation, supporting languages and cultural practices, and contributing to long-term social and economic outcomes for Aboriginal and Torres Strait Islander peoples.

Our commitment to reconciliation is deeply aligned with North Regional TAFE's core values of respect, integrity, teamwork, leadership, and continuous improvement. We demonstrate *respect* by acknowledging the enduring impacts of colonisation and valuing the voices and contributions of Aboriginal and Torres Strait Islander peoples. Through *integrity*, we uphold truth-telling as a foundation for meaningful change. *Teamwork* is reflected in our collaborative approach to building culturally safe and inclusive environments. We show *leadership* by actively driving reconciliation through education and training, and community engagement, and we pursue *continuous improvement* by strengthening our cultural capability and striving for equity in all that we do.



Our RAP

Embedding Reconciliation: A Built-In Approach

In 2024, ATAG continued to play a pivotal role in guiding the College's commitment to Aboriginal and Torres Strait Islander staff and student engagement, retention, and success. This commitment was brought to life through the launch of the Cultural Lens Project, which commenced in July 2024 with the development of a Cultural Lens Framework, a structured, long-term approach designed to embed Aboriginal and Torres Strait Islander perspectives, cultural values, and community voices across all areas of North Regional TAFE operations.

The Cultural Lens Framework is a five-year organisational transformation framework that guides how the College builds cultural integrity and strengthens reconciliation through sustained, practical action. It ensures that reconciliation is built in, not bolted on, through five interconnected levers.

The Five Levers of the Cultural Lens Framework

Cultural Leadership

Strengthens cultural accountability at the senior level. Executive leaders undertake cultural learning journeys, participate in community led experiences, and ensure decision making is informed through an Aboriginal cultural lens.

Cultural Safety

Creates culturally safe environments for Aboriginal and Torres Strait Islander students, staff, and community members by reviewing policies, practices, and physical spaces to promote inclusion and protect against racism

Cultural Connection

Builds strong, reciprocal relationships with Aboriginal communities through regular engagement, formal agreements, and community led guidance that ensures training delivery is culturally grounded and relevant.

Cultural Journey

Develops cultural capability across the entire workforce. This includes structured cultural learning, storytelling, reflection, and opportunities for staff to deepen their understanding of local cultures, histories, and languages.

Cultural Student Journey

Ensures Aboriginal and Torres Strait Islander students experience culturally supportive and empowering pathways from enrolment to completion, resulting in increased participation, improved retention, and stronger learning outcomes.

The five-year framework is designed to:

- Strengthen engagement with Aboriginal and Torres Strait Islander communities,
- Increase Aboriginal and Torres Strait Islander student participation and completion rates,
- Grow Aboriginal and Torres Strait Islander employment within the College, and
- Enable meaningful reporting against Closing the Gap targets, specifically:
 - Students reach their full potential through further education pathways (Outcome 6)
 - Youth are engaged in employment or education (Outcome 7)
 - Strong economic participation and development of people and their communities (Outcome 8)

ATAG's leadership ensures that the Cultural Lens Framework and our broader reconciliation commitments are community-informed, culturally grounded, and focused on long-term, sustainable impact. By embedding Aboriginal and Torres Strait Islander perspectives into the College's governance, operations, training delivery, and staff development, North Regional TAFE is building a culturally responsive organisation that honours the voices, histories, and aspirations of the communities it serves.

RAP 2026-2028

North Regional TAFE's 2026-2028 RAP reflects a built-in, not bolted-on, approach to reconciliation. It acknowledges that reconciliation is not a standalone initiative together, we're working to create lasting change by making reconciliation a core part of our culture.

The events surrounding Stolen Wages are deeply connected to the themes within our current RAP. This is not just history, it is lived experience for many of our staff, students, and their families. We've seen Aboriginal and Torres Strait Islander peoples speak up and work with allies to create change.

This RAP continues our commitment to:

- Advancing reconciliation,
- Promoting equity for Aboriginal and Torres Strait Islander peoples, and
- Embedding Aboriginal and Torres Strait Islander voices in our processes and decisions.

The featured artwork and Mervyn Street's class action are powerful expressions of truth-telling and acknowledgment—steps toward understanding the painful histories and ongoing impact of colonisation in our region. The artwork featured in the RAP and Mervyn Street's class action help us understand and acknowledge the painful histories and ongoing effects of colonisation in our regions.





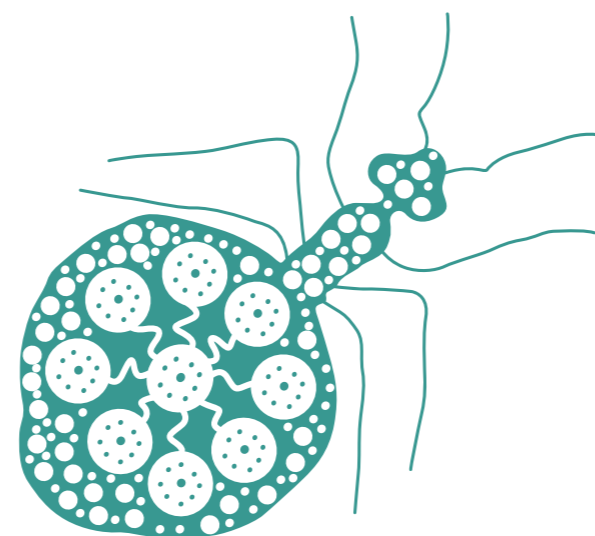
Leadership and Governance

The RAP is championed by the College's Managing Director and the Chair of the ATAG. It is supported by the College RAP Working Group, chaired by the Executive Director Corporate and Organisational Services, who will provide quarterly progress updates to the Corporate Executive and ATAG.

RAP Working Group

The RAP Working Group includes staff from all three divisions of the College: Training Services, Organisational Services, and Corporate Services, and brings together both Aboriginal and Torres Strait Islander staff and non-Aboriginal staff from across the College's academic and support areas.

- Executive Director Corporate and Organisational Services
- Executive Director Training Services
- Director Client Experience
- Director Student Support
- Manager Aboriginal Programs and Student Support
- Principal Lecturer
- Team Leader Aboriginal Development Kimberley
- Team Leader Aboriginal Development Pilbara
- Team Leader Marketing



Key learnings from our previous RAP

As we move forward with our 2026–2028 RAP, we are committed to continuing the work started in our previous Innovate RAP. Several key areas require ongoing attention to ensure lasting impact:

1. Supporting Aboriginal and Torres Strait Islander Student Success

- What we've done: Introduced targeted support programs and culturally safe learning environments.
- What we'll keep doing: Strengthen wraparound support services, improve access to mentoring, and embed Aboriginal and Torres Strait Islander perspectives in curriculum design.

2. Growing Aboriginal and Torres Strait Islander Employment

- What we've done: Increased Aboriginal and Torres Strait Islander representation in leadership and support roles.
- What we'll keep doing: Develop career pathways, improve recruitment practices, and support professional development for Aboriginal and Torres Strait Islander staff.

3. Embedding Cultural Learning

- What we've done: Delivered cultural awareness training across the College.
- What we'll keep doing: Expand training into cultural capability development, include local Aboriginal and Torres Strait Islander perspectives, and make cultural learning part of induction and ongoing staff development.

4. Strengthening Data and Reporting

- What we've done: Started tracking Aboriginal and Torres Strait Islander student outcomes and staff representation.
- What we'll keep doing: Improve data systems to monitor progress against Closing the Gap targets and use insights to guide decision-making.

5. Deepening Community Partnerships

- What we've done: Built strong relationships with local Aboriginal organisations and Elders.
- What we'll keep doing: Co-design programs with community, increase engagement through the Cultural Lens Project, and ensure community voices shape our priorities.

6. Ensuring Accountability

- What we've done: Established governance structures like ATAG and the RAP Working Group.
- What we'll keep doing: Regularly review progress, report transparently, and ensure reconciliation actions are embedded in operational plans.



Relationships

North Regional TAFE is committed to building strong, respectful, and enduring relationships with Aboriginal and Torres Strait Islander peoples, communities, and organisations. We recognise that these partnerships are essential to the success of our RAP and to our broader vision of reconciliation.

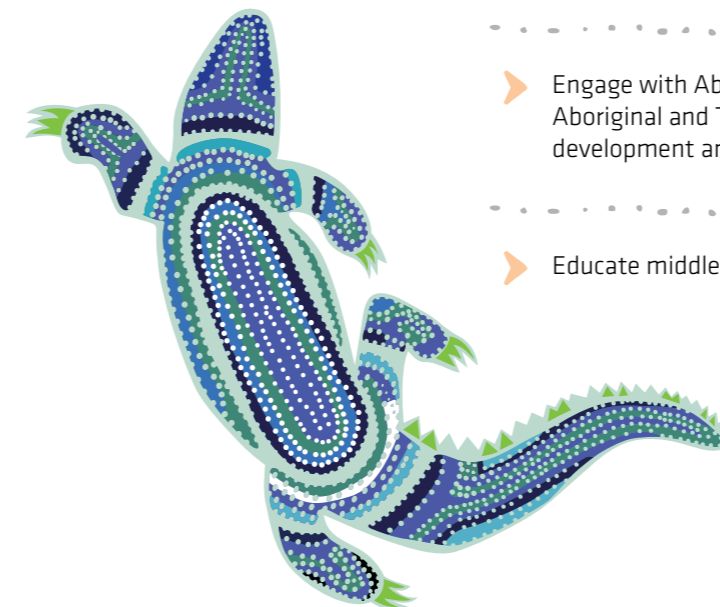
True reconciliation requires trust, respect, open communication, and genuine collaboration. We are dedicated to fostering a diverse and inclusive workplace culture where all people feel valued, supported, and heard. Our commitment to reconciliation is ongoing and deeply embedded in the way we work, engage, and connect with others.

Focus Area

North Regional TAFE's relationship actions focus on building strong, respectful, and mutually beneficial partnerships with Aboriginal and Torres Strait Islander peoples, communities, and organisations. We are committed to strengthening how we engage, communicate, and collaborate by establishing consistent and culturally informed practices across our organisation.

Action	Deliverable	Timeline	Responsibility
1 Establish and maintain mutually beneficial relationships with Aboriginal and Torres Strait Islander stakeholders and organisations.	Continue to build strong, reciprocal relationships with Aboriginal communities through regular engagement, formal agreements, and community-led guidance that ensures training delivery is culturally grounded and relevant.	December 2026, June 2027, February 2028	Manager Aboriginal Programs, Managers Industry Engagement and Student Support
	Review engagement plan to work with Aboriginal and Torres Strait Islander stakeholders and organisations and incorporate learnings.	February 2027, February 2028	Manager Aboriginal Programs and Student Support
	Continue to meet with local Aboriginal and Torres Strait Islander stakeholders and organisations to develop guiding principles for future engagement, including agreed approaches for supporting community-led truth-telling and local historical awareness initiatives.	July 2026, February 2027, February 2028	Manager Aboriginal Programs and Student Support
2 Build relationships through celebrating National Reconciliation Week (NRW).	Circulate Reconciliation Australia's NRW resources and reconciliation materials to our staff.	May 2026, 2027, 2028	Chair RWG
	RAP Working Group members to participate in an external NRW event.	27 May - 3 June 2026, 2027, 2028	Chair RWG
	Encourage and support staff and senior leaders to participate in at least one external event to recognise and celebrate NRW.	27 May - 3 June 2026, 2027, 2028	Chair RWG
	Organise at least one NRW event each year at each campus.	27 May - 3 June 2026, 2027, 2028	Corporate Executive

Action	Deliverable	Timeline	Responsibility
2 Build relationships through celebrating National Reconciliation Week (NRW).	Register all our NRW events on Reconciliation Australia's NRW website.	April 2026, 2027, 2028	Director Client Experience
3 Promote reconciliation through our sphere of influence.	Review and refine the staff engagement strategy to increase awareness of reconciliation throughout our workforce, including increasing staff understanding of local truth-telling priorities, such as Stolen Wages histories and regional truth-telling processes.	November 2026	Chair RWG
	Communicate our commitment to reconciliation publicly, including our commitment to community-led truth-telling that honours the histories and lived experiences of Aboriginal and Torres Strait Islander peoples in the North West.	February 2027, 2028	Chair RWG
	Explore opportunities to positively influence our external stakeholders to drive reconciliation outcomes.	December 2026, 2027	Chair RWG
4 Promote positive race relations through anti-discrimination strategies.	Collaborate with RAP organisations and other like-minded organisations to develop innovative approaches to advance reconciliation.	December 2026, 2027	Chair RWG
	Develop and implement a formal anti-discrimination strategy that will create culturally safe environments for Aboriginal and Torres Strait Islander peoples by reviewing policies, practices, and spaces to ensure respect, inclusion, and protection from racism.	March 2027	Director People and Infrastructure
	Develop, implement, and communicate an anti-discrimination policy for our organisation.	December 2026	Director People and Infrastructure
	Engage with Aboriginal and Torres Strait Islander staff and/or Aboriginal and Torres Strait Islander advisors to consult on the development and implementation of our anti-discrimination policy.	August 2026	Director People and Infrastructure
	Educate middle and senior leaders on the effects of racism.	October 2026	Director People and Infrastructure



Respect

North Regional TAFE recognises that understanding and respecting the diverse histories and cultures of Aboriginal and Torres Strait Islander peoples is essential to building strong, lasting relationships. By acknowledging these cultures as a vital part of our shared past, present, and future, we create space for respectful and reciprocal partnerships.

Respect forms the foundation of how we teach, engage, design programs, and operate across the Kimberley and Pilbara. We acknowledge that cultural identity, connection to Country, and the strength of the world's oldest continuing cultures remain central to the wellbeing and success of Aboriginal and Torres Strait Islander students, staff, and communities.

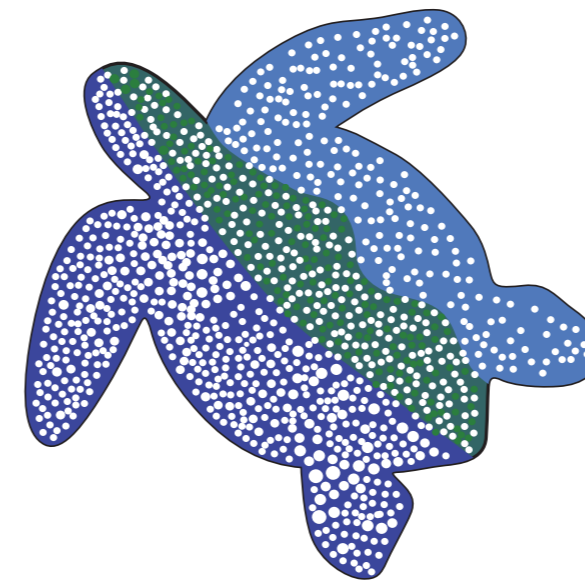
We are committed to strengthening cultural capability across our organisation so that all staff can engage with cultural protocols, local knowledge holders, and community organisations in safe, informed, and culturally responsive ways. By embedding cultural knowledge into our systems, behaviours, and decision-making, we work toward a future where Aboriginal and Torres Strait Islander peoples experience cultural safety, respect, and belonging across all campuses and training environments.

Focus Area

Our Respect actions aim to increase cultural understanding, embed culturally safe practices, observe and uphold cultural protocols, and promote Aboriginal and Torres Strait Islander cultures across North Regional TAFE. We will continue to prioritise meaningful consultation with Aboriginal and Torres Strait Islander peoples and expand cultural learning for staff and strengthen our commitment to truth-telling. We recognise that respecting Aboriginal and Torres Strait Islander peoples requires more than awareness, it requires action, accountability, and relationships grounded in integrity and cultural humility.

Action	Deliverable	Timeline	Responsibility
1 Increase understanding, value and recognition of Aboriginal and Torres Strait Islander cultures, histories, knowledge and rights through cultural learning.	Conduct a review of cultural learning needs within our organisation to assess progress.	October 2026, 2027	Chair RWG
	Consult local Traditional Owners and/or Aboriginal and Torres Strait Islander advisors to inform our cultural learning strategy.	June-October 2026, 2027	Director Student Support
	Review and update cultural learning strategy document for our staff and embed truth-telling as a core component of cultural capability development.	October 2026, 2027	Director People and Infrastructure and Director Student Support
	Provide opportunities for RAP Working Group members, Human Resources managers and leadership staff to participate in formal and structured cultural learning, including truth-telling modules that strengthen awareness of local histories, colonisation impacts, and ongoing community experiences.	December 2026, 2027	Corporate Executive
	Work in partnership with local Aboriginal and Torres Strait Islander stakeholders to co-design and develop a digital archive of oral histories and community narratives, accessible to staff and students via the College intranet and website, in line with Respecting and Protecting Indigenous Cultural and Intellectual Property (ICIP).	December 2027	Director Client Experience and Director Student Support

Action	Deliverable	Timeline	Responsibility
2 Demonstrate respect to Aboriginal and Torres Strait Islander peoples by observing cultural protocols.	Increase staff's understanding of the purpose and significance behind cultural protocols, including Acknowledgement of Country and Welcome to Country protocols.	June 2026, 2027, 2028	Chair RWG
	Review and update cultural protocol document, including protocols for Welcome to Country and Acknowledgement of Country.	June 2026, 2027, 2028	Manager Aboriginal Programs and Student Support
	Invite a local Traditional Owner or Custodian to provide a Welcome to Country or other appropriate cultural protocol at significant events each year.	June - July 2026, 2027, June 2028	Manager Aboriginal Programs and Student Support
	Include an Acknowledgement of Country or other appropriate protocols at the commencement of important meetings.	June 2026	Corporate Executive
3 Build respect for Aboriginal and Torres Strait Islander cultures and histories by celebrating NAIDOC Week.	RAP Working Group to participate in an external NAIDOC Week event.	July 2026, 2027	Chair RWG
	Review Human Resources policies and procedures to remove barriers to staff participating in NAIDOC Week.	June 2026, 2027	Manager Human Resources
	Promote and encourage participation in external NAIDOC events to all staff.	May - June 2026, 2027, 2028	Chair RWG



Opportunities

North Regional TAFE is committed to creating innovative partnerships, programs, and learning experiences that support and empower Aboriginal and Torres Strait Islander peoples to achieve their personal, educational, and community aspirations. We believe that meaningful and lasting change occurs when Aboriginal and Torres Strait Islander peoples and non-Indigenous Australians work together with respect, trust, and shared purpose.

As the leading provider of vocational education and training across the Kimberley and Pilbara, we acknowledge our responsibility to deliver high-quality, culturally safe learning opportunities that reflect the goals, strengths, and priorities of our students, communities, and industry partners.

Our approach to training is responsive, community-informed, and built around creating real pathways to employment, economic wellbeing, and further education for all learners.

We recognise that increasing Aboriginal and Torres Strait Islander participation and representation within our workforce, training programs, and leadership pathways strengthens cultural integrity, builds capability, and contributes to a more inclusive and resilient regional economy. By expanding opportunities, removing barriers, and partnering with community, we aim to support sustainable futures and positive outcomes for Aboriginal and Torres Strait Islander peoples across the North West.

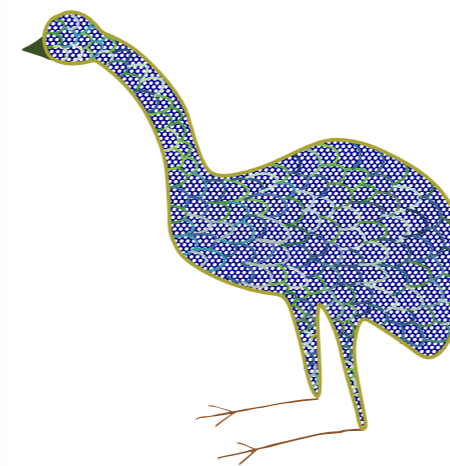
Focus Area

Our Opportunities actions focus on increasing pathways to training, employment, and leadership for Aboriginal and Torres Strait Islander peoples. This includes strengthening recruitment and retention strategies, growing professional development opportunities, expanding First Nations business procurement, and creating culturally safe innovation and learning spaces. These commitments align with North Regional TAFE's strategic direction to build a skilled, inclusive, and future-focused workforce and to deliver training that supports strong, sustainable regional communities.

Action	Deliverable	Timeline	Responsibility
1 Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.	Continue to build understanding of current Aboriginal and Torres Strait Islander staffing to inform future employment and professional development opportunities.	August 2026, 2027	Manager Human Resources and Portfolio Managers
	Engage with Aboriginal and Torres Strait Islander staff to consult on our recruitment, retention and professional development strategy, ensuring it reflects staff experiences and feedback relating to cultural safety, truth-telling, and workplace narratives.	August 2026, 2027	Manager Human Resources
	Develop and implement an Aboriginal and Torres Strait Islander recruitment, retention and professional development strategy.	September 2026, 2027	Manager Human Resources and Directors Training Services
	Advertise job vacancies to effectively reach Aboriginal and Torres Strait Islander stakeholders.	June 2026	Manager Human Resources

Action Deliverable Timeline Responsibility

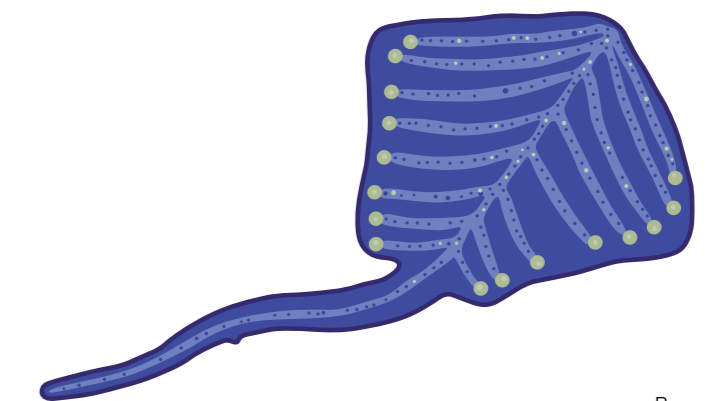
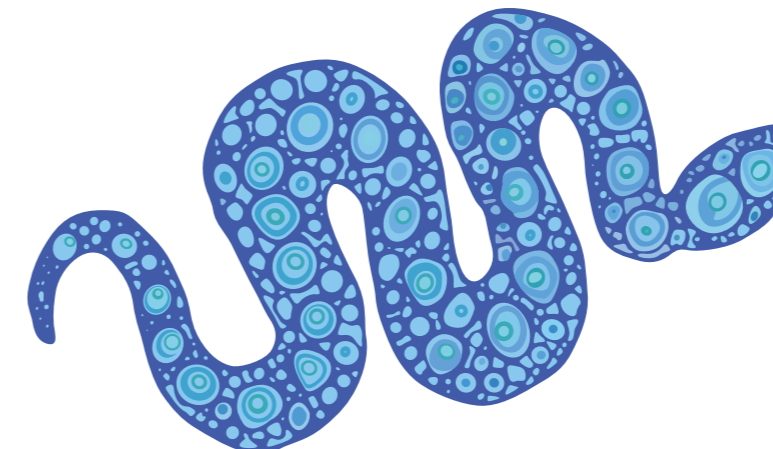
1 Improve employment outcomes by increasing Aboriginal and Torres Strait Islander recruitment, retention, and professional development.	Review Human Resources and recruitment procedures and policies to remove barriers to Aboriginal and Torres Strait Islander participation in our workplace.	November 2026	Manager Human Resources
	Develop career pathways into leadership roles for Aboriginal and Torres Strait Islander staff.	December 2026	Manager Human Resources
2 Increase Aboriginal and Torres Strait Islander supplier diversity to support improved economic and social outcomes.	Develop and implement an Aboriginal and Torres Strait Islander procurement strategy.	February 2027	Director Finance (CFO)
	Investigate Supply Nation membership.	February 2027	Director Finance (CFO)
	Develop and communicate opportunities for procurement of goods and services from Aboriginal and Torres Strait Islander businesses to staff.	February 2027	Director Finance (CFO)
	Review and update procurement practices to remove barriers to procuring goods and services from Aboriginal and Torres Strait Islander businesses.	February 2027	Director Finance (CFO)
	Develop commercial relationships with Aboriginal and/or Torres Strait Islander businesses.	February 2027	Director Finance (CFO)
3 Provide support and build foundations for leaders, staff and students to embed cultural learning, integrity and perspectives into their cultural journey.	Embed cultural accountability into executive leadership through personal learning journeys, digital journals, and active participation in cultural events.	December 2026, 2027	Corporate Executive
	Support continuous cultural learning for all staff through structured activities, storytelling, and reflection aligned with reconciliation dimensions and cultural integrity principles.	June 2026, 2027	Executive Director Corporate and Organisational Services and Executive Director Training Services
	Embed Aboriginal perspectives into the student experience, ensuring culturally safe pathways from enrolment to completion, and improving outcomes for Aboriginal students across all training programs.	December 2027	Executive Director Training Services



Governance

Action	Deliverable	Timeline	Responsibility
1 Establish and maintain effective governance structures to support the delivery of RAP commitments.	➤ Maintain Aboriginal and Torres Strait Islander representation on the RWG.	➤ August, December 2026, March, August, December 2027, March 2028	➤ Chair RWG
	➤ Review and maintain Terms of References for the ATAG and RWG.	➤ June 2026, January 2027, 2028	➤ Chair RWG
	➤ Meet at least four times per year to drive and monitor RAP implementation.	➤ June, August, October, December 2026, 2027, March 2028	➤ Chair RWG
2 Provide appropriate support for effective implementation of RAP commitments.	➤ Define resource needs for RAP implementation.	➤ June 2026, 2027	➤ Chair RWG
	➤ Engage our senior leaders and other staff in the delivery of RAP commitments.	➤ June, August, October, December 2026, 2027, March 2028	➤ Chair RWG
	➤ Define and maintain appropriate systems to track, measure and report on RAP commitments.	➤ June, August, October, December 2026, 2027, March 2028	➤ Chair RWG
	➤ Maintain an internal RAP Champion from senior management.	➤ June 2026, 2027	➤ Chair RWG

Action	Deliverable	Timeline	Responsibility
3 Build accountability and transparency through reporting RAP achievements, challenges and learnings both internally and externally.	➤ Contact Reconciliation Australia to verify that our primary and secondary contact details are up to date, to ensure we do not miss out on important RAP correspondence.	➤ June annually	➤ Chair RWG
	➤ Complete and submit the annual RAP Impact Survey to Reconciliation Australia.	➤ 30 September, annually	➤ Chair RWG
	➤ Report RAP progress to all staff and senior leaders quarterly.	➤ June, August, October, December 2026, 2027, March 2028	➤ Chair RWG
	➤ Publicly report our RAP achievements, challenges and learnings, annually.	➤ June 2027, 2028	➤ Chair RWG
	➤ Investigate participating in Reconciliation Australia's biennial Workplace RAP Barometer.	➤ June 2027	➤ Chair RWG
	➤ Submit a traffic light report to Reconciliation Australia at the conclusion of this RAP.	➤ December 2028	➤ Chair RWG
	➤ Use interactive dashboards to track RAP outcomes and share progress publicly.	➤ June 2027, June 2028	➤ Chair RWG
	4 Continue our reconciliation journey by developing our next RAP.	➤ Register via Reconciliation Australia's website to begin developing our next RAP.	➤ January 2028



North Regional TAFE

📞 1300 996 573

✉ info@nrtafe.wa.edu.au

🌐 northregionaltafe.wa.edu.au

RTO Provider No. 52788

